

**Curriculum map KS1 & KS2
2021.2022**

Year group 5		Half Term 1 Autumn 1 1/9/21 - 22/10/20 7 weeks	Half Term 2 Autumn 2 1/11/21 - 17/12/20 6 weeks	Half Term 3 Spring 1 4/1/22 - 11/2/22 6 weeks	Half Term 4 Spring 2 21/2/22 - 1/4/22 6 weeks	Half Term 5 Summer 1 19/4/22 - 28/5/22 6 weeks	Half Term 6 Summer 2 6/6/22 – 22/7/22 7 weeks
Whole Academy Theme and subject focus		Being me in my world PSHE/Geography Science	Celebrating Differences PSHE/RE/History	Time Travellers History	The nature of life Science Science week WBD	The world we live in Geography Curriculum week Queen's platinum jubilee	Eat well, move more Science
Our project title and key question 'hook' Curious questions (learning objectives)		Who am I? Who am I becoming? What do I want to achieve this year/in my life? How do you know if you are making the right choices? What do you do if you get something wrong? How do I belong?	Who were the Anglo-Saxons? What period of history did Anglo-Saxons live? Who was King Alfred? What impact have Anglo-Saxons left on our lives today?	How has crime and punishment changed over time? How does crime and punishment link to the law? How is crime and punishment different in other countries? When might people be punished? What different punishments were used? How are punishments decided on? Why might people be punished? If people commit the same crime, are they punished in the same way? What was the first punishment ever used? Why do punishments change over the years? What crimes did people commit? Did the punishers enjoy punishing others? What different punishments occur? Has anyone ever escaped punishment? Are children ever punished for crimes?	How has our technology changed over time? How has the views of Scientists changed over time? Why? Who was Aristotle? Why is the solar system important? What planets are there? What do we know about Space? What are Scientists still trying to find out? What has recent advancements in technology allowed us to discover? Why is the sun important to our existence?	How are river patterns formed? Why are rivers important? What can we find out from rivers? How are rivers formed? Why are rivers important in history? How did rivers help to develop trade? Can you name any famous rivers?	What is a force? Who is Isaac Newton? What is gravity? Why do objects fall? What is air resistance? What are the affects of air resistance and water resistance? How do forces affect our lives everyday? How do we know forces exist?
Community	Experience <i>Beyond the classroom First hand experiences</i>	Celebrating Us (Children come to school dressed in traditional clothing, bring in food)	Anglo-Saxon day (Workshop)	York Dungeons	The National Space Centre (Leicester)	Yorkshire water (Eden reservoir treatment centre)	Alton Towers
	Parental engagement event/session/exhibition <i>Academy community Local community</i>	Parental engagement Performance of boy in the girl's bathroom Academy Community Pupil parliament votes Local community	Parental engagement Celebration of different cultures Academy Community Christmas production Local community	Parental engagement Museum Academy Community Maths week/career talk Local community	Parental engagement Science presentation Academy Community Spring fete Local community	Parental engagement: Outdoor nature painting Academy community: Local community:	Parental engagement: Mini sports day Academy community: Local community:

