

Rockmount Primary School Year 5 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National and Whole School Events	International Day of Peace	Black History Month National Poetry Day Anti-bullying Week Children in Need Remembrance Day World Food Day	National Handwriting Day Internet Safety Day	World Maths Day World Book Day British Science Week Comic Relief	Mental Health Awareness Week World Day for Cultural Diversity	Sports Week World Environment Day
Assemblies / Circle Times / British Values / Safeguarding	Ass: New Beginnings, Our Environment, Peace SG: Relationships and Keeping Safe (Who can I talk to?)	Ass: Poverty, Bullying BV: Democracy SG: Safe Play (Peer mediators, Friendship, Inclusion, Anti-bullying)	Ass: Online Safety, Citizenship BV: Rule of Law SG: Online safety SG: Citizenship and Criminal Responsibility	Ass: Scientists, Families and Relationships BV: Individual Liberty and Personal Responsibility SG: Healthy Relationships and Appropriate Touch	Ass: Prejudice BV: Tolerance and Respect SG: Stranger Danger	Ass: Save the Planet BV: Equality SG: Moving On (Gang Awareness, Road Safety, Peer pressure)
Theme	Can we time travel on planet Earth?	What impact did world war I and II have on London?	Who were the Tudors?	What attracts tourists to mountains?	Why did the Vikings invade Britain?	What is the water cycle?
Literacy	Proposal Explanation News broadcast report	Setting descriptions Letter - formal Non-chronological reports	Letter – informal Narrative - story	Narrative adventure story Poetry	Non-chronological reports Viking Sagas	Classic narrative/fiction from our heritage
Key Text	Curiosity: The Story of a Mars Rover	War Horse	The Eyewitness Guide to All Things Tudor Treason	When the Mountains Roared	Viking Boy	Water Tower
Maths	Calculation / four operations	Shape / Measure/ Fractions / data	Calculation / four operations	Shape / Measure/ Fractions / data	Calculation / four operations	Shape / Measure/ Fractions / data
Science	<p style="text-align: center;">Earth in Space</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the sun in the solar system describe the movement of the Moon in relation to the Earth describe the Sun, Moon and Earth as spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 	<p style="text-align: center;">Properties and changes of materials</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties know that some materials will dissolve in a liquid to form a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated give reasons based on evidence from comparative and fair testing for the particular uses of everyday materials demonstrate that dissolving, 	<p>Living things and life cycles</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and bird describe the life process of reproduction in some plants and animals 		<p style="text-align: center;">Forces</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity identify the effects of air resistance, water resistance and friction that act between moving surfaces recognise that some mechanisms, including levers, pulleys, and gears allow a smaller force to have a greater affect 	<p style="text-align: center;">Animals including humans</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age

		<p>mixing and changes of state are reversible changes</p> <ul style="list-style-type: none"> explain that some changes result in the formation of new materials 				
Computing	<p>We are adventure gamers</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> use search technologies effectively use a variety of software (including Internet services) on a range of digital devices to design and create content that accomplish given goals, including presenting information use technology safely, respectfully and responsibly 	<p>We are architects</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting information 	<p>We are web developers</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> understand computer networks including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact be discerning in evaluating digital content 	<p>We are cryptographers</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>We are game developers</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems and solving problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>We are VR designers</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting information
Online Safety (Project Evolve)	<p>Copyright and Ownership: I can assess and justify when it is acceptable to use the work of others.</p> <p>Online Relationships: I can give examples of technology-specific forms of communication (e.g., emojis, memes and GIFS). I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognize that this is not my / our fault. I can describe some of the ways people may be involved in online communities and describe how they might collaborate</p>	<p>Managing Online Information I can explain the benefits and limitations of using different types of search technologies e.g., voice-activation search engine. I can explain how some technology can limit the information I am presented with. I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. I can evaluate digital content and can explain how to make choices about what is trustworthy e.g., differentiating between adverts and search results. I can explain key concepts including: information, reviews,</p>	<p>Managing Online Information I can identify ways the internet can draw us to information for different agendas, e.g., website notifications, pop-ups, targeted ads. I can describe ways of identifying when online content has been commercially sponsored or boosted (e.g., by commercial companies or by vloggers, content creators, influencers). I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes'</p>	<p>Online Bullying I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. I can identify a range of ways to report concerns and access support both in school and at home about online bullying. I can explain how to block abusive users.</p>	<p>Copyright and Ownership I can give examples of content that is permitted to be reused and know how this content can be found online.</p> <p>Privacy and Security I can explain what a strong password is and demonstrate how to create one. I can explain how many free apps or services may read and share private information (e.g., friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain what app permissions are and can give some examples.</p>	<p>Online Reputation I can search for information about an individual online and summarise the information found. I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect.</p> <p>Health, Well-being and Lifestyle I can describe ways technology can affect health and wellbeing both positively (e.g., mindfulness apps) and negatively. I can describe some strategies, tips or advice to</p>

	<p>constructively with others and make positive contributions (e.g., gaming communities or social media groups).</p> <p>I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p>I can demonstrate how to support others (including those who are having difficulties online).</p>	<p>fact, opinion, belief, validity, reliability and evidence.</p> <p>Self-Image and Identity</p> <p>I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context</p>	<p>may influence how people think about others.</p> <p>I can describe how fake news may affect someone's emotions and behaviour and explain why this may be harmful. I can explain what is meant by a 'hoax'.</p> <p>I can explain why someone would need to think carefully before they share.</p>	<p>I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g., Childline or The Mix).</p>		<p>promote health and well-being with regards to technology.</p> <p>I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.</p> <p>I can explain how and why some apps and games may request or take payment for additional content (e.g., in-app purchases, loot boxes) and explain the importance of seeking permission from a trusted adult before purchasing.</p>
History		<p>Why did war feel like the only option for Britain in 1939?</p> <p>Children are taught about:</p> <ul style="list-style-type: none"> • what started WWI and WWII • which countries were involved in both the wars • how the wars ended • the impact the wars had on the future of countries involved <p>important figures in the war</p>	<p>How did the Tudors change life in England? (Local Area)</p> <p>Children are taught about:</p> <ul style="list-style-type: none"> • the Tudors over time tracing how several aspects of national history are reflected in the locality • an aspect of Tudor history and sites significant in the locality 		<p>Why did the Vikings come to Britain?</p> <p>Children are taught about: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor including:</p> <ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 	
Geography	<p>Can we time travel on planet Earth?</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> • develop their use of geographical knowledge, understanding and skills to enhance their locational knowledge 			<p>What attracts tourists to mountains and what is the human impact?</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> • describe key aspects of physical geography • develop knowledge of important places in the world, their defining geographical features, and processes 		<p>Rivers: what is special about them?</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Art	<p align="center">Painting</p> <p align="center">How is texture built with paint?</p> <p>Children are taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay about great artists, architects and designers in history 		<p align="center">Drawing</p> <p align="center">What makes a portrait 'Great'?</p> <p>Children are taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing with a range of materials for example, pencil and charcoal 			<p align="center">Collage – multimedia</p> <p align="center">What materials work well in a multimedia collage?</p> <p>Children are taught:</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
	<p align="center">Rock and Roll on the Ocean of Storms by Alan Bean</p> 		<p align="center">Henry VIII by Hans Holbein</p> 	<p align="center">Hermes- Handbags</p> 	<p align="center">William H. Tripp Jr</p> 	<p align="center">Amy Genser</p> 
Design & Technology		<p align="center">Modelling</p> <p align="center">Can you design, make and programme a tank to move?</p> <p>Children are taught:</p> <ul style="list-style-type: none"> to understand and use mechanical systems in their products to understand and use electrical systems in their products 	<p align="center">Food and Nutrition</p> <p align="center">How was stew made during the Tudor period?</p> <p>Children are taught:</p> <ul style="list-style-type: none"> to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 	<p align="center">Textiles</p> <p align="center">What is the process for making a tote bag?</p> <p>Children are taught:</p> <ul style="list-style-type: none"> to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design to select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing, accurately 	<p align="center">Graphic Design- Viking Longboats</p> <p align="center">How effective is computer generated design?</p> <p>Children are taught:</p> <ul style="list-style-type: none"> to apply their understanding of computing to program their products 	
Music	<p align="center">How can music convey different moods and feelings?</p> <p>Children learn</p>	<p align="center">Why was music an important part of the War years?</p> <p>Children learn</p>	<p align="center">How did music reflect life during the Tudor period?</p> <p>Children learn</p>	<p align="center">How can we use the ukulele to explore and perform music from different genres?</p> <p>Children learn</p>	<p align="center">How can we develop our keyboard skills to play confidently both on our own and with others?</p>	<p align="center">How does music reflect our connection with water, from rivers to seas?</p> <p>Children learn</p>

