St Margaret's Curriculum Map 2024-2025

Year 5

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
I wonder theme…	**What are the mysteries and achievements of Ancient civilisations?**	**What's up high?**	**What's special about our local area?**	**Why do the oceans matter?**	**What was live life in Tudor England?**	**What's it like in the forest?**
English Texts	Journey to the River Sea – Eva Ibbotson – linked to History topic 'How did the Mayan civilisation compare to the Anglo-Saxons?'	The Jamie Drake Equation	Street Child – linked to History topic 'What does the census tell us about our local area?'	Shakespeare - CHANGE TO THE TEMPIST Shakespeare Week – March 18 – 24th March 2024	Diver's Daughter – linked to History topic 'What was life-like in Tudor England?'	The Wolves of Willoughby Chase
Science	Materials: Properties and changes	Forces and space: Earth and space	Animals: Human timeline	Materials: Mixtures and separation	Forces and space: Unbalanced forces	Living things: Life cycles and reproduction
Science Objectives	Pupils who are **secure** will be able to: • Determine the hardness of different materials and link this to their uses. • Determine the transparency of different materials and link this to their uses. • Determine the thermal and electrical	Pupils who are **secure** will be able to: • Describe the geocentric and heliocentric models. • Name and describe the shape of celestial bodies. • Describe the orbits of celestial bodies in the Solar System and name the force	Pupils who are **secure** will be able to: • Order the stages in growth and development from birth to old age. • Describe physical and developmental changes from a baby through to old age. • Describe changes that occur in males	Pupils who are **secure** will be able to: • Define the term **mixture** a nd name some common examples. • Define the term **sieving** an d explain how sieving separates mixtures. • Define the term **filtering** a nd explain how filtering	Pupils who are **secure** will be able to: • Describe gravity and its effects. • Describe the relationship between mass and gravity. • Describe air resistance and its effects. • Describe friction and its effects. • Describe water resistance and its effects.	Pupils who are **secure** will be able to: • Describe the life cycle of a plant, including the reproductive stage. • Describe the life cycle of a mammal. • Describe the life cycle of a bird and compare it with that of a mammal.

	conductivity of different materials and link this to their uses. • Demonstrate, identify and describe reversible and irreversible changes. When working scientifically pupils who are **secure** will be able to: • Evaluate the hardness test to determine the degree of trust in the results. • Plan and draw a table of results. • Write a detailed, organised and easy to follow method. • Write a prediction using prior knowledge of the states of matter. • Analyse observations about rusting and use them to	that keeps them in their orbits. • Describe the orbit of the Moon around the Earth and its phases. • Explain how day and night occur. • Explain how the seasons occur. • Explain how a sundial works. • List some of the uses of satellites and explain why space junk poses a problem to them. When working scientifically, pupils who are **secure** will be able to: • Pose and identify testable questions about the movement of the celestial bodies in our Solar System. • Use a model to represent the Solar System.	and females during puberty. • Suggest ways to manage the changes that occur during puberty. • Recall what is meant by a gestation period. • Describe how gestation varies across animals and compare this to humans. When working scientifically, pupils who are **secure** will be able to: • Use data to describe growth from baby to adult. • Identify where on the graph the rate of growth changes. • Use a line graph to make predictions about height. • Choose a suitable title and axes labels for the scatter graph and plot	separates mixtures. • Define the terms **solution** and **dissolve** a nd name some common examples of solutions. • Recall some factors that affect the time taken to dissolve. • Describe the effect of temperature on the time taken to dissolve. • Define the term **evaporati ng** and explain how evaporating separates solutions. • Identify when sieving, filtering and evaporating should be used. When working scientifically pupils who are **secure** will be able to: • Research a mixture to find out what	• Describe the relationship between surface area and air and water resistance. • Explain how to make an object aerodynamic or streamlined. • Describe the effects of levers, pulleys and simple machines on movement. When working scientifically, pupils who are **secure** will be able to: • Analyse predictions, data and anomalies to write a conclusion. • Plan a fair test to investigate air resistance. • Write a method. • Evaluate a method and judge the degree of trust.	• Describe the life cycle of an amphibian. • Describe the life cycle of an insect and compare it with that of an amphibian. • Describe asexual reproduction in plants. When working scientifically, pupils who are **secure** will be able to: • Observe and compare equivalent parts in different flowers. • Research the life cycles of different mammals. • Pose questions to compare the life cycles of different birds. • Suggest how one temperature may affect egg hatching.

