













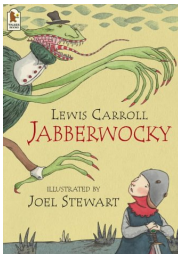

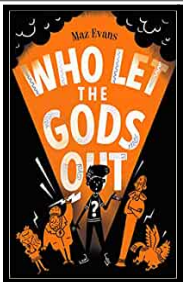
# St. Michael's Middle School

## Year 5 Curriculum Map\*



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	<p>*Part of DT 8-week rotation cycle*</p>	<p>South American animals, Jungles.</p> <ul style="list-style-type: none"> <li>Henry Rousseau</li> </ul>  <ul style="list-style-type: none"> <li>Nick Gustafson</li> </ul> 	<p>First and secondhand observational drawing. The formal elements.</p> 	<p>Medium investigation – foliage. printing, collage, watercolour pencils, paint.</p>  	<p>Painting – foreground and background construction. Creating contrast.</p> 	<p>Sculpture – clay.</p> 

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computer Science	Introduction to Systems	Scratch	Lego Spike	Spreadsheets	Logo	Hardware & History
DT- Product Design (with Graphics element)	<p>*Part of DT 8-week rotation cycle*</p> <p>Wooden Duck &amp; Puzzle</p> <p>Learn: Health and Safety. Workshop hazards and rules. Equipment, types and how to operate. Properties of materials, different origins and ethics. Sustainability.</p> <p>How a product is designed and made. The design process and manufacturing process. use of tools and how to apply their designs.</p> <p>Planning and creating a wooden puzzle. Attention to the finish and decoration of the products.</p> <p>Understanding how a Net works. Planning layout and information of a package. Using Graphics skills to present their work</p>					
DT- Textiles	<p>*Part of DT 8-week rotation cycle*</p> <p>Zero-waste bag</p> <p>Learn: Plastic Pollution and the environment. Health &amp; Safety.</p> <p>Learn how to use basic sewing equipment safely and accurately.</p> <p>Tools and processes- hand and machine sewing, use of the iron, fabric decoration techniques including painting with dye and hand applique.</p> <p>Make a cotton bag with a decorated front panel and a drawstring fastening.</p>					
DT-Food and Nutrition	<p>*Part of DT 8-week rotation cycle*</p> <p>Introduction to the kitchen - Hygiene and Safety.</p> <p>Using basic kitchen equipment including sharp knives.</p> <p>Setting and using the oven safely.</p> <p>Recipes: Fruit salad, couscous salad, wedges, palmiers, pitta pizza, cheese scones, muffins.</p>					

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	 <p><i>Rain Player</i> David Wisniewski</p> <p><u>Writing:</u> Persuasive speech Dramatic recount</p> <p><u>Poetry:</u> Renga</p>	 <p><i>The Explorer</i> Katherine Rundell</p> <p><u>Writing:</u> Adventure narrative Explanation text Class debate and persuasive speech</p> <p><u>Poetry:</u> 'It couldn't be done' Edward Guest</p>	 <p><i>The Magician's Nephew</i> C S Lewis</p> <p><u>Writing:</u> Instructions Character description Mystery narrative</p> <p><u>Poetry:</u> Monologue</p>	 <p><i>The Jabberwocky</i> Lewis Carroll</p> <p><u>Writing:</u> Dilemma story</p>	 <p><i>Hidden Figures</i> Margot Lee Shetterly</p> <p><u>Writing:</u> Biography Job Advert</p>	 <p><i>Who Let the Gods Out?</i> Maz Evans</p> <p><u>Writing:</u> Complaint letter Non-chronological report Narrative: myths &amp; legends Playscript</p>
French	<p>Revision of greetings and language of introduction.</p> <p>Importance of language learning</p> <p>Nos 1-31.</p> <p>Classroom instructions and adverbs.</p> <p>French alphabet in lexical context. High frequency phonemes.</p>	<p>Months, days, birthdays.</p> <p>Finger rhymes and songs.</p> <p>French alphabet.</p> <p>Phonèmes, mots transparents.</p> <p>Christmas traditions.</p>	<p>Masculine animal nouns.</p> <p>Determiners-un, une.</p> <p>Colours – adjective placement.</p> <p>Bi-lingual dictionary skills.</p> <p>French alphabet. Phonemes.</p>	<p>Three key verbs - je vois j'entends, il y a.</p> <p>Creation of descriptive sentences (spoken and written).</p> <p>Active punctuation – virgule, point.</p> <p>High frequency phonemes.</p> <p>In my pencil case</p>	<p>Adjectives of size.</p> <p>Adverbs of place.</p> <p>Grammar points-verbs, masculine, feminine nouns, adjective agreement and placement.</p> <p>Creation of imaginative and fun complex sentences.</p>	<p>Use of intonation and expression to show disagreement and disbelief.</p> <p>State opinions</p> <p>Short stories.</p> <p>Memorisation skills and strategies.</p>