	<ul style="list-style-type: none"> • how Holst uses the musical elements to create mood and atmosphere in <i>The Planets</i>. • to identify and use musical devices like drones, cluster chords, major and minor chords, and ostinatos in their own compositions. 	<ul style="list-style-type: none"> • to listen, appraise and perform music that was popular during World War 1 and 2. • to play and sing some war time songs (including a three-part round) with increasing accuracy, control, expression and awareness of the swing style. • to perform songs with increasing accuracy, expression and a sense of purpose for end of term performances. 	<ul style="list-style-type: none"> • about traditional Tudor songs, dances and instruments through listening, appraising, composing and performing. 	<ul style="list-style-type: none"> • to play the chords C, Am, F and G/G7. • to change between chords smoothly and with increasing ability. • to further develop their strumming techniques by adding rhythm and more complex up and down patterns • how to sing and accompany themselves on the ukulele, playing songs in a range of styles. • to compose songs using the ukulele to accompany themselves. 	<p>Children learn</p> <ul style="list-style-type: none"> • to become more confident keyboard players, incorporating finger placement and playing from staff notation with increasing accuracy and fluency. • the ensemble skills needed to perform duets on the keyboard. 	<ul style="list-style-type: none"> • how music is connected to water in various ways. • to listen and appraise music inspired by water and how the elements of music are used to evoke the power and beauty of water. • to sing some traditional sea shanties, rounds and partner songs with an awareness of their own part, using their voices with increasing accuracy, fluency, control and expression. • to improvise and compose their own sea shanties and/or water inspired music.
R.E.	<p>What are the ways community's care?</p> <p>Children will:</p> <ul style="list-style-type: none"> • understand how different groups of people holding religious and non-religious world views care for the local and world environment • understand why people think they have a duty to preserve the planet 		<p>In what ways are people judged?</p> <p>Children will:</p> <ul style="list-style-type: none"> • explain what a Hate Crime is • learn that there are strategies for use against bullying and Hate crime • learn of Ann Frank and the Holocaust 		<p>What do Humanists believe?</p> <p>Children will:</p> <ul style="list-style-type: none"> • consider what is important to them, what do they believe in? • understand how Humanists view the world • understand the importance of science and reason to Humanists • understand the basis for compassion and kindness in a non-religious worldview 	
PSHE / SRE	Families and Relationships	Health and Wellbeing	Citizenship	Economic Wellbeing	Safety and the Changing Body	Safety and the Changing Body
	Developing an understanding of families, including marriage and what to do if someone feels unsafe in their family; learning that dealing issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our individual positive attributes.	Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation	An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community	Learn to manage money, understand borrowing, be cautious online, challenge workplace stereotypes, and align interests with future careers.	Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.	Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.
MFL	French monster pets	Space exploration - in French	Shopping in France	French speaking world	Verbs in a week	Meet my French family
	Revising noun gender, using the correct article to go with nouns, making adjectives agree with the noun they describe and sentence constructions, placing the adjectives in the correct place.	Using figurative language, developing sentence structure by adding adjectives, using prepositions and making simple adjectival comparisons.	Learning to construct high numbers in French, developing food-related vocabulary, building on their understanding of sentence structures, questions and phrases.	Learning about French speaking countries, learning to give and follow directions in French, discussing climate and using comparative language.	Identifying the infinitive form of verbs and subject pronouns, grouping French verbs and learning that there are regular and irregular verbs.	Learning family and relations vocabulary, the possessive adjective: 'my' and 'how' to express likes and dislikes. Learning to compose a written composition by recycling and re-ordering known words and phrases.
PE and Sport	Football and Tag Rugby	Netball and Hockey	Gymnastics Unit 1 & 2 Swimming	Rounders and Cricket Swimming	Handball and Athletics	Badminton and Basketball
Outdoor Learning – Wellbeing all year	Weeding and preparing beds	Planting in edible playground – Rationing meal Christmas campfire		Planting and growing	Viking Day – Amulet making, nettle/spinach soup, games	Local river study
Health and Wellbeing	Relationships: respect for yourself and others	WWII Cooking	Enterprise project – food Mindfulness – taking notice	Be healthy and active	Resilience	Bread Baking – non-reversible changes

		Giving to others – showing kindness Gender equality				Perseverance
Enrichment Visits/Trips	Local area VR workshop	Imperial War Museum	National Portrait Gallery		Theatre Group: Vikings	Thames River Walk Broadstone