	support a conclusion. • Measure accurately in centimetres.	• Design and draw a table to record data on moons. • Accurately draw day and night and seasons diagrams. • Calibrate a sundial using a compass and torch and use it to measure time. • Analyse patterns in temperature data for the Earth and use them to predict temperature values for the Earth in the future.	data on the scatter graph.	substances it is made from. • Draw and annotate a diagram to explain how sieving separates a solid-solid mixture. • Identify and justify which type of enquiry to use to answer my testable question. • Identify solutions by observing and describing their appearance. • Suggest which variables to change, measure and control when investigating how temperature affects the time taken to dissolve. • Choose which measurements to take and how long to take them for.	• Design a results table. • Calculate the mean average from repeat data. • Draw and annotate a diagram. • To draw an accurate line graph.	• Use data to describe a relationship and make predictions. • Represent root growth over time on a line graph.

Science Vocabulary	• burning • change of state • circumference • condensing • conductor • dissolve • electrical conductivity • evaporating • freezing • hard • hardness • insulator • irreversible change • light intensity • light meter • melting • mixture • opaque • property • reversible change • rust • rusting • soft • states of matter • trustworthy • thermal conductivity • translucent • transparency • transparent	• artificial satellite • axis • calibrate • celestial bodies • climate change • day • daytime (daylight) • data • Earth • elliptical • face • first quarter moon • force • full moon • gnomon • gravity • horizon • Jupiter • last quarter moon • Mars • Mercury • midday • moon • natural satellite • Neptune • new moon • night (nighttime) • phase • planet • Pluto • orbit • our Solar System • reflect	• adolescence • adolescent • adult • adulthood • child • childhood • foetus • gestation period • hormones • infant • life cycle • newborn • old age • period (menstruation) • puberty • toddler	• control variable • crystallising • dissolve • evaporation • evaporation method • filtering • insoluble • mixture • particle • sieve • sieving • soluble • solution • variable	• aerodynamics • air resistance • amplify • balanced • contact force • distance • effort • force • friction • gear • gravity • lever • load • machine • mass • matter • non-contact force • pivot • pulley • streamlining • surface area • unbalanced • water resistance	• adolescence • adult • amphibian • asexual reproduction • bird • birth • bulb • carnivore • characteristic • chrysalis • cocoon • conclusion • cuttings • egg • estimating • extrapolating • fertilisation • fledgling • flowering stage • four-legged tadpole • four-stage life cycle • frog • froglet • germination stage • gestation • gills • hatch • hatchling • herbivore • incubation • infancy • insect • juvenile

		• rotate • Saturn • season • shadow • Solar System • space • space junk • spherical • star • summer • sundial • sunrise • sunset • table • the Sun • the Moon • tilt • Uranus • Venus • winter • year				• larva • leaf growing stage • life cycle • line graph • line of best fit • lungs • mammal • mating • metamorphosis • nest • nestling • newborn • nymph • offspring • ovule • pollen • pollination • predict • pupa • reproduction • seed dispersal • seed stage • seedling stage • seed • sexual reproduction • species • tadpole • three-stage life cycle • tuber • two-legged tadpole

History / Geography	How did the Mayan civilisation compare to the Anglo-Saxons?	What is life like in the Alps?	What does the census tell us about our local area?	Why do oceans matter?	What was life like in Tudor times?	Can I carry out an independent fieldwork enquiry?
History / Geography Objectives	Pupils who are **secure** will be able to: • Describe the key physical features of the Maya civilisation. • Sequence the key periods in the Maya civilisation. • Identifying periods that were happening in Britain at the same time. • Name the features of the rainforest. • Explain the challenges facing the Maya in the rainforest. • Explain how the Maya settled in the rainforest. • Name the features of Maya houses. • Identify the similarities and differences between Maya	Pupils who are **secure** will be able to: • Locate the Alps on a world map and identify and label the eight countries they spread through. • Locate three physical and three human characteristics in the Alps. • Research and describe the physical and human features of Innsbruck. • Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. • Compare the human and physical	Pupils who are **secure** will be able to: • Identify the type of information the census gives about people. • Use the census to make inferences about people from the past, providing supporting evidence for their statements. • Make observations from the census and identify changes between periods of time. • Identify the dangers of working in a textile mill. • Create questions to identify the thoughts and feelings of a	Pupils who are **secure** will be able to: • Describe the water cycle. • Describe how the ocean is used for human activity. • Explain how the ocean helps to regulate the Earth's climate and temperature. • Identify the Great Barrier Reef as part of Australia. • Describe the benefits of the Great Barrier reef. • Describe how humans impact the oceans and the consequences of this. • Explain some actions that can be taken to help support healthy oceans.	Pupils who are **secure** will be able to: • Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources. • Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence. • Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met	Pupils who are **secure** will be able to: • Give examples of issues in the local area. • Identify questions to be asked to find the relevant data. • Justify which data collection method is most suitable. • Design an accurate data collection template. • Identify areas along a route that are best for data collection. • Discuss how to mediate potential risks. • Collect data at points located on an OS map. • Manage risks during a fieldwork trip.

	and Anglo-Saxon houses. • Explain the Maya creation story. • Identify the characteristics of important gods or goddesses. • Make deductions about cities. • Name the features of Maya cities. • Create a plan of a Maya city, including the main features. • Explain the reasons for the decline of the Maya civilisation. • Evaluate the reasons for the decline of the Maya civilisation. • Identify similarities and differences between the Maya civilisation and the Anglo-Saxons.	geography of their local area and Innsbruck. • Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'	Victorian working child. • Identify the key events of Mary's life and interpret her thoughts and feelings. • Extract information from the census to recreate the lives of people who lived in a household from the local area. • Extract information from the census and decide whether a family was rich or poor. • Describing change throughout time.	• Explain which data collection method would be best for marine fieldwork and why. • Collect data using a tally chart, photographs and a sketch map. • Safely navigate the fieldwork environment. • Make suggestions for how to improve a marine environment. • Present data using a tally chart and pie chart.	his requirements. • Identify primary sources, highlighting evidence in a source and make historical deductions from evidence. • Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester. • Make deductions using inventories and making judgements as to whether a person was rich or poor. • Explain how inventories are useful to historians and create a realistic inventory.	• Identify any outcomes from data collected. • Map data digitally. • Describe the enquiry process.

History / Geography Vocabulary	• abandon • city-state • Classic period • creation story • decline • deforestation • drought • hieroglyphics • pyramid • rainforest • slash and burn • tropical rainforest	• atlas • climate • climate change • coniferous trees • data • deciduous trees • enquiry • fold mountain • glacier • hemisphere • human feature • land height • latitude • leisure • longitude • method • mountain climate • mountain range • OS map • physical feature • population • questionnaire • sea level • recreational land use • risk • route • scale • temperate • temperate forest • tourism • tourist • vegetation	• bobbins • can-hooker • carding • census • comparing • condition • enumeration books • enumerator • flax • flax linen • flax mill spinner • governess • head of household • inference • joiner • observation • overlooker • piecer • reconstruct • schedule • scholar • shilling • suffragette • textile mill • textiles • William Dodd • yarn	• atmosphere • biodegradable • buffer • coral bleaching • coral reef • decompose • digital map • disposable • ecology • ecosystem • erosion • geology • habitat • human footprint • marine • microplastics • natural disaster • ocean current • policy • renewable energy • single use plastic • species • water cycle	• Tudor • Battle of Bosworth • Henry VII • Elizabeth of York • Henry VIII • tyrant • fair • ruler • monarch • portrait • interpretation • primary source • secondary source • bias • historical investigation • Anne Boleyn • Catherine of Aragon • Jane Seymour • Anne of Cleves • Katherine Howard • Katherine Parr • heir • evidence • Royal Progress • propaganda • image • litter • historical deductions • reliability • audience	• analyse • audience • city • data • data collection methods • enquiry • evidence • impact • improvement • issue • justify • plot • presenting • process • recommendation • region • risk • route • subjective • viewpoint

