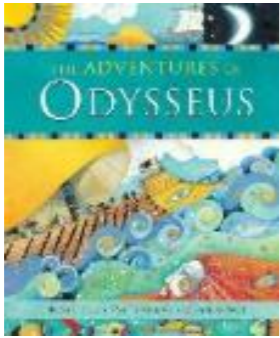

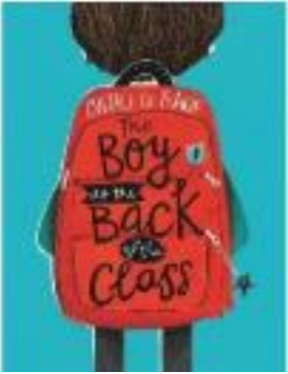
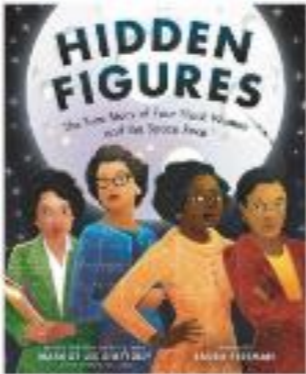






Brunswick House Primary School
Year 5 Curriculum Map
2024-2025



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English and SPaG	 Odysseus	 The Explorer	 The boy at the back of the class	 Hidden Figures	 Golden Horsemen of Baghdad	 Out of my mind
	Character description and narrative extract Non-chronological report Balanced argument (through history)	Diary entry from the perspective of a character. Balanced argument Instruction writing	Writing in role Information leaflet Interview	Persuasive letter Advert Recount	Persuasive poster Narrative extract Poetry News article	Poetry Speech writing Review
	Word classes – Determiners, Nouns, Adjectives, Verbs, Adverbs Adverbials Tenses Perfect form (auxiliary verbs - has, have, had) Prepositions Subordination Choice of noun/pronoun for cohesion Conjunctions of time Expanded noun phrases Standard English - did/done; were/was Sentence types - statement, Commands, Exclamations Relative pronoun (who, which, where, when, whose, that) Relative clauses Modal verbs Prefixes Vocab questions Commas to clarify meaning/ambiguity Commas after fronted adverbials and in lists ! ? . and capital letters Inverted commas Apostrophes Brackets for parenthesis Homophones and other words that are often confused: Aloud/allowed; farther/further; guessed/guest; heard/herd; steel/steal; cereal/serial; desert/dessert Word families Synonyms and antonyms	Tenses Perfect form (auxiliary verbs - has, have, had) Prepositions Determiners Relative clauses Noun phrases Choice of nouns/ pronouns for cohesion Relative pronouns (who, which, where, when, whose, that) Word classes - Nouns, Adjectives, Verbs, Adverbs Adverbials Sentence types – Statements, Commands, Exclamations Fronted adverbials Conjunctions of time Modal verbs Standard English - did/ done; were/was Subordination Prefixes Commas to clarify meaning/ ambiguity Commas after fronted adverbials and in lists ! ? . and capital letters Apostrophes Inverted commas Commas and dashes for parenthesis Word families Homophones and near homophones	Word classes – Determiners, Nouns, Adjectives, Verbs, Adverbs Adverbials Prepositions Conjunctions of time Subordination Perfect form of verbs (auxiliary verbs - has, have, had) Modal verbs Choice of noun or pronoun Expanded noun phrases Tense consistency Relative clause where relative pronoun may be omitted Possessive pronouns Relative pronouns Standard English Sentence types Commas to clarify meaning/ambiguity Commas after fronted adverbials Commas in lists ! ? . and capital letters Questions Inverted commas Apostrophes Brackets, commas and dashes for parenthesis Word families Synonyms and antonyms Homophones and near homophones Prefixes and Suffixes			

Reading/P honics	<p>This year we will be working on developing all of our VIPERS skills: Vocabulary, Inference Prediction, Explanation, Retrieval and Summarising</p>					
Maths	<p>Number: Place value, Addition and subtraction, Multiplication and division, Fractions</p>	<p>Number: Place value, Addition and subtraction, Multiplication and division, Fractions</p>	<p>Number: Multiplication and division, Fractions, Decimals and Percentages Measurement: Perimeter and Area Statistics: Line graphs, Tables and Timetables</p>	<p>Number: Multiplication and division, Fractions, Decimals and Percentages Measurement: Perimeter and Area Statistics: Line graphs, Tables and Timetables</p>	<p>Geometry: Shape, Position and Direction Number: Decimals, Negative numbers Measurements: Converting Units, Volume</p>	<p>Geometry: Shape, Position and Direction Number: Decimals, Negative numbers Measurements: Converting Units, Volume</p>
