



Sandford St Martin's CE VA Primary

**Cohesive curriculum progression map**  
**Year 5**

## Year 5 – AUTUMN TERM

Reading	Writing	Maths	Science
<p><u>Term 1A</u> Children's Classics (Volume I) Romans inc Myths and Legends Disney Songs ** Notable People (Volume I) **</p> <p><u>Term 1B</u> Great Openings Circuses Books from other Culturs inc Kick, The Breadwinner + 1 other from list below</p> <p>Maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Understand what they read by: discussing meaning; making inferences; summarising main ideas; asking questions to improve their understanding; participate in discussions about books.</p>	<p><b>1. Sicily Brochure</b> The Write stuff - Persuasive writing <b>EK:</b> - <b>Use of paragraphs to organise ideas around a theme</b> - <b>Use standard English forms for verb inflections instead of local spoken form</b></p> <p><b>2. The Nowhere Emporium</b> The Write stuff - narrative <b>EK:</b> - <b>Verb prefixes: dis, de, mis, over, re</b> - <b>Linking ideas across paragraphs using adverbials of time or sense choices</b> - <b>Brackets, dashes or commas to indicate parenthesis</b> - <b>Relative clauses – who, which, where, when, whose, that, or an omitted relative pronoun</b> - <b>Use of adverbs or modal verbs for possibility</b></p> <p><b>3. Instructions Writing</b> <b>EK:</b> - <b>Recap of different clauses &amp; general sentence structure (basic punctuation and sense)</b> - <b>Focus on relative clauses</b> - <b>Use of adverbs or modal verbs for possibility</b></p>	<p><b>Place value within 100,000</b> Rounding to 1, 10, 100, 1000 Read, write order and compare</p> <p><b>Place value within 1,000,000</b> Read, write order and compare Rounding to 10, 100, 1000, 10 000 and 100 000 Negative numbers Sequences</p> <p><b>Addition and subtraction</b> Whole numbers with more than 4 digits Formal methods Mental fluency Inverses Problem solving</p> <p><b>Graphs and tables</b> Interpreting tables Line graphs</p> <p><b>Multiplication and division</b> Factors and multiples Prime numbers Squared and Cubed Inverses Mulitply and divide by 10, 100, 1000 inc decimals</p> <p><b>Measure – area and perimeter</b> Calculating area Estimating areas</p>	<p style="text-align: center;">Forces Gravity and Resistance.</p> <p><b>EK – Friction is a force caused by 2 surfaces rubbing against each other</b> <b>EK - Unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</b> <b>EK – Know the effects of air resistance</b> <b>EK - Know the effects of water resistance</b></p> <p style="text-align: center;">Levers, pulleys and gears</p> <p><b>EK - Some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</b></p> <p><b>EPFW - To be able to take repeated accurate measurements.</b> <b>EPFW - To be able to use test results to make predictions to set up further fair-tests.</b> <b>EPFW - To be able to plan a fair-test; identifying the control variables.</b></p>

## Year 5 – AUTUMN TERM

RE	HISTORY	GEOGRAPHY	COMPUTING	PSHE
<p>T - Explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p>I - Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</p> <p>C - Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p> <p>T - Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</p> <p>I - Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p> <p>C - Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people’s lives.</p>	<p><u>Roman Britain</u> Know that ancient Rome was a republic; it was not a democracy.</p> <p>Know that the city of Rome was the centre of the Roman Empire and it is today the capital city of Italy</p> <p>Know that the Roman Empire mainly existed around a body of water called the Mediterranean Sea</p> <p>Know that before the first Roman invasion of Britain in 55 BCE, the people of the island that we now call Britain lived in small or large settlements and forts, including hill forts, in tribes or clans who probably raided neighbouring tribes and clans to steal cattle and other animals; these clans or tribes were not unified in any way and would not have seen themselves as Britons</p> <p>Know that Julius Caesar’s army invaded in 55 BCE and 54 BCE, but he did not conquer the territory; know that Britain was conquered around a century later by the Roman army in 43 CE on the orders of Claudius, the Roman Emperor at the time</p>	<p>Know that a mountain is a landform that rises prominently above its surroundings. It is generally distinguished by steep slopes, a relatively confined summit, and considerable height.</p> <p>Know that the height of mountains is measured as the height above sea-level</p> <p>Know that the Himalayas are the biggest range on Earth.</p> <p>Know that the biggest mountain range in Europe is the Alps, in North America the Rocky Mountains and in South America the Andes.</p> <p>Locate these mountain ranges on a world map.</p> <p>Know that Mount Everest is the tallest mountain on Earth.</p>	<p>To begin to simplify code.</p> <p>To understand what a simulation is.</p> <p>To program a simulation.</p> <p>To begin to understand what a function is and how functions work in code.</p> <p>To understand what the different variable types are</p> <p>To gain a greater understanding of the impact that sharing digital content can have.</p> <p>To know how to maintain secure passwords. To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.</p> <p>To learn about how to reference sources in their work.</p> <p>To search the Internet with a consideration for the reliability of the results, to check validity and understand the impact of incorrect information.</p> <p>To use formulae within a spreadsheet</p> <p>To use the count tool</p> <p>To use a spreadsheet to model a real life problem.</p>	<p><b>Being Me in my world</b> I can plan for the year ahead I know what it means to be a citizen I know that I have rights and responsibilities. I understand that my and others behaviour can affect a group. I know what democracy is.</p> <p><b>Celebrating Difference</b> I understand about cultural differences and how they can cause conflict I understand what racism is I understand different types of bullying I understand, enjoy and respect other cultures.</p>

## Year 5 – AUTUMN TERM

ART	DT	PE	MUSIC	MFL
<p><b>A sense of place</b>            To respond to and express opinions to the work of a known artist.            To begin to understand how artists use perspective in their art work.            To develop sketching skills to include shading            To use painting and sketching skills to produce a piece of art.</p>	<p><b>Pulleys and levers</b></p> <p>Know how systems such as levers, linkages, pulleys, or gears create movement and apply this knowledge where necessary.            Know how systems such as levers, linkages, pulleys, or gears create movement.</p>	<p>Coordination – ball skills            Agility – reaction / response            Throw Tennis</p> <p>Real Gym</p>	<p>♪ know and can use specific vocabulary for the changing speeds in music (accelerando – getting faster, ritardando – getting slower). (Pulse/ Tempo)</p> <p>♪ know that there can be more than one note played at a time in different combinations such as note clusters and chords. I know that different instruments can be combined for effect. (Texture/Timbre)</p> <p>♪ can sing three-part rounds, partner songs and songs with a verse and a chorus using a sense of ensemble and performance (to include, phrasing, accurate pitching and appropriate style). (Singing)</p> <p>♪ understand that music can be come from a variety of sources and can begin to identify where and when I believe they come from using musical clues. I can identify the introduction, verse, chorus and two sections (binary form – AB form). (Listen and Appraise/ Structure)</p>	<p><b>Phonics Lesson 3</b>  <b>I and e / eau and eux</b></p> <p><b>Pets (Int)</b>            7 animals            I have/ I do not have            Colours/numbers</p> <p><b>Dates (Int)</b>            Days, months, numbers            Today it is            My birthday and family birthdays</p>

## Year 5 - SPRING TERM

Reading	Writing	Maths	Science
<p><u>Term 2A</u> World Book Day Poetry Jamboree (re-tell poetry by heart) Frank Cottrell Boyce Changing Materials</p> <p><u>Term 2B</u> POETRY (NATIONAL POETRY MONTH, APRIL, Depth study) – The Highwayman and We Refugees Space Michael Morpurgo</p> <p>Maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Understand what they read by: discussing meaning; making inferences; summarising main ideas; asking questions to improve their understanding; participate in discussions about books.</p>	<p><b>1. Anglo Saxon Battle Speech</b> The Write Stuff - Y6 <b>EK:</b></p> <ul style="list-style-type: none"> <li>- Imperative Verbs</li> <li>- Fronted Adverbials with a comma.</li> <li>- Personification</li> <li>- Modal verbs</li> <li>- Past tense</li> <li>- Description and adverbials (4 weeks)</li> </ul> <p><b>2. Formal Letter Writing</b> <b>EK:</b></p> <ul style="list-style-type: none"> <li>- Punctuation for parenthesis</li> <li>- Modal verbs</li> <li>- Cohesion within and between paragraphs</li> <li>- Formal tone</li> <li>- 1<sup>st</sup> person</li> <li>- Present tense</li> <li>- using commas to clarify meaning or avoid ambiguity in writing</li> <li>- using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>- using modal verbs or adverbs to indicate degrees of possibility</li> <li>- using relative clauses</li> <li>- brackets used for parenthesis (3 weeks)</li> </ul> <p><b>3. Diary recount – based on history topic</b></p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> person</li> <li>• Past tense</li> <li>• Informal language (3 weeks)</li> </ul>	<p><b>Multiplication and division</b> 4 digits by 1 digit 2 digit by 2 digit 3 digit by 2 digit Division with remainders Formal methods</p> <p><b>Fractions</b> Equivalent fractions Mixed numbers and improper Comparing and converting Fraction sequences Comparing and ordering Fractions as division Adding and Subtracting (same denominator) Multiply simple fractions and mixed numbers by whole numbers Fractions of amounts</p> <p><b>Decimals and percentages</b> Read, write, order and compare numbers with up to three decimal places Decimals as fractions (tenths, hundredths) Understanding thousandths Rounding decimals (to whole and 1 dp) Equivalent F, D, %</p>	<p>Properties and changes of materials</p> <p><b>EK – Know the properties of everyday materials (including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets)</b></p> <p><b>EK - Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</b></p> <p><b>EK – Mixtures can be separated, including through filtering, sieving and/or evaporating</b></p> <p><b>EK – Some changes can be reversed and some are irreversible (and may result in the formation of a new material)</b></p> <p><b>EPFW - To be able to plan a scientific enquiry that will answer a question. To take accurate measurements and record data.</b></p>

## Year 5 – SPRING TERM

RE	HISTORY	GEOGRAPHY	COMPUTING	PSHE
<p>T - Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>I - Make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>C - Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p> <p>T - Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.</p> <p>I - Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>C - Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p>	<p><u>Roman Britain</u>            Know that ancient Rome was a republic; it was not a democracy.</p> <p>Know that the city of Rome was the centre of the Roman Empire and it is today the capital city of Italy</p> <p>Know that the Roman Empire mainly existed around a body of water called the Mediterranean Sea</p> <p>Know that before the first Roman invasion of Britain in 55 BCE, the people of the island that we now call Britain lived in small or large settlements and forts, including hill forts, in tribes or clans who probably raided neighbouring tribes and clans to steal cattle and other animals; these clans or tribes were not unified in any way and would not have seen themselves as Britons</p> <p>Know that Julius Caesar's army invaded in 55 BCE and 54 BCE, but he did not conquer the territory; know that Britain was conquered around a century later by the Roman army in 43 CE on the orders of Claudius, the Roman Emperor at the time</p>	<p>Know that <b>biomes</b> are valuable to humans and that they are <u>also</u> worth protecting in their own right (i.e. regardless of their use to humans); understand that our oceans are under threat from pollution in particular plastics; know that while some plastic ends up in the ocean due to intentional dumping, large amounts are blown into the sea from the land; know that the plastic in the oceans can be deadly to <b>marine</b> life and that once it has entered the <b>food chain</b> it can cause health problems for humans</p> <p>Know that our atmosphere acts like a blanket that traps the Sun's heat; know that people on Earth are making carbon dioxide, mainly through <b>transport, manufacturing and agriculture</b>; know that this extra carbon dioxide is leading to <b>global warming</b> as the world heats up</p>	<p>To learn how to search for information in a database.</p> <p>To create a database around a topic.</p> <p>To plan, design and create a game environment and quest</p> <p>To finish and share the game.</p> <p>To self and peer evaluate.</p> <p>To be introduced to the skills of computer aided design (CAD).</p> <p>To explore the effect of moving points when designing.</p> <p>To design a 3D Model to fit certain criteria.</p> <p>To refine and print a model.</p>	<p><b>Dreams and Goals</b></p> <p>I have dreams for my future.</p> <p>I know the importance of money</p> <p>I understand about having a dream job/career and how to get there</p> <p>I understand that in different cultures people have different goals</p> <p>I can show motivation</p> <p>I can support others including charities.</p> <p><b>Healthy Me</b></p> <p>I understand what smoking and vaping is and how bad they can be.</p> <p>I understand about alcohol and the link to anti social behaviour</p> <p>I know what emergency aid is.</p> <p>I understand what body image means</p> <p>I can explain and know what healthy food choices I can make and how to have a healthy relationship with food.</p> <p>I understand how motivation effects my behaviour</p>

## Year 5 – SPRING TERM

ART	DT	PE	MUSIC	MFL
<p><b>Chinese Art</b> To develop sketching skills using a range of materials. To mix a range of tones and shades and use in their painting. To develop brush technique.</p>	<p><b>Inventions</b> Chinese Inventors</p> <p>Investigate and analyse Key inventors/ designers/ chefs/ manufacturers/ engineers who have been influential in areas the children are working in.</p>	<p>Dynamic balance – on a line Counter balance – with a partner River Crossing</p> <p>Static balance – one leg Dynamic balance to agility – jumping and landing Jump, Roll, Balance</p>	<p><i>♩</i> play copycat rhythms, copy a leader and invent rhythms for other to copy on untuned/ tuned instruments. (Rhythm)</p> <p><i>♩</i> group sounds that are happy (major) or sad (minor). I understand that music is played in different time signatures such as 2/4,3/4 or 4/4 and that these change the feel of the music. (Pitch/ Duration)</p> <p><i>♩</i> play melodied on tuned percussion following staff notation written on one stave (do-do). I can compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument. (Performing/ Composing)</p> <p><i>♩</i> understand that music can be come from a variety of sources and can begin to identify where I believe they come from. I can start to identify the introduction, verse, chorus and two sections (binary form – AB form). (Listen and Appraise/ Structure) DEEPEN</p>	<p><b>Weather (Int)</b> 9 types of weather North, South, East West Places in France</p> <p><b>At the Café (Int)</b> I am having a/some 12 Drinks and food</p>

## Year 5 - SUMMER TERM

Reading	Writing	Maths	Science
<p><u>Term 3A</u>                      Novels (Volume I)                      Great Openings                      Picture Books (Volume I) **                      Notable People (Volume II) **</p> <p><u>Term 3B</u>                      Kate DiCamillo                      Children's Classics (Volume II)                      Picture Books (Volume II) **                      Songs **</p> <p>Maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Understand what they read by: discussing meaning; making inferences; summarising main ideas; asking questions to improve their understanding; participate in discussions about books.</p>	<p><b>1. <u>Balanced Argument</u></b>                      Non Write stuff.                      EK:  <ul style="list-style-type: none"> <li>• <b>Sentence length varied e.g short/long.</b></li> <li>• <b>Active and passive voice used deliberately to heighten engagement.</b></li> <li>• <b>Wide range of subordinate connectives e.g. whilst, until, despite.</b></li> <li>• <b>Persuasive statements are used to change the reader's opinion. E.g. you will never need to...</b></li> <li>• <b>Use modal verbs</b></li> <li>• <b>Comma after fronted adverbials.</b></li> <li>• <b>Adverbials of time, place and number.</b></li> </ul> </p> <p><b>2. <u>Portal Story (film clip stimulus)</u></b>                      Narrative (adventure)                      EK:                      - <b>Recap of relative clauses + correct P</b>                      - <b>Recap of parenthesis + punctuation</b>                      - <b>Cohesion within and between paragraphs</b>                      - <b>Use of commas to clarify meaning/avoid ambiguity</b></p> <p><b>3. <u>Poetry unit – Narrative poem –</u></b>                      Highwayman                      EK:  <ul style="list-style-type: none"> <li>• <b>Use of poetic techniques</b></li> <li>• <b>Similes</b></li> <li>• <b>Personification</b></li> <li>• <b>Metaphor</b></li> </ul>                     (2 weeks)</p>	<p><b>Decimals</b>                      Adding and subtracting upto 3 dps                      Decimals sequences                      Multiplying by 10, 100, 1000                      Dividing by 10, 100, 1000</p> <p><b>Geometry – properties of shapes</b>                      Whole turns and angles at a point                      Using protractors                      Angles in a straight line                      Rectangles                      Parallel and perpendicular lines                      Regular and irregular polygons                      3D shapes</p> <p>Geometry – position and direction                      Co-ordinates                      Reflection and translation</p> <p><b>Measure – converting units</b>                      cm/m, km/m, cm/mm                      g/kg, ml/l                      Problem solving, 4 operations                      Imperial units (length, mass, capacity)                      Time and timetables</p> <p><b>Measure – volume and capacity</b>                      Introduce and estimate volume                      Compare volumes                      Estimate capacity</p>	<p style="text-align: center;">Earth and Space</p> <p><b>EK - Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</b></p> <p><b>EK - Describe the movement of the Moon relative to the Earth.</b></p> <p><b>EK - Explain day and night in terms of the Earth's rotation and the apparent movement of the Sun across the sky.</b></p> <p><b>EPFW – Use models to enable explanation.</b></p> <p style="text-align: center;">Animals including humans                      Living things and their habitats</p> <p><b>EK -Different types of organisms have different life cycles (mammal, amphibians, birds, insects)</b></p> <p><b>EK – Describe the changes as humans develop to old age</b></p> <p><b>EK – Know the process of reproduction in plants</b></p> <p><b>EK - Know the process of reproduction in animals</b></p> <p><b>EPFW - To be able to present conclusions.</b></p> <p><b>EPFW - To be able to use evidence to refute or support an idea.</b></p>



## Year 5 – SUMMER TERM

RE	HISTORY	GEOGRAPHY	COMPUTING	PSHE
<p>I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. I can think of some ways of showing commitment to God that would be better than others for Muslims.</p> <p>I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims</p>	<p><u>Anglo Saxons and Vikings</u></p> <p>Know that tribes from continental Europe called the Angles, Saxons, Jutes and others began arriving in Britain from what is now Germany, Denmark and the Netherlands, often coming into violent conflict with those living in Britain at the time; collectively historians refer to these settlers as Anglo-Saxons;</p> <p>historians debate the reasons as to why the Anglo-Saxons came to Britain;</p> <p>it is likely they came for various reasons, including the good farmland in Britain, the lack of protection following the departure of the Romans and because some were invited to help defeat the invaders from the north</p> <p>Know that more invaders from further north of the continent that we now call Europe began raiding Britain in 793; these invaders came via longships from Scandinavia.</p>	<p>Know that throughout its history, Wareham’s ... ethnic / migration make-up is heavily white British which means we live in a place that is not very multi-cultural.</p> <p>Know that many people who live in Sandford / Wareham <b>commute</b> to other towns / cities, e.g. Dorchester, Poole, Bournemouth, Southampton. Use the website <a href="https://commute.datashine.org.uk/">https://commute.datashine.org.uk/</a> to look at commuting patterns</p>	<p><i>To know what a word processing tool is for.</i> <i>To add and edit images to a word document.</i> <i>To know how to use word wrap with images and text.</i> <i>To change the look of text within a document.</i> <i>To add features to a document to enhance its look and usability.</i> <i>To use tables within to present information.</i> <i>To introduce children to templates</i> <i>To consider page layout including heading and columns.</i></p>	<p><b>Relationships</b> I have self recognition and self worth I am building good self esteem I understand about safer online communities. I have learned about online gambling and online gaming and how to stay safe. I know ways to reduce my screen time and why it is important. I know the dangers of online grooming. I know SMARRT internet safety rules.</p> <p><b>Changing Me</b> I understand about myself and how to have good body image I understand the influence of online and the media on body image I know what happens in puberty for girls and for boys I know what conception means including IVF I understand as I get older my responsibilities grow. I can cope with change and transitions.</p>

## Year 5 – SUMMER TERM

ART	DT	PE	MUSIC	MFL
<p><b>Kandinsky</b> To respond to and express opinions to the work of a known artist. To use colour to show mood, atmosphere and depth in their work. To understand colour, shades and tones and how to mix and make them.</p>	<p><b>Fashion and Textiles</b> – drawstring bag</p> <p>Choose from a range of learnt stitches based on function and aesthetics. Measures, marks out, shapes and cuts materials and components with accuracy.</p>	<p>Static balance – stance Coordination – footwork Beanbag Reid</p> <p>Agility – ball chasing Coordination – sending and receiving Throlf</p>	<p><b>Dorset Music service – instrument with whole class</b></p> <ul style="list-style-type: none"> <li>• <b>Ukele or</b></li> <li>• <b>Samba or</b></li> <li>• <b>Brass or</b></li> <li>• <b>Recorder</b></li> </ul> <p>♫ add dynamics to my own music to create different moods. PP – very quiet, P – quiet, mf – med loud, f – loud, ff – very loud. I can play a tuned instrument using the notes C, D, E, F &amp; G. (Dynamics and Playing)</p> <p>♫ improvise freely using tuned percussion and melodic instruments. I can play melodies based on the notes that IU have previously learnt about and start to understand how triads are used. (Improvise and Perform)</p> <p>♫ describe how music is different and can start to talk about the historical background and story. I know and can identify that music can be played by more than one player at a time and this creates harmony. (Listen and Appraise/ Structure) CONTINUE AND DEEPEN</p>	<p><i>Olympics</i> <i>12 sports</i></p> <p><b>Clothes</b> 20 items</p> <p>I wear, he wears, she wears, they wear, you wear, we all wear</p>