					• purpose • accuracy • creator • reconstruction • inventory • valuation • merchant • pewter • John Blanke • Cattelena of Almondsbury • free • enslaved • tournament	
Art / DT	Mechanical systems: Pop-up book (linked to Mayan Mask)	Drawing – I need space (futuristic image)	Sculpture and 3D: Interactive installation (linked to life experiences)	Structure: Bridges (over water / oceans link)	Painting and mixed media: Portraits (linked to Mayan Masks)	Textiles: Stuffed toys (woodland animals)
Art / DT Objectives	Pupils who are **secure** will be able to: • Produce a suitable plan for each page of their book. • Produce the structure of the book. • Assemble the components necessary for all their structures/mechanisms. • Hide the mechanical	Pupils who are **secure** will be able to: • Understand and explain what retrofuturism is. • Participate in discussions and offer ideas. • Evaluate images using simple responses, sometimes using formal elements to extend ideas.	Pupils who are **secure** will be able to: • Group images together, explaining their choices. • Answer questions about a chosen installation thoughtfully and generate their own questions. • Show that they understand what installation art means.	Pupils who are **secure** will be able to: • Identify stronger and weaker shapes. • Recognise that supporting shapes can help increase the strength of a bridge, allowing it to hold more weight. • Identify beam, arch and truss bridges and	Pupils who are **secure** will be able to: • Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. • Try a variety of materials and compositions for the backgrounds of their drawings.	Pupils who are **secure** will be able to: • Design a stuffed toy, considering the main component shapes of their toy. • Create an appropriate template for their stuffed toy. • Join two pieces of fabric using a blanket stitch.

	elements with more layers using spacers where needed. • Use a range of mechanisms and structures to illustrate their story and make it interactive for the users. • Use appropriate materials and captions to illustrate the story.	• Provide plausible suggestions for how a piece was created. • Comfortably use different stimuli to draw from. • Use past knowledge and experience to explore a range of drawing processes. • Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. • Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. • Generate a clear composition idea for a final	• Justify their opinions of installation artworks. • Evaluate their box designs, considering how they might appear as full-sized spaces. • Suggest changes they could make if they repeated the activity to create a different atmosphere in the space. • Create an installation plan, model or space. • Describe their creations and the changes they made as they worked. • Describe how their space conveys a particular message or theme. • Make and explain their choices about materials used, arrangement of	describe their differences. • Use triangles to create simple truss bridges that support a load (weight). • Cut beams to the correct size, using a cutting mat. • Smooth down any rough cut edges with sandpaper. • Follow each stage of the truss bridge creation as instructed by their teacher. • Complete a bridge, with varying ranges of accuracy and finish, supported by the teacher. • Identify some areas for improvement, reinforcing their bridges as necessary.	• Communicate to their partner what kind of photo portrait they want. • Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. • Create a successful print. • Use some Art vocabulary to talk about and compare portraits. • Identify key facts using a website as a reference. • Explain their opinion of an artwork. • Experiment with materials and techniques when adapting their photo portraits. • Create a self-portrait that aims to represent	• Neatly cut out their fabric. • Use appliqué or decorative stitching to decorate the front of their stuffed toy. • Use blanket stitch to assemble their stuffed toy, repairing when needed. • Identify what worked well and areas for improvement.