Science	<p><u>Forces</u> <u>How does resistance affect items?</u></p> <p>In our forces unit, we will be covering the concept of gravity, resistance and friction. We will be learning about the concept of drag and how different mechanical items can exert force on a range of different items.</p>	<p><u>Earth and Space</u> <u>Is the Earth flat or spherical and how do we know?</u></p> <p>In our Earth and Space unit, we will be learning the names and characteristics of the planets in our solar system. We'll describe the Sun, Earth and Moon as spherical bodies and explore the movement of the Earth and other planets in relation to the Sun, and the Moon in relation to Earth. We'll look at the differences between the concepts of heliocentric and geocentric models of the universe as well as the philosophers who came up with these concepts. We will be studying how the interaction between planets and celestial bodies affect time on Earth.</p>	<p><u>Sustainability: Global Warming</u> <u>Properties of Materials (1)</u> <u>How conduct are certain materials?</u></p> <p>In this short unit, we will explore what Global Warming is and the effects it has on living things.</p> <p>In properties of materials, we will be testing materials to assess their hardness, magnetism and transparency. We will also investigate the electrical and heat conductivity of materials.</p>	<p><u>Animals including Humans</u> <u>Living Things and their Habitats (1)</u> <u>How is the life cycle of an animal different to that of a plant?</u></p> <p>Throughout this unit, we will be learning about the stages of human development from conception to old age. We will explore how our bodies change as we get older and will investigate the process of human gestation.</p> <p>Through living things and their habitats, we will be exploring and comparing a variety of different animals and plants' life cycles.</p>	<p><u>Living Things and their Habitats (2)</u> <u>How do different living things reproduce?</u></p> <p>We will be learning about the process of reproduction - sexual and asexual - in animals and plants.</p>	<p><u>Properties of Materials (2)</u> <u>If a material changes, can we change it back?</u></p> <p>In this unit we will investigate how to separate materials through various means (e.g. filtering, sieving, evaporation and magnetic attraction). We will explore reversible and irreversible changes for materials.</p>
History	<p><u>Ancient Greece: What evidence can we use to show that the Ancient Greeks have contributed to the lives we live today?</u></p> <p>In our Ancient Greece unit, we will be looking at the contributions the Ancient Greeks have made to the world, in particular focusing on democracy, the rule of law and rights for individuals. We will be learning all about their beliefs, including gods and goddesses, and myths and legends.</p>		<p><u>Early Islamic Civilisation: How was the Islamic Civilisation able to spread so far, so quickly?</u></p> <p>In this unit, we will study the impact of early Islamic civilisations in the Middle East, with a particular focus on the Golden Age of Baghdad. We will be looking at how the civilisation grew around the prophet Muhammad and the Islamic conquests. We will be covering the civilisations' contributions to global development and how they still influence us today.</p>		<p><u>Local History – What impact did the Tudors have on the country?</u></p> <p>This term we will be learning about the impact Tudors had on Kent. We will be looking at the chronology of the Tudor as well as religion and dissolution of the monasteries. During this unit we will look at Henry VIII and his 6 wives, the importance of hierarchy during his reign as well as the impact he had on children. During this term we will be exploring Hampton Court Palace.</p>	

Geography		<u>South America - What is the impact of humans on the Amazon Rainforest?</u>		<u>The UK – How does the UK power itself?</u>		<u>Sustainability - How ‘Green’ is our school? Fieldwork</u>
		In our South America unit, we will be looking at the different countries that make up the continent and Amazon River basin. We will also identify the position and significance of the Tropics of Cancer and Capricorn. We will be exploring various physical and human geographical features relating to the Andes mountain range and the Amazon rainforest.		We will be exploring the types of energy that the UK uses and how it obtains this, such as natural and renewable energy sources. We will consider the benefits and drawbacks of energy sources and consumption and the impact on the environment.		This term we will assess how sustainable our school currently is and investigate what changes we can make. We will plan and conduct various fieldwork activities during this unit. We will have interviews with the premises team on how they contribute to the school being ‘green’ as well as doing pupil surveys. We will do local walks to compare the local area with our school.
