

Selby Community Primary School Year 5 Curriculum Map

	Autumn	Spring	Summer
Topic Title	The Big Bang	Myths and Legends	Scandinavia calling
Literacy-Fiction	Zathura Adventure at Bishop's Wood	Bedd Gelert Icarus	Beowulf Nightmare Man
Literacy-Non-Fiction	Report Instructions	Explanation Discussion	Persuasion Recount
Poetry	A Galaxy of Lights – Margaret Greaves I am Running Through a Forest – Jack Prelutsky	Loyalty Vs Survival - Cherokee	Wings – Pie Corbett They're Out There – Nick Toczek The Fear – Brian Moses
Reading	The Falcon's Malteser The Man who walked between the towers	The Nowhere Emporium	The graveyard book
Maths	Chapters 1-5	Chapters 6-11	Chapters 12-15
Science	Earth and space Forces	Properties and changes of materials	Animals inc Humans (Yr 5) Living things and their habitats
History	A study of an aspect or theme in British history that extends chronological knowledge beyond 1066	Local History- Coal Mining	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Geography	Earthquakes	UK Geographical skills and fieldwork	Maps
RE	What do religions say to us when life gets hard? Christmas	If God is everywhere, why go to a place of worship? Easter	What does it mean to be a Muslim in Britain today?
PSHE	Relationships	Health & well being Keeping myself safe	Me & my future
MFL	U13 – Ma Famille U14 – On fait la fête	U15 – Cher zoo U16 – Le petit déjeuner	U17 – Vive le temps U18 – À la plage
Music	Ensemble Projects – 'Somebody That I Used To Know' & 'Shosholoza'	Introduction to iPads in Music (Composing)	Ukulele
PE	Gymnastics Football	Dance Swimming Fitness	Tennis Cricket
Design Technology	Food Product Textiles Motorised vehicle with control		
Art	Focus Artist: Antoni Gaudi – Architect & Designer (25 June 1852 – 10 June 1926 Spanish)		
	Collage – Mosaic Sculpture – Modroc/plaster of paris Painting – acrylics Drawing – Interpret the texture of a surface and use perspective		
Computing	Excel Algorithms and programming- To design algorithms that use repetition and 2-way selection. Information Technology- analyse and evaluate information and edit film. Digital Literacy- Understand choices when using technology and all content is safe and true.		
Visits	Selby Abbey (local), Theatre (further afield)		
Life skill	Enterprise		
Cooking	Soup		
STEM	Saltwater Cars	Enterprise Project	

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Year 5 end of year subject expectations

Subject	Expected Standard			
Science	With support, identify key questions for investigation. Suggest methods of testing including a fair test and begin to suggest how to collect evidence. Make predictions based on scientific knowledge.	Make observations, comparisons and measurements with increasing precision. Carry out an investigation systematically, ensuring variables are controlled to keep the test fair.	Identifying simple trends and patterns from findings and use tables, bar charts and line graphs, using ICT. Use appropriate scientific language and conventions to communicate. Relate evidence to scientific knowledge & understanding.	
PE	Children demonstrate controlled jumping and landing. They are able to pass, dribble, shoot, throw and catch, use a racket with accuracy. Can move around a court/pitch effectively. Children work as part of a team with a common aim and use a range of techniques. They choose a tactic for defending and attacking. In dance and gymnastics they compose sequences in their own way. Talk about the importance of exercise on the body and the physical effects of exercising regularly.			
History	Draw timelines of historical periods showing key events or lives of significant people. Compare more than two historical periods explaining how things have stayed the same/changed including the locality. Confidently use a range of evidence to test a hypothesis in order to answer questions.			
Geography	Explain the course of a river and understand why many cities are located on or close to it. Understand why people are attracted to live by rivers. Name and locate many of the world's most famous rivers using an atlas. Plan a journey to a place in another part of the world. Explain how a location fits into a wider geographical location with reference to human and economical features. Become a skilled user of OS maps, atlases, globes and aerial photographs.			
RE	Use religious vocabulary to describe and show understanding of sources, authorities, practices, beliefs and lifestyles. Make links between the various religions studied. Have an awareness of the religions followed locally, and nationally in the UK. Begin to understand some reasons behind the rise of extremist groups.	Raise questions about sacredness, identity, values and belonging to a community. Be able to explain why they find someone else inspirational (religious or otherwise), and how this could impact on their own life.		
Art	Engage in open ended research and exploration in the process of initiating and developing their own personal ideas Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.	Sculpture- use frameworks and moulds to provide stability and form Modroc/plaster of paris. Combine with digital media to create animation. Collage- Mix textures for effect, combine visual & tactile qualities, ceramic mosaic techniques. Painting- Use different types of brushes, focusing on tint, tone and shade. Use colour to reflect mood using acrylic. Drawing- Effect of light on objects and people from different directions. Interpret the texture of a surface. Produce increasingly accurate drawings of people. Concept of perspective	Regularly analyse and reflect on their progress taking account of what they hoped to achieve	Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. Describe the processes they are using and how they hope to achieve high quality outcomes.
DT	Use research and other criteria to develop products which are fit for purpose. Use annotated sketches, drawing apps, or prototypes to explain their ideas.	Use a wide range of tools and techniques to produce a product that is fit for purpose. Products include mechanical and electrical components to provide control using computers. Work includes textile techniques.	Evaluate their own product against design criteria. Evaluate existing products to gain ideas for their own design. Understand the work of designers.	Know that food is grown and reared. Be aware of a balanced diet. Prepare a range of savoury food products safely and hygienically using a heat source.
Computing	Combine sequences and procedures to turn devices on and off. Design algorithms that involve repetition and 2-way selection. Analyse and evaluate information and understand the usefulness of search results.			
Music	Perform with increased musical fluency across a range of instruments and through singing. Develop greater depth of knowledge of harmonic sequences and language through playing ukuleles. Use keyboards in increasing measure to demonstrate above skills. Utilise developed knowledge and explore the creative possibilities of arrangement and composition through use of iPads and music technology.			
PSHE	Know what makes a healthy lifestyle – the benefits of exercise and healthy eating and the factors that affect mental health. Be able to plan for future spending and differentiate between essentials and desires – needs and wants. Know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices. Be able to manage feelings about money, your own and others. Identify their strengths, areas for improvement and set high aspirations and goals.			
MFL	Hold a simple conversation with 2-3 exchanges. Understand a short story or factual text when listen to and reading French. Writing short paragraphs of 3-4 sentences.			