		piece that shows how it will be drawn. • Apply confident skills to make an effective collagraph print. • Independently select tools and drawing techniques, with some guidance. • Demonstrate growing independence, discussing ways to improve work.	items in the space and the overall display of the installation. • Show they have considered options for how to display their installation best e.g. lighting effects. • Present information about their installation clearly in the chosen format. • Justify choices made, explaining how they improve the viewer experience or make it interactive.		something about them. • Show they have considered the effect created by their choice of materials and composition in their final piece.	
Art / DT Vocabulary	• design • input • motion • mechanism • criteria • research • reinforce • model	• cold war • collagraph • collagraphy • composition • culture • decision • develop • evaluate • futuristic • imagery • printing plate	• analyse • art medium • atmosphere • concept • culture • display • elements • evaluate • experience • features • influence	• beam bridge • arch bridge • truss bridge • strength • technique • corrugation • lamination • stiffness • rigid • factors • stability	• art medium • atmosphere • background • carbon paper • collage • composition • continuous line drawing • evaluate • justify • mixed media	• accurate • annotate • appendage • blanket-stitch • design criteria • detail • evaluation • fabric • sew • shape • stuffed toy

		• printmaking • process • propaganda • purpose • repetition • Retrofuturism • revisit • space race • stimulus • technique	• installation art • interact • interactive • location • mixed media • performance art • props • revolution • scale • scaled down • special effects • stencil • three dimensional	• visual appeal • aesthetics • joints • mark out • hardwood • softwood • wood file/rasp • sandpaper/glas spaper • bench hook/vice • tenon saw/coping saw • assemble • material properties • reinforce • wood sourcing • evaluate • quality of finish • accuracy	• monoprint • multi media • paint wash • portrait • printmaking • represent • research • self-portrait • texture • transfer	• stuffing • template
Music		Looping and remixing (making their own song about flying / hot air balloon)	Composition to represent the festival of colour (Theme: Holi festival) (linked with colours/flowers in the local area)		Musical theatre (linked to performing at Tudor Banquet)	
Music Objectives		Pupils who are **secure** will be able to: • Perform a looped body percussion rhythm; keeping in time with their group.	Pupils who are **secure** will be able to: • Suggest a colour to match a piece of music. • Create a graphic score		Pupils who are **secure** will be able to: • Explain what musical theatre is and be able to recall at least three features of this kind of music.	

		• Use loops to create a whole piece of music, ensuring that the different aspects of music work together. • Play the first section of 'Somewhere Over the Rainbow' with accuracy. • Choose a suitable fragment of music and be able to play it along to the backbeat. • Perform a piece with some structure and two different loops.	and describe how this matches the general structure of a piece of music. • Create a vocal composition in response to a picture and justify their choices using musical terms. • Create a vocal composition in response to a colour. • Record their compositions in written form. • Work as a group to perform a piece of music.		• Categorise songs as action songs or character songs. • Select appropriate existing music for their scene to tell the story of a journey. • Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.	
Music Vocabulary		• accuracy • backbeat • body percussion • fragment • layers • loop • looped rhythm • melody • melody line • notation	• dynamics • graphic score • inspiration • layering • mood • pitch • represent • soundtrack • synesthesia • tempo		• action song • backdrop • book musical • character song • choreographer • composer • comic opera • costumes • designer • dialogue	

		• ostinato • remix • rhythm • riff • structure	• texture • timbre • visual representation • vocal sounds		• director • duet • ensemble • hip-hop musical • jukebox musical • librettist • libretto • lyricist • musical director • musical theatre • opera • operetta • performers • props • rock musical • scene • solo • tempo • timbre • transitions	
Computing	Online safety (3 safety rules)	Data handling: Mars Rover 1		Computing systems and networks: Search engines (Shakespeare)		Creating media: Stop motion animation (woodland creatures)
Computing Objectives	Pupils who are secure will be able to: • Understand that passwords need to be strong and that apps require some form of password. • Recognise some types of online	Pupils who are secure will be able to: • Identify some types of data the Mars Rover could collect (for example, photos). • Explain how the Mars Rover transmits the data back to		Pupils who are secure will be able to: • Explain what a search engine is, suggesting several search engines to use and explain how to use them to find websites and information.		Pupils who are secure will be able to: • Create a toy with simple images and a single movement. • Create a short stop motion with small changes between images.

	communication and know who to go to if they need help with any communication matters online. • Search for simple information about a person, such as their birthday or key life moments. • Know what bullying is and that it can occur both online and in the real world. • Recognise when health and well-being are being affected in either a positive or negative way through online use. • Offer some advice and tips to combat the negative effects of online use.	Earth and the challenges involved. • Read any number in binary, up to eight bits. • Identify input, processing and output on the Mars Rovers. • Read binary numbers and grasp the concept of binary addition. • Relate binary signals (Boolean) to a simple character-based language, ASCII.		• Suggest that things online aren't always true and recognise what to check for. • Explain why keywords are important and what TASK stands for, using these strategies to search effectively. • Recognise the terms 'copyright' and 'fair use' and combine text and images in a poster. • Make parallels between book searching and internet searching, explaining the role of web crawlers and recognising that results are rated to decide rank.		• Think of a simple story idea for their animation and then decompose it into smaller parts to create a storyboard with simple characters. • Make small changes to the models to ensure a smooth animation and delete unnecessary frames. • Add effects such as extending parts and titles. • Provide helpful feedback to other groups about their animations.
Computing Vocabulary	• accurate • advice • app	• 8-bit binary • addition • ASCII		• Algorithm • Appropriate • Copyright		• animation • animator • background

	• application • app permissions • biography • bullying • communication • emojis • health • in-app purchases • information • judgement • meme • mental health • mindfulness • negative contribution • online • online communication • opinion • organisation • password • personal information • positive contribution • real world • strong password • summarise • support • trusted adult • well-being	• binary code • boolean • byte • CPU • data • data transmission • decimal numbers • discovery • distance • Hexadecimal • input • Mars Rover • the Moon • numerical data • output • planet • radio signal • RAM • scientist • sequence • signal • simulation • space • subtraction		• Correct • Credit • Data leak • Deceive • Fair • Fake • Inappropriate • Incorrect • Index • Information • Keywords • Network • Privacy • Rank • Real • Search engine • TASK • Web crawler • Website		• character • decomposition • design • digital device • edit • evaluate • flipbook • fluid movement • frames • model • moving images • onion skinning • still images • stop motion • storyboard • thaumatrope • zoetrope

MfL - French		French monster pets	Shopping in French		Space exploration - in French	Meet my French family
MfL - French		Pupils who are secure will be able to: • Notice cognates and near cognates in the text. • Recognise some previously known words. • Use a dictionary to research the meaning of relevant vocabulary. • Recognise and sort nouns by gender and number, and to explain the effect this may have on an adjective. • Modify sentences to use the correct articles/pronouns (un/une and il/	Pupils who are secure will be able to: • Recognise number words in written form. • Correctly build and pronounce two-digit numbers that have been generated randomly. • Recall vocabulary by matching the correct pictures to the appropriate words. • Join in with a story, using gestures and key vocabulary. • Correctly sort word-cards by gender and apply the appropriate article.		Pupils who are secure will be able to: • Listen to and identify cognates in French, noticing differences with spelling and pronunciation, e.g. for planet names. • Write their own metaphors using a writing model, replacing nouns with original vocabulary. • Make the correct choice of un/une for gender and add colour adjectives when writing. • Form a factually and	Pupils who are secure will be able to: • Complete correctly a gap-fill activity to match French vocabulary with pictures. • Recognise words that are similar to English. • Adapt a sentence to change its meaning. • Apply some understanding of French pronunciation. • Recognise key information within a longer text. • Build sentences confidently using word cards.

		elle) according to gender. • Unscramble jumbled sentences without any errors in word order. • Recognise rules of agreement in longer phrases. • Produce a short, structured paragraph using a range of familiar structures, with some manipulation of language and use of a word bank for support.	• Highlight a range of known and easily recognisable vocabulary in a text.		grammatically accurate phrase to compare two planets in terms of their size or temperature. • Adapt a model text to create an original sentence of their own, including descriptive phrases.	• Respond to spoken opinions with the correct gesture. • Use different opinions in sentences. • Change elements of a sentence whilst retaining the meaning. • Organise a text, making simple adaptations that do not affect its overall sense.
PSHE - Jigsaw	Being me in My world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing me
PE – Complete PE	Netball	The Circus	Counter Balance and Counter Tension	Hockey	Athletics	Rounders