PSHE	<u>Be Yourself</u> <u>What strategies can we use to regulate our own emotions?</u>	<u>TEAM: Together Everyone Achieves More</u> <u>What rights do we all have?</u>	<u>Britain</u> <u>Democracy</u> <u>How can I participate in democracy?</u>		<u>Money matters</u> <u>How can I budget effectively?</u>	<u>Eat like a Champ</u> <u>What is a balanced meal?</u>
	In term 1, we will be focussing on Being Ourselves, we will be learning about ourselves and understand that we are all special. We will be learning about what feelings might make us feel uncomfortable and how to employ different strategies to help us manage these uncomfortable feelings.	In TEAM, we are going to be looking at how to work collaboratively, respond to differences in opinions and how to be respectful of others. We will be exploring what responsibilities we have and how to live up to these responsibilities.	In Britain, we will be learning about our core British values and how to be an upstanding member of society. We will be learning about democracy in Britain and around the world and how it is everyone’s individual right to actively participate. We will be exploring what democracy means and its impact on shaping the society we live in.		In term 5, we will be studying why money matters and how we can be more responsible with our money. We will be learning about why people borrow money and the possible dangers with this.	In term 6, we will be looking at healthy eating. We will be covering what makes a balanced meal and how it is important to ensure that we get all major food groups into our diet.
RE	<u>Why do some people think God exists?</u> <u>If God is everywhere, why go to a place of worship?</u>		<u>What would Jesus do? (Can we live by the values of Jesus in the 21st Century?)</u>		<u>What does it mean to be a Muslim in Britain?</u>	
	In RE during term 1, we will be studying the existence of God and why people believe in God. We will be exploring how the concept of a God came into being and what different people think about God in today’s world. In term 2, we will be exploring different places of worship for the different religions as well as exploring different places of worship and alternative roles in society.		In this unit, we will be exploring the teachings of Jesus and how we can apply these lessons in the modern time. We will be explaining why Christian’s believe that Jesus’ messages are still important today and how they live their lives by his teachings.		In this unit, we will be exploring what it means to be a Muslim in Britain today. We will be exploring the different things Muslims believe and how these contrast to different religions. We will also be looking at Muslim places of worship and the different religious items that Islam has.	
PE	<u>Swimming</u> <u>OAA</u>	<u>Swimming</u> <u>Dance</u>	<u>Football</u> <u>OAA</u>	<u>Dance</u> <u>Tag Rugby</u>	<u>Athletics</u> <u>Gymnastics</u>	<u>Rounders</u> <u>Netball</u>

	<p>We will be swimming at Mote Park Leisure Centre. We will be learning swimming skills from our starting points.</p> <p>In OAA, children will learn how to read a map of the school grounds and use this to find control points in various activities.</p>	<p>We will be swimming at Mote Park Leisure Centre. We will be learning swimming skills from our starting points.</p> <p>We will be developing our skills of performance, composition and appreciation through a unit of work based on Christopher Bruce's 'Ghost Dances.' This work is based on a historical political / social era in South America (the focus of our Geography unit) and incorporates imagery and social references from that area.</p>	<p>In Football, we will be .</p> <p>In OAA, we will be using compass points, scaling and teamwork skills to solve problems.</p>	<p>Link with democracy? Dance? Represent a conflict and how they overcome it?</p> <p>In tag rugby, we will develop sport-specific skills such as passing and tagging. We will learn the rules of tag rugby and apply these in game-play situations, developing our tactical awareness (attack and defence principles) and teamwork skills.</p>	<p>In athletics, we will enhance our athletics ability through a range of different styles of running, throwing and jumping.</p> <p>We will be looking at how to work effectively as part of a team and create gymnastic sequences.</p>	<p>In rounders, we will be developing sport-specific skills such as batting, bowling throwing and catching. We will learn the rules of rounders and apply these in game-play situations, developing our tactical awareness and teamwork skills.</p> <p>In netball, we will be developing sport-specific skills such as passing and shooting. We will learn the rules of netball and apply these in game-play situations, developing our tactical awareness (attack and defence principles) and teamwork skills.</p>