	<p><i>National citizenship</i> <i>Global citizenship</i></p>	<p>Religious visitor contact from local environment</p> <p>National citizenship Black history month</p>	<p>Writing to Darnall care home</p> <p>National citizenship Bonfire night safety</p> <p>Global Citizenship Diwali celebration</p>	<p>Maths in the community – QR code challenge?</p> <p>National citizenship Right’s respecting project raising money</p> <p>Global Citizenship Remembrance activity – why is peace important?</p>	<p>National citizenship Right’s respecting project raising money</p> <p>Global Citizenship Remembrance activity – why is peace important?</p>	<p>National citizenship:</p>	<p>National citizenship:</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal Development</p>	<p>Children will learn in PSE/Jigsaw</p> <p>9 habits</p>	<p>Being me in my world</p> <p><i>September – Who am I?</i> <i>October – Who am I becoming?</i> Being me in my world</p> <p>My hopes for the year ahead Empathising with those whose lives are different to my own Rights and responsibilities as a British Citizen Making choices (rewards and consequences) Working well with others</p>	<p>Celebrating difference</p> <p><i>November – Being hopeful</i> <i>December – Being joyful</i></p> <p><i>‘A Passion to include everyone’</i> Being Welcoming Team Work Including everyone</p> <p>Anti-bullying week My culture Cultural differences causing conflict Racism Rumours, bullying and managing my feelings Types of bullying The developing world Material wealth and the value of happiness Respecting other people’s culture</p>	<p>Dreams and goals</p> <p><i>January – Being patient and preserving</i> <i>February – Compassionate</i></p> <p><i>‘A desire to treat people equally respecting differences’</i> I am unique Likes and dislikes Respecting differences</p> <p>When I grow up Investigate jobs and careers (appreciating contributions made by people in different jobs) To describe the dreams and goals of a young person in a culture different from mine</p>	<p>Relationships</p> <p><i>May – self control</i></p> <p><i>‘A deep sense that things can be changed and be transformed’</i> Setting Targets Aspirations Change</p> <p>Recognising me (qualities and characteristics) Building self-esteem Getting on and falling out Not feeling pressurised into having a boyfriend/girlfriend Recognising jealousy, where it comes from and how to manage it. How to stay safe when using technology to communicate with my friends.</p>	<p>Changing me</p> <p><i>June – Humble/humility</i> <i>July - Honesty</i></p> <p><i>‘A sense of perseverance to keep going for the long haul’</i> Being Patient Learning from our mistakes and saying sorry Keep Learning</p> <p>Self-image and body image How boys and girls bodies change during puberty The reproduction of animals and humans (Science link – life cycles) How reproduction can be different in some animals (frogs) Correctly label the internal and external parts of male and female bodies that are necessary for making a baby. Looking ahead (growing responsibilities, age of consent) Looking ahead to Y6.</p>	<p>Healthy Me</p> <p><i>March – Forgiving</i> <i>April – Considerate</i></p> <p><i>‘A Commitment to healthy open relationships’</i> Being Kind What to do when feeling sad angry of saying sorry Being Friends</p> <p>Smoking and tobacco (health risks) Alcohol (misuse, anti-social behaviour and the affects on the body) Resisting peer pressure Body image and the media (respecting myself) To describe the different roles food can play in people’s lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p>

	Safeguarding curriculum	Having a voice Rights of the Child UNICEF	Racism Bullying – types of bullying Rainbow Laces Rumour spreading Disabilities - Different types of disabilities	Stereotypes in jobs for men and women	Hygiene – personal hygiene	Peer pressure online – where to get help (prevent) Forced marriage What is it? Understanding the difference between forced and arranged marriage. Who can help? Domestic abuse -(staying safe, feeling safe and understanding healthy relationships – who can help?) Safe relationships online and how to use social media safely.	FGM – Safe operations (link to plastic surgery) Who to tell – Sexual Abuse (Keeping myself safe - My body, my rights – Who to tell)
	Key Text	Boy in the girl's bathroom	No ballet shoes in Syria	Alfred Noyes - Highwayman	The star outside my window	Phillip Pullman - Clockwork	Elizabeth Laird - Fastest boy in the world
	Vocabulary Tier 2 & 3	shrugged, distorted, glared, snickered, flabbergasted, asserted, timidly, drastic, muttered, modestly, frantically, cluttered, grimaced, ferociously	Syria, refugee, makeshift, community, acceptance, misconception, bias, hesitant, ballet, pirouette	Affliction, anguish, avenge, bewitch, billow, bitter, brood, decree, dwell, endure, fiend, gory, lair	torrent, galleon, claret, rapier, plait, wicket, ostler, casement, jest, strain, muzzle, prime, musket, brandish	oscillating, relentless, sauerkraut, apprenticeship, scythe, temperament, optimist, commotion	rural, deprived, urban, poverty, sanitation, overpopulated, dense, athlete, Olympian, heirloom, sentimental
English	Reading	Understand that there will be unfamiliar words. Use dictionaries to check or find the meaning of unfamiliar words. Ask questions to improve understanding. Give a personal point of view about a text. Explain the reasons for viewpoint, using evidence from the text. Identify key information from the text. Summarise key information in sentences. Find key information from different parts of the text.	Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. Know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. Understand the difference between fact and opinion. Find examples of fact and opinion in texts and explain why one is fact and the other opinion.	Know that non-fiction texts are structured to guide the reader to information. Know that non-fiction texts may include a creative, fictional element Discuss and explain how and why different books have different structures. Explain why I enjoyed a book or poem and who might also enjoy it. Use meaning-seeking strategies to explore the meaning of words in context. Understand that inferences can be drawn from different parts of the text. Justify inferences with evidence from the text	Use skimming and scanning to find the information I need. Make notes on the information I need. Organise my notes and present information. Summarise key information from different parts of the text. Explain how the choices a writer has made about the structure of a text support its purpose. Make predictions using knowledge of the conventions of different genres and text types.	Explore how dialogue is used to develop character. Explore how actions are added to dialogue to move events forward. Understand that writers use language for precise effect - understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc. Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.	Explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks. Record examples of effective techniques and structures from reading to use in my writing. Explain how the context of a text reflects the reaction of the audience it was written for.