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Humanities	Ancient Greeks	Latitude and Longitude	Mayans	South America	Saxons	Saxons
Maths	Baseline Assessments Place Value	Addition & Subtraction Word problems	Multiplication and Division Word problems	Fractions Decimals Percentages	Measurements Area and Perimeter Volume	Geometry Position and movement Roman Numerals
Music	<p><u>African Drumming</u> Children learn cultural relevance, basic technique and play polyrhythms as part of a large ensemble.</p> <p>Playing in time with other musicians is one of the core skills for music making.</p>	<p><u>Christmas Around the World</u> Exploring Christmas and their traditions in other cultures through various songs</p>	<p><u>Pentatonic scale</u> Exploring pentatonic scale through improvisation and learning to play the song 'China Town'</p>	<p><u>Ukulele 1</u> Children learn to play and sing a variety of songs. The ukulele is a highly accessible and fun way to start singing and playing at the same time.</p>	<p><u>A Night on Horror Hill</u> Children are introduced to the keyboards, learn a scary piece using the chromatic scale, then apply these skills to compose their own piece of scary music.</p>	<p><u>Music Tech</u> An introduction to Garageband on the iPad. This is a hugely powerful piece of musical software that allows the children to start producing and recording their own pieces of music. In Year 5 we use loops and learn how to structure a piece of music.</p>



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE	<p>Games – Football (6 weeks) &amp; Netball (6 weeks) Travelling with ball, turning, passing, movement into space</p> <p>Health Related Fitness (3 weeks) Agility, Balance, Coordination/ Swimming (6 weeks) Front crawl &amp; backstroke/ Cross Country (3 weeks) Stamina &amp; Pacing</p>	<p>Games – Football (6 weeks) &amp; Netball (6 weeks) Travelling with ball, turning, passing, movement into space</p> <p>Health Related Fitness (3 weeks) Agility, Balance, Coordination/ Swimming (6 weeks) Front crawl &amp; backstroke/ Cross Country (3 weeks) Stamina &amp; Pacing</p>	<p>Games – Rugby (6 weeks) &amp; Hockey (6 weeks) Travelling with ball, turning, passing, movement into space</p> <p>Dance (6 weeks), James Bond theme &amp; Gymnastics (6 weeks), Travelling &amp; balance</p>	<p>Games – Rugby (6 weeks) &amp; Hockey (6 weeks) Travelling with ball, turning, passing, movement into space</p> <p>Dance (6 weeks), James Bond theme &amp; Gymnastics (6 weeks), Travelling &amp; balance</p>	<p>Games – Cricket/Rounders (6 weeks), Batting, bowling, fielding Tennis/Badminton (6 weeks) Attacking &amp; defending shots</p> <p>Athletics (6 weeks), Running, jumping, throwing &amp; Swimming (6 weeks) Breaststroke/Water Safety</p>	<p>Games – Cricket/Rounders (6 weeks), Batting, bowling, fielding Tennis/Badminton (6 weeks) Attacking &amp; defending shots</p> <p>Athletics (6 weeks), Running, jumping, throwing &amp; Swimming (6 weeks) Breaststroke/Water Safety</p>
RE	<b>Christianity-</b> What do Christians believe about God?	<b>Christianity-</b> What would Jesus do?	<b>Creation-</b> What do people believe?	<b>Hindu-</b> What is the best way for a Hindu to show commitment to God?	<b>Buddhism -</b> What is the best way for a Buddhist to lead a good life?	Review and assessment
Science	Forces	Space  Sustainability - Global Warming	Properties of Materials	Animals - Including Humans.  Life Cycles	Reproduction A  Reversible and Irreversible Changes	Sustainability - Plastic Pollution  Reproduction B

<b>Subject</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>PSHE</b>	RSE - Friendships.	Living in the wider world. Law and Human Rights.	Health & Wellbeing		RSE - Relationships & Puberty	Dreams & goals

\* (Please note there may be changes throughout the year to facilitate meeting the children's needs)