

## MRA Year 5 Curriculum map

| Year 5                     | Autumn 1   |                                       | Autumn 2  |  | Spring 1   |                                 | Spring 2  |   | Summer 1  |  | Summer 2   |  |
|----------------------------|--|---------------------------------------|---|--|--|---------------------------------|---|---|---|--|--|--|
| Literacy                   | Myths Instructions   | Writing week (2 Weeks)<br>The Witches | Modern Myth/Dilemma Recount                     | Writing week (2 Weeks)<br>The Boy in the Dress | Poetry Persuasion  | Writing week (1 Week)<br>Booked | Stories by Significant Authors<br>Biography/Autobiography | Writing week (1 Week)<br>The Goldfish Boy | Stories from another culture<br>Non-chronological report  | Writing week (2 Weeks)<br>The Boy at the Back of Class | Playscript Discussion Text                               | Writing week (2 Weeks)<br>Tilly and the Time Machine |
| Guided Reading             | The Witches  |                                       | The Boy in the Dress                            |  | The Goldfish Boy   |                                 | The Boy in the Tower                                      |   | The Boy at the Back of Class  |  | Tilly and the Time Machine                               |  |
| Independent writing genres | W1 – Assessment<br>W2 – Character description<br>W3 –Setting description<br>W4 – Newspaper report<br>W5 – Retelling a story<br>W6 – Simile poem<br>W7 – Free write |                                       |   |  |  |                                 |   |   |   |  |  |  |
| Topics                     | The Celts and Roman Britain  |                                       |   |  | Anglo Saxons and Vikings   |                                 |   |   | The Industrial Revolution in Britain  |  |  |  |
| Science                    | Physics - Forces   |                                       | Physics – Earth and Space                       |  | Biology - Animals including humans   |                                 | Properties and changing of materials                      |   | Biology – Living things and their habitats  |  | Consolidation/assessment                                 |  |
| History                    | Ancient Rome   |                                       |   |  | Anglo Saxons/The Vikings   |                                 |   |   | The Victorians  |  |  |  |
| Geography                  | Map making, physical/human geography, city location, rivers, ordinance survey  |                                       |   |  | Counties that make up the UK, locating countries on maps, grid references, study areas of the UK   |                                 |   |   | Land use, industry, agriculture, residential land, changes over time, human geography, environmental impact, compare locations over time, fieldwork   |  |  |  |
| PE                         | Dance  |                                       | Gymnastics                                      |  | Cricket  |                                 | Swimming  |   | Hockey  |  | Athletics  |  |
| Computing                  | I am a networker   |                                       | I am an astronaut                               |  | I am an invader  |                                 |   |   | I am a Gardener   |  |  |  |
| RE                         | What did the Buddha teach about living better?   |                                       | What happened to Islam in the middle ages?      |  | Beliefs and values of Sikhism  |                                 | What can we learn from the past?                          |   | School Designed International Focus   |  | How are women valued and treated in religion and beyond? |  |
| Music                      | Informal notation, ancient instrument study, aural transition, history of folk music, compare examples of music, music and worship, materials, mood                |                                       |   |  | Perform Viking song with actions, musical stories, chants, ostinatos, polyrhythms, conduct and perform, accapella singing, applying dynamics in performances |                                 |   |   | Compose, opera, romantic period, concertos, key composers of the time, timbre of the industrial revolution – materials, metal, clanging... ostinatos, chants, Oliver – compositions based on Oliver |  |  |  |
| Maths                      | Reasoning with large whole numbers, solving with integer addition and subtraction, graphs and timetables   |                                       | Multiplication and division, perimeter and area |  | Fractions and decimals, Angles   |                                 | Fractions, decimals and percentages, transformations      |   | Converting units of measure, calculating with whole numbers and decimals  |  | 3D shape, volume, problem solving                        |  |

## MRA Year 5 Curriculum map

|           |   |  |   |   |  |  |
|-----------|---|--|---|---|--|--|
| Spanish   | <b>La oruga muy hambrienta</b><br>Past tense, likes and dislikes, food and drink.                                     | <b>Bravo por la música</b><br>Music and instruments. | <b>Un paseo por la ciudad</b><br>Buildings, shops, city places. | <b>Las pescadoras valencianas</b><br>The beach, poetry. | <b>Las estaciones</b><br>Seasons, weather. Poetry. | <b>Los planetas</b><br>Planets, ser and estar.                                       |
| PSHE      | Being Me in the World   | Celebrating Difference                               | Healthy Me  | SRE – Changing me                                       | Relationships                                      | Dreams and goals   |
| Art & D.T | <b>Drawing</b><br>Da Vinci<br><b>Electrical and mechanical components</b><br><b>Design their own motorised boats.</b> | <b>Collage</b><br>Matisse                            | <b>Painting</b><br>Frida Kahlo                                  | <b>Sculpture</b><br>Andy Goldsworth                     | <b>Printing</b><br>Bernard Granger – Blexbolex     | <b>Textiles</b><br>Sheila Hicks<br><b>Baking bread/History/Industrial Revolution</b> |