					Explore how events are viewed from another perspective.	Evaluate the effectiveness of different versions of texts. Identify the writer's viewpoint, for example, how different characters are presented.
Phonics/SPaG	<p>Ensure the correct and consistent use of tense throughout a piece of writing.</p> <p>Start sentences in different ways. (-ed/-ing/simile openers, adverbials, conjunctions, not with the pronouns I, He, She, They, It, Him, Her etc. or The). (adverbials of time- Later, When the, As the dawn broke,)</p> <p>Form verbs with prefixes, for example, dis, de, mis, over and re.</p> <p>Use relative clauses focusing on relative pronouns and their function</p>	<p>Use a thesaurus for alternative word choices.</p> <p>Refocus different ways of starting sentences recapping gaps from Autumn 1. (adverbials of place- nearby, Inside, On top of, Over the rainbow, In a nearby village,) (manner- as quick as a flash, with legs swinging in the air,)</p> <p>Proofread work for spelling and punctuation errors</p> <p>Write for a range of purposes and change formality to address this</p> <p>Use of nouns and synonymous phrases to reduce repetition</p>	<p>Focus on ways of extending paragraphs using a variety of conjunctions in different locations</p> <p>Convert nouns and adjectives into verbs by adding a suffix, for example, ate, ise, ify.</p> <p>Link ideas within and between paragraphs (connecting adverbs and adverbials for time (when); place (where); how (as/with)</p> <p>Use modal verbs or adverbs to indicate degrees of possibility. (There might be.... It could be....we may be...sometimes....possibly....occasion ally...)</p> <p>Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Use colons to introduce a list</p> <p>Use paragraphs correctly so that each one has a clear topic, and has a signal of change in time, place or event</p>	<p>Use stylistic devices to create effects in writing. (simile, metaphor, personification)</p> <p>Create atmosphere and describe settings- I use antonyms and synonyms to enhance the description.</p> <p>Develop characters through action, description and dialogue. (Correct and effective use of speech)</p> <p>Action through well-chosen adjectives, verbs and adverbs).</p> <p>Settings are used to not only create atmosphere, but also to indicate a change.</p>	<p>Use inverted commas and other punctuation to accurately indicate direct speech</p> <p>Manage shifts in time and place effectively and guide the reader through the text.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p>	<p>Models from my reading are often used or integrated into writing</p> <p>Choose words for deliberate effect and use them thoughtfully and with precision.</p> <p>Cover SPaG objectives which have been highlighted as a gap in assessment.</p>
Writing	Letter Diary	Parallel stories of the same event	Non-chronological report	Setting description Character description	Narrative	Recount

Mathematics	<p>Read, write, order and compare numbers up to one million Round numbers within one million to the nearest multiple of powers of ten Read Roman numerals up to M Use rounding to estimate Use a range of mental calculation strategies to add and subtract integers Illustrate and explain the written method of column addition and subtraction Select efficient calculation strategies Use rounding to estimate Use a range of mental calculation strategies to add and subtract integers Illustrate and explain the written method of column addition and subtraction Select efficient calculation strategies</p>	<p>Complete, read and interpret data presented in line graphs Read and interpret timetables including calculating intervals Identify multiples and factors Investigate prime numbers Multiply and divide by 10, 100 and 1000 (integers) Derived facts Illustrate and explain formal multiplication and division strategies such as short and long Use a range of mental calculation strategies Investigate area and perimeter of rectilinear shapes Estimate area of nonrectilinear shapes</p>	<p>Read, write, order and compare decimals Round decimals to the nearest whole number Represent, identify, name, write, order and compare fractions (including improper and mixed numbers) Calculate fractions of amounts Classify, compare and order angles Measure a draw angles with a protractor Understand and use angle facts to calculate missing angles</p>	<p>Add, subtract fractions with denominators that are multiples of the same number Multiply fractions (and mixed numbers) by a whole number Explore percentage, decimal, fractions equivalence Coordinates in all four quadrants Translation and reflection Calculate intervals across zero as a context for negative numbers</p>	<p>Convert between metric units of length, mass and capacity and units of time Know and use approximate conversion between imperial and metric Mental strategies to add and subtract involving decimals Formal written strategies to add, subtract and multiply involving decimals Multiply and divide by 10, 100 and 1000 involving decimals Derive multiplication facts involving decimals Classify 2-D shapes and reason about regular and irregular polygons</p>	<p>Properties of diagonals of quadrilaterals Classify 3-D shapes 2-D representations of 3-D shapes. Use cube numbers and notation Estimate volume Convert units of volume Negative numbers and calculating intervals across zero Calculating the mean Interpret remainders Investigate numbers: consecutive, palindromic, multiples</p>
Science	<p>Properties and changes of materials -compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. -know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p>	<p>Properties and changes of materials -give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. -demonstrate that dissolving, mixing and changes of state are reversible changes. -explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and</p>	<p>Earth and Space -describe the movement of the Earth and other planets relative to the sun in the solar system. -describe the movement of the moon relative to the Earth. -describe the sun, Earth and moon as approximately 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>	<p>Animals including humans - Describe the changes as humans develop to old age.</p>	<p>Life Cycles - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals</p>	<p>Forces -Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object -Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p>