Music	<p><u>Western Classical Traditions</u> How has Western Classical music changed in the 20th Century?</p>	<p><u>Popular Christmas Music</u></p>	<p><u>Popular Music (90's music)</u> What type of music was listened to in the 90s?</p>	<p><u>Western Classical and Film</u> How has Islamic music influenced the world?</p>	<p><u>Musical Traditions</u> What kind of music did the ancient Greeks listen too?</p>	<p><u>Popular Music –Festival music</u> What instruments are played in a carnival?</p>
	<p>We will be listening to a selection of music from different genres and discuss how the music makes us feel.</p> <p>We will embark on a musical journey through the solar system, exploring how our universe inspired composers including Gustav Holst and John Williams.</p> <p>We will learn to play a piece of music linked to space on various instruments.</p> <p>We will perform rhythms on untuned percussion instruments following graphic and staff notation.</p>	<p>We use our knowledge of rhythms and duration to perform a ternary piece of music in the key of C.</p> <p>We will learn how to form triads and play them on tuned percussion and melodic instruments, and at different speeds.</p> <p>We will sing two-part seasonal songs, observing phrasing, accurate pitch and changes in tempo and dynamics.</p>	<p>We will listen and compare music from five different musical traditions and identify where given changes occur.</p> <p>We will learn how to recognise primary chords in the key of C, and work in pairs to create a short ternary piece to play on tuned percussion instruments.</p> <p>We will learn a Peruvian song, and develop our response to changes in pitching, tempo and dynamics.</p>	<p>We will listen to Western Classical Tradition and Film music, and identify percussion, woodwind and string instruments.</p> <p>We will discover how history has inspired composers, and use this knowledge to structure our own musical ideas to perform on various instruments.</p> <p>We will learn a traditional Islamic song, and observe phrasing, accurate pitching and appropriate style.</p>	<p>We will listen to popular music and be able to describe how the music makes us feel.</p> <p>Explore pentatonic melodies and syncopated rhythms, learning that the fundamental dimensions of music are the same all over the world.</p> <p>We will learn about musical instruments from the Early Period and sing and perform extant music by the Greeks.</p>	<p>This term, we will listen to musical trends popularised at music festivals across the world.</p> <p>We will learn about musical instruments and compose song accompaniments to be played on available instruments, and play and perform them as a carnival band.</p> <p>We will present to others a variety of songs with actions, observing phrasing, accurate pitching and appropriate style.</p>
DT	<p><u>Food and Cooking</u> <u>Making bread</u> How can we make bread more exciting?</p>		<p><u>Textiles</u> <u>Designing and Sewing a bag</u> How can we make a bag stronger?</p>		<p><u>Designing and Making</u> <u>Cam toy mechanisms</u> How can an internal mechanism make something move?</p>	

	Throughout our Food and Cooking unit, we will be designing and creating our own bread exploring different cooking methods and techniques. We will taste test different breads from around the world and explore the ingredients needed to make our own bread. Children will learn to select appropriate recipes for their own bread and innovate these to add their own flavouring. We will also design and create packaging to showcase the contents.		Throughout our textiles unit, we will be joining materials using different sewing techniques and stitches. We will be designing, creating and evaluating our own bag, using a variety of different stitches and techniques. We will be evaluating a range of bags to make decisions about our own designs.		In this unit, we will be exploring cam mechanisms. Children will learn and understand the components of the mechanism and how they work together. Children will design and make a cam toy based on an Ancient Greek myth.	
Art		<u>Self-portraits – Oil pastels</u> <u>Artist Study: Frida Kahlo</u> <u>How can we show how we change over time?</u>		<u>Batik</u> <u>Artist Study: Daniel Jean-Baptiste</u> <u>How did Jean-Baptiste use Batik to show the world around him?</u>		<u>Digital Collage</u> <u>Artist study: Luke Robson and Danai Gkoni</u> <u>How can we use technology to complete a collage?</u>
		In this unit, we will be studying the artist Frida Kahlo and replicating her artwork style when creating our own piece of art. The theme of this project is 'Identity' and this links to our science unit, which includes the stages of human development. The pupils will create two self-portraits, one of them as a baby / toddler and one of them now. We will be experimenting with different techniques such as blending and complementary colours.		In this unit, we will be studying the artistic style of Daniel Jean-Baptiste and how he used batik to create his artwork. We will be exploring where batik originated from and creating our own artistic pieces using this style and inspired by Peruvian animals.		In this unit, we will be exploring how to create collage using technology. We will be exploring and comparing artists' work and using these as inspiration to create our own space-themed digital collages using computer programmes. We will focus on layering, composition and juxtaposition to make our collage eye-catching.
Computing	<u>Coding</u> <u>How do variables affect a code?</u>	<u>Online safety</u> <u>Spreadsheets</u> <u>How can we use formulas effectively?</u>	<u>Databases</u> <u>Game creator</u> <u>How can a database help us answer questions?</u>	<u>Modelling</u> <u>Concept maps</u> <u>How can we use a concept map?</u>	<u>Word processing (Microsoft word and google)</u> <u>How is word processing used in real life?</u>	<u>Using external devices</u> <u>Micro bits</u> <u>What is an external device and how do we use it?</u>
	Children will program a simulation. They will learn what decomposition and abstraction are. They will use functions and incorporate strings, variables and concatenation.	Children explore secure passwords and the importance of confidentiality. They learn about referencing sources in work and look at how the Internet can validate information. Children will learn to create formulas to model and solve a given problem including using text variables. They will then use their spreadsheet skills to help plan out a cake sale.	After searching for information in a database, children will contribute to a collaborative database before creating one of their own and then write questions for their peers to answer. Children will plan out a 3D game and consider the features that will make it effective. After completing the game, they will share it online and use this as an opportunity to make it better.	Children are introduced to computer based 3D modelling and design 3D models manipulating points to meet a range of design criteria. After finishing there is the opportunity to print on paper or in 3D. Children will learn what a concept map is and how it can be used. They will create a map and contribute to a collaborative one. Children will learn how it can be used to retell information.	Children will learn the key features of word processing packages. They will develop skills needed to edit a document including text formatting, images, tables and layouts.	Children will begin to write a program on a computer that responds with an externally connected device. They explore making use of sensors to trigger responses. The Micro bits unit will teach children how to program a micro bit device.
MFL	<u>Phonics 3</u> <u>¿Qué Fecha es Hoy? - What is the date?</u>	<u>¿Qué Tiempo Hace? - What is the weather like?</u>	<u>Los Planetas (The Planets)</u> <u>Are the names of the planets the same in Spanish?</u>	<u>La Ropa (Clothes)</u> <u>How can we describe what we are wearing in Spanish?</u>	<u>Las Olimpiadas (The Olympics)</u> <u>Do Olympic sports have the same names in Spanish?</u>	<u>¿Tienes una mascota? (Do you have a pet?)</u> <u>What are the Spanish words for pets?</u>

	<p>We will be improving our understanding of Spanish phonics. We will also be learning the Spanish terms for each of the months and days so that we can effectively explain when things have happened.</p>	<p>We will be exploring different words for the weather. We will be practising putting these into sentences and conversation.</p>	<p>We will be applying our knowledge gained from our Space topic and developing an understanding of that vocabulary in Spanish.</p>	<p>We will be covering the different elements of vocabulary for items of clothing. We will be exploring how to put this into complex sentences.</p>	<p>We will be focusing on the Olympics. We will be learning about Spanish Olympic stars and the Spanish names for the sports.</p>	<p>We will be exploring different words for pets. We will be putting this vocabulary into context.</p>
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