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Year 5 end of year subject expectations for mastery

Subject	Mastery Expectations
Science	Apply scientific understanding to explain everyday phenomena. Fluent use of scientific vocabulary. Reflect on efficacy of scientific investigations carried out and suggest how they might be improved.
PE	Pupils select and combine skills, techniques and ideas. They apply them in ways that suit the activity, with consistent precision, control and fluency. When planning their own and others' work, and carrying out their own work, they draw on what they know about strategy, tactics and composition in response to circumstances, and what they know about their own and others' strengths and weaknesses. They can show leadership working in a team. They comment on how skills, techniques and ideas have been used in their own and others' work, and suggest ways to improve. They explain how to prepare for, and recover from, the activities. They explain how different types of exercise contribute to their fitness and health and describe how they might get involved in other types of activities and exercise.
History	Fluent in the use of historical vocabulary. Lead discussions and justify opinions. Confidently ask and answer questions about history. Know how history has an impact on our lives today locally, nationally and internationally.
Geography	Ask appropriate geographical questions to support own investigations. Analyse human and physical features & make clear links between different places studied. Use with accuracy a wide range of observational and research skills. Begin to reach substantiated conclusions. Learning is transferred and applied into different contexts
RE	Begin to describe why people belong to different religions and belief groups. Or have no religion. Be able to describe who inspires themselves and others.
Art	Pupils who are exceeding the expectations will typically be providing evidence of achievement which consistently extends their learning beyond the confines of the task. They are working in ways which show deeper understanding and mastery and which are above the norm for their peer group.
DT	The pupil can produce clear annotated sketches to plan their work, often listing the order of making. They have used ideas from other products and research to influence their design. They can use a wide range of tools effectively and safely with accuracy. They produce a product that has some detail and may be complex. They can evaluate their products and discuss how improvements could be made.
Computing	Able to clearly communicate how sequences work. Understand that not everything is true/safe when using the internet.
Music	Instruments are played with an enhanced fluency, musicality and an overall display of natural musicianship in which the skills demonstrated and displayed become increasingly evident
PSHE	To communicate the expectations both orally and in writing. Able to express their understanding about necessity versus luxury. Able to name a variety of jobs and the stereotypes associated with them.
MFL	Recalls and applies previous topic vocabulary confidently in a range of contexts. Confidently answer a variety of questions in French. Engages confidently in conversations applying good intonation. Demonstrates grammatical rules without prompting (plurals, adjectives).

Year 5 Subject Vocabulary

PE	possession			obstruction			accuracy			contact		
	tackle			forehand			fluency (dance/gym)			acceleration		
	techniques			backhand			marking			aerobic		
Science	gestation			dissolve			orbit			air resistance		
	transparency			(ir)reversible			axis			water resistance		
	conductivity			Solar System			gravity			friction		
History	diversity			dissolution			legacy			chronology		
	trend			ancestry			aristocracy			revolt		
	peasantry			resistance			raid			perspective		
Geography	Know the names of counties of UK											
	Earthquakes (and related vocabulary)			economic features			contour			land use patterns		
	megacities			location			Relief/physical map			Global Positioning System		
	region			infrastructure			6-figure grid reference			geographical location		
RE	almsgiving			Zakat			Ummah			charity		
	Migration			acceptance			Emergency aid			development		
	Fundraising			Sensitivity			respect			cohesion		
Art	perspective			embellish			contour hatching			interpret		
	stencil			Modroc			model			intricate patterns		
	bias			image			colour scheme			contrast		
	neutral			mirror image								
DT	form			annotate			gear			reinforce		
	function			ingredient			diet			aftertaste		
	accurate			connect			pulley			framework		
Computing	sequences			procedures			external device			analyse		
	evaluate			sheets			column			row		
	formula			form			spreadsheet					
Music	texture			loops			genre					
	ensemble			sharps			riff			flats		
PSHE	diet			legal/illegal			career			aspirations		
	substances/drugs			enterprise			essentials/desires			responsibility		
MFL	family	Mum	today	they're	I received	heavy	breakfast	forty	I will play	swim	beach	ice cream
	sister	Step dad	What is the	dancing	I sent it	frightening	toast	fifty	What will	do	sand	A scoop
	brother	Step mum	date?	they're	back	perfect	some bread	sixty	you do?	watch	sea	What
	step	Grandad	my	eating	but	there are	What do	it's nice	town	go listen	bucket	flavour?
	brother	Grandma	birthday is	they're	so	Dear	you	it's not nice	Where are	At home	spade	playing
	step sister		party	playing	too	Love from	eat/drink?	this	you going?		boat	
	Dad		I am	friends	it was		I eat / drink	morning	to read			
			inviting	The first								
				(1 st)								
Maths	reflex			square number			cube number			decimal places		
	factor			multiple			prime numbers			percentage		
	scale diagram			protractor			regular polygon			reflection		
	axis/axes			co-ordinates			translation					