	-use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.	the action of acid on bicarbonate of soda.				-Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.
RE	<p>To discuss and apply their own ideas about ethical questions and human rights issues: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous? They learn from examples of Christian practice and consider the challenges of trying to live a good life</p> <p>To use their detailed understanding of religious practice such as remembering Jesus with bread and wine in Christian worship and trying to follow the teaching of Jesus about forgiveness and loving your enemies to describe the significance of being part of the Christian religion</p>	To learn about devotion and commitment in Christianity. They consider why Christians celebrate Jesus' birth: what is the meaning of Christmas?	<p>To explore and respond thoughtfully to the spiritual paths of Muslims, Hindus or Buddhists, using a range of sources of wisdom.</p> <p>Describe the impact of examples of religious teaching. A Muslim example might be the impact of daily prayer and Zakat (alms giving) on how Muslim individuals and communities live.</p>	<p>To express their own ideas about religious issues and questions, giving reasons for their thoughts.</p> <p>To discuss and debate reasons why different people have different ideas about whether God is real and what God is like, recognising the right to freedom of religion and belief for all people.</p>	<p>To pursue an enquiry into local places of worship and beliefs about worship. The methods of philosophy for children can be used effectively here. The pupils relate the meanings of symbols and actions used in worship to events and teachings from the religions they study</p> <p>To consider: what happens in holy buildings? Linking to History and design technology pupils consider how the architecture, furniture and use of churches, mosques and synagogues expresses the community's way of life, values and beliefs</p>	To discuss and present thoughtfully their own and others' views on challenging questions about different kinds of religious belonging in Sheffield and Yorkshire today, presenting what they have found out about worship clearly and thoughtfully in a variety of ways including for example design and modelling, photo album descriptions and recounts, Q&A, poetry or art.
Computing	<p>Becoming an efficient computer user</p> <p>Use filters when searching. Use name and save a piece of media. Organise files and transfer work from different folders. Use a range of keyboard shortcuts.</p>	<p>Becoming an efficient computer user</p> <p>Use filters when searching. Name and save a piece of media. Organise files and transfer work from different folders. Use a range of keyboard shortcuts.</p>	<p>How do we collaborate online?</p> <p>Evaluate their own and others digital content, improving it according to feedback. Collect, organise and present information effectively using a range of media. Design and create digital content for a specific purpose. Demonstrate responsible use of online services and technologies and know a range of ways to report concerns.</p>	<p>How do I create a radio advert or podcast?</p> <p>Design and create digital content for a purpose. Pupils know where to find copyright free images and audio, and why this is important. Collect, organise and present information effectively. Begin to use complex tools to edit and enhance media for a particular effect.</p>	<p>How do I find and share data safely and responsibly?</p> <p>Understand the difference between the internet and the world wide web. Understand the difference between a search engine and a web browser. Know when to share personal information and when not to. Understand the difference between physical, mobile and wireless networks.</p>	<p>How do I program a physical system?</p> <p>Know what repetition is and how it makes programs more efficient.</p> <p>Predict the outcome of a program based on the algorithm.</p>

