

# Year 5 Curriculum Map

Excalibur's curriculum drivers are embedded throughout our teaching

Aspiration

Unity

Resilience

Respect

## English, Communication and Languages

### As writers, we will:

- Write for a range of purposes and audiences, including features relevant to the text type
- Plan, draft, evaluate, edit and publish pieces of writing
- Proof read and assess our own and others' work
- Link ideas across paragraphs
- Use a range of punctuation with increasing accuracy and for a purpose
- Build cohesion between paragraphs
- Use relative clauses beginning with relