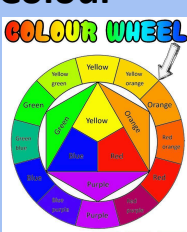




# St. Michael's Middle School

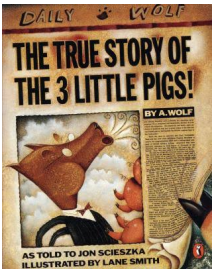
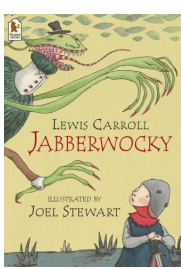
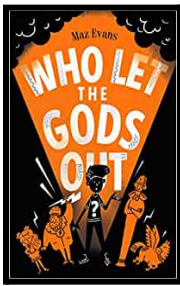
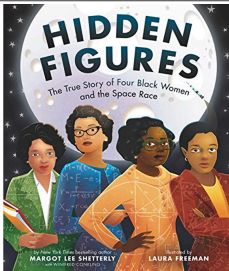
## Year 5 Curriculum Map\*



| Subject | Autumn<br>1                                                                                                                                                                                                                                          | Autumn<br>2                                                                                                                                                                                                                                                                                                      | Spring<br>1                                                                                                                                                                                                                                                                      | Spring<br>2                                                                                                                                                                                                                                                                                                                                                                                  | Summer<br>1                                                                                                                                                                                                     | Summer<br>2                                                                                                                     |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Art     | <p><b><u>Formal elements of art.</u></b></p> <p><b>Tone, texture, colour, line, shape and form.</b></p> <p>First and secondhand observational drawing - food</p>  | <p>Illustration - drawing &amp; collage.</p> <ul style="list-style-type: none"> <li>Eric Carl</li> </ul>  <p>Composition and proportion.</p>  | <p>Fine Art - painting</p> <ul style="list-style-type: none"> <li>Cezanne</li> </ul> <p><b>Colour</b></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><b>Pattern, Line &amp; Colour</b></p>  | <p>Mixed media – foreground and background construction. Creating contrast.</p> <p><b>Tone, Colour &amp; proportion</b></p>  | <p>Sculpture – clay.</p> <p><b>Form</b></p>  |

| Subject                                    | Autumn<br>1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Autumn<br>2 | Spring<br>1 | Spring<br>2  | Summer<br>1 | Summer<br>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.<br/>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 duck- using all the material- minimising waste.<br/>Planning and making a wooden puzzle &amp; wooden puzzle tray.</p> <p>How to finish the products to a high standard- attention to the finish and decoration of the products.</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.<br/>Using basic kitchen equipment, including sharp knives.<br/>Setting and using the oven safely.<br/>Introduction to the Eat Well Guide and the relevant food groups for a balanced diet.<br/>Recipes: Fruit salad, couscous salad, apple crumble, palmiers, pitta pizza, cheese scones, shortbread, frittata.</p>                                                                                                                                                                                                                                                 |             |             |              |             |                    |



| Subject | Autumn<br>1                                                                                                                                                                                                       | Autumn<br>2                                                                                                                                                                                                                                                                                                    | Spring<br>1                                                                                                                                                                                                                                                  | Spring<br>2                                                                                                                                                                  | Summer<br>1                                                                                                                                                                                                                                                      | Summer<br>2                                                                                                                                                                                        |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English |  <p><i>The True Story of the Three Little Pigs</i><br/>Jon Scieszka</p> <p><u>Writing:</u><br/>Recount<br/>Persuasive speech</p> |  <p><i>The Explorer</i><br/>Katherine Rundell</p> <p><u>Writing:</u><br/>Adventure narrative<br/>Explanation text<br/>Class debate and persuasive speech</p> <p><u>Poetry:</u><br/>'It couldn't be done'<br/>Edward Guest</p> |  <p><i>The Magician's Nephew</i><br/>C S Lewis</p> <p><u>Writing:</u><br/>Instructions<br/>Character description<br/>Mystery narrative</p> <p><u>Poetry:</u> Monologue</p> |  <p><i>The Jabberwocky</i><br/>Lewis Carroll</p> <p><u>Writing:</u><br/>Dilemma story</p> |  <p><i>Who Let the Gods Out?</i><br/>Maz Evans</p> <p><u>Writing:</u><br/>Complaint letter<br/>Non-chronological report<br/>Narrative: myths &amp; legends<br/>Playscript</p> |  <p><i>Hidden Figures</i><br/>Margot Lee Shetterly</p> <p><u>Writing:</u><br/>Auto-Biography<br/>Job Advert</p> |
| French  | <p>Meeting and Making friends:</p> <p>Name / Age / Months, days / Birthday</p> <p>Classroom instructions</p>                                                                                                      | <p>Finger rhymes and songs.</p> <p>Classroom items:<br/>Masculine / Feminine<br/>Colours</p> <p>Numbers &lt;100</p> <p>Christmas traditions.</p>                                                                                                                                                               | <p>Family members</p> <p>Masculine animals</p> <p>J'ai / Il y a / Je vois / J'entends</p>                                                                                                                                                                    | <p>Feminine animals</p> <p>Colours and number revision</p> <p>Adjectives of size.</p>                                                                                        | <p>Adverbs of place.</p> <p>Describing where I live.</p> <p>Places in the town.</p>                                                                                                                                                                              | <p>Describing where places are in the town, use of directions.</p> <p>Ordering snacks and drinks</p> <p>Memorisation skills and strategies.</p>                                                    |