			Recognise what kind of websites are trustworthy sources of information and the benefits and risks of different apps and websites.		Understand that the internet is made up of computers from all around the world connected together and we can use it to share information.	Use forever loops. Decompose a problem and create a solution. Create a program using forever loops.
History		<p>History – Anglo-Saxons Know where the Anglo-Saxons came from. Know at least two famous Anglo-Saxons Use a timeline to show when the Anglo-Saxons were in England Know the link between Anglo-Saxons and Christianity. Know that many Anglo-Saxons were farmers. Know that the Anglo-Saxons gave us many of the words that we use today.</p>	<p>History – Crime and Punishment Describe events from the past using dates when things happened. Know how an event or events from the past has shaped our life today. Draw a timeline with different historical periods showing key historical events or lives of significant people Know how crime and punishment has changed over a period of time. Know how Britain has had a major influence on the world. Know how the lives of wealthy people were different from the lives of poorer people.</p>			
Geography	<p>Geography- Mountains</p> <ul style="list-style-type: none"> • Know, name and locate the capital cities of neighbouring European countries. • Know the countries that make up the European Union. • Know about, name and locate many of the world’s most famous mountainous regions. 				<p>Geography – Rivers</p> <ul style="list-style-type: none"> • Know why most cities are situated by rivers. • Know about the course of a river. • Name and locate many of the world’s most famous rivers. • Know why ports are important and the role they play in distributing goods around the world. 	
Art	Identify and draw objects and use marks	Know how to use shading to create mood and feeling.	Know how to organise line, tone, shape and colour to represent figures and forms in movement.	Know how to create an accurate print design following criteria.	Use images which have been created, scanned and found;	Research the work of an artist and use

	and lines, to produce texture.		Know how to express emotions within art		altering them where necessary to create art.	their work to replicate a style
DT	(Create an Anglo-Saxon settlement) <ul style="list-style-type: none"> • Come up with a range of ideas after collecting information from different sources. • Produce a detailed, step-by-step plan. • Suggest alternative plans; outlining the positive features and draw backs. 	(Earth and Space Models) <ul style="list-style-type: none"> • Evaluate appearance and function against original criteria. • Use a range of tools and equipment competently. • Make a prototype before make a final version. 			Food <ul style="list-style-type: none"> • Show that I can be both hygienic and safe in the kitchen. • Explain how a product will appeal to a specific audience.
Music		Christmas song/production <ul style="list-style-type: none"> • Know how to breathe in the correct place when singing. • Know how to maintain my part whilst others are performing their part. 		<ul style="list-style-type: none"> • Know how to compose music which meets specific criteria. • Know how to use notation to record groups of pitches (chords). • Know how to use my music diary to record aspects of the composition process. • Know how to choose the most appropriate tempo for a piece of music. 		
PE	Games Basketball Gain possession by working a team. Pass in different ways. To choose a tactic for defending and attacking. Use a number of techniques to pass, dribble and shoot.	Dance To compose my own dances in a creative way. To perform to an accompaniment. Create a dance that shows clarity, fluency, accuracy and consistency.	Gymnastics To make complex extended sequences. To combine action, balance and shape. To perform consistently to different audiences.	Games: Tennis To use forehand and backhand with a racket.	Outdoor and adventurous – orienteering To follow a map into an unknown location. To use clues and a compass to navigate a route. To change my route to overcome a problem. To use new information to change my route.	Athletics To be controlled when taking off and landing. To throw with accuracy. To combine running and jumping
MFL						
Festivals and celebrations	-Recycle week (20 th Sept – 26 th Sept) -Black History Month (Oct) - World Space week (4 th - 10 th October) -Halloween (31 st Oct)	Diwali (4 th Nov) Bonfire night (5 th Nov) World Science Day (10 th Nov) Remembrance Day (11 th Nov) Hanukkah (29 th Nov) Christmas Jumper Day (10 th Dec)	Chinese New Year (1 st Feb) Pancake day (2 nd Feb) Valentines day (14 th Feb)	World Book Day (3 rd March) International Women’s Day (8 th March) Mothers Day Science Week (11-20 th March) Ramadan begins (early April tbc) Vaisakhi (13 th April)	Queens platinum jubilee Earth Day (22 nd April) Eid (May 2 nd tbc) Father’s Day	

		<i>Christmas (25th Dec)</i>		<i>Easter (17th April)</i>		
Whole Academy events	Parent talks	Christmas production/performance		National Day of reflection Science week World book day	Curriculum week Queen's platinum jubilee	Sheffield World Book Day Sports day