| Subject           | Autumn<br>1                                                                                                                                                                                                                         | Autumn<br>2                                                                                                              | Spring<br>1                                                                                                                | Spring<br>2                                                                                                                                                           | Summer<br>1                                                                                                                                                                                  | Summer<br>2                                                                                                                                                                                                                                                                   |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Humanities</b> | Maya Civilisation                                                                                                                                                                                                                   | Latitude and Longitude                                                                                                   | South America                                                                                                              | South America                                                                                                                                                         | Ancient Greeks                                                                                                                                                                               | Ancient Greeks                                                                                                                                                                                                                                                                |
| <b>Maths</b>      | Baseline Assessments<br><br>Place Value<br><br>Addition & Subtraction                                                                                                                                                               | Add and subtract in context (& perimeter)<br><br>Multiplication and division                                             | Multiplication and Division (& area)<br><br>Fractions + & -<br>Fractions x                                                 | Decimals & Fractions<br><br>Fraction of...                                                                                                                            | Decimals + & -<br><br>Fractions - Decimals<br>- Percentages                                                                                                                                  | Converting units<br><br>Negative numbers                                                                                                                                                                                                                                      |
| <b>Music</b>      | <u>African Drumming</u><br>Children learn cultural relevance, basic technique and play polyrhythms as part of a large ensemble.<br><br><br><br><br>Playing in time with other musicians is one of the core skills for music making. | <u>Christmas Carol Service Songs</u><br>Singing together and learning songs ready to perform at the School Carol Service | <u>Pentatonic scale</u><br>Exploring the pentatonic scale through improvisation and learning to play the song 'China Town' | <u>Ukulele 1</u><br>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. | <u>A Night on Horror Hill</u><br>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. | <u>Music Tech</u><br>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. |

| Subject | Autumn<br>1                                                                                                                                                                                                                                                                                                         | Autumn<br>2                                                                                                                                                                                                                                                                                                         | Spring<br>1                                                                                                                                                                                                                | Spring<br>2                                                                                                                                                                                                                | Summer<br>1                                                                                                                                                                                                                                                | Summer<br>2                                                                                                                                                                                                                                                |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PE      | <p>Games – Football (6 weeks) &amp; Netball (6 weeks)<br/>Travelling with ball, turning, passing, movement into space</p> <p>Health Related Fitness (3 weeks)<br/>Agility, Balance, Coordination/<br/>Swimming (6 weeks)<br/>Front crawl &amp; backstroke/<br/>Cross Country (3 weeks)<br/>Stamina &amp; Pacing</p> | <p>Games – Football (6 weeks) &amp; Netball (6 weeks)<br/>Travelling with ball, turning, passing, movement into space</p> <p>Health Related Fitness (3 weeks)<br/>Agility, Balance, Coordination/<br/>Swimming (6 weeks)<br/>Front crawl &amp; backstroke/<br/>Cross Country (3 weeks)<br/>Stamina &amp; Pacing</p> | <p>Games – Rugby (6 weeks) &amp; Hockey (6 weeks)<br/>Travelling with ball, turning, passing, movement into space</p> <p>Dance (6 weeks),<br/>James Bond theme &amp; Gymnastics (6 weeks)<br/>Travelling &amp; balance</p> | <p>Games – Rugby (6 weeks) &amp; Hockey (6 weeks)<br/>Travelling with ball, turning, passing, movement into space</p> <p>Dance (6 weeks),<br/>James Bond theme &amp; Gymnastics (6 weeks)<br/>Travelling &amp; balance</p> | <p>Games – Cricket/Rounders (6 weeks), Batting, bowling, fielding<br/>Tennis/Badminton (6 weeks)<br/>Attacking &amp; defending shots</p> <p>Athletics (6 weeks),<br/>running, jumping, throwing &amp; Swimming (6 weeks)<br/>Breaststroke/Water Safety</p> | <p>Games – Cricket/Rounders (6 weeks), Batting, bowling, fielding<br/>Tennis/Badminton (6 weeks)<br/>Attacking &amp; defending shots</p> <p>Athletics (6 weeks),<br/>running, jumping, throwing &amp; Swimming (6 weeks)<br/>Breaststroke/Water Safety</p> |
| RE      | Creation stories - What do people believe?                                                                                                                                                                                                                                                                          | Nature of God - What do Christians believe God is like?                                                                                                                                                                                                                                                             | Sanatana dharma - How does the story of Rama and Sita inspire Hindus to follow their dharma?                                                                                                                               | Gospel - What Would Jesus Do?                                                                                                                                                                                              | Islam                                                                                                                                                                                                                                                      | Sanatana dharma                                                                                                                                                                                                                                            |
| Science | Forces                                                                                                                                                                                                                                                                                                              | Space<br><br>Sustainability - Global Warming                                                                                                                                                                                                                                                                        | Properties of Materials                                                                                                                                                                                                    | Animals - Including Humans<br><br>Life Cycles                                                                                                                                                                              | Reproduction A<br><br>Reversible and Irreversible Changes                                                                                                                                                                                                  | Sustainability - Plastic Pollution<br><br>Reproduction B                                                                                                                                                                                                   |

| <b>Subject</b> | <b>Autumn<br/>1</b> | <b>Autumn<br/>2</b>                                 | <b>Spring<br/>1</b> | <b>Spring<br/>2</b> | <b>Summer<br/>1</b>           | <b>Summer<br/>2</b> |
|----------------|---------------------|-----------------------------------------------------|---------------------|---------------------|-------------------------------|---------------------|
| <b>PSHE</b>    | RSE - Friendships.  | Living in the wider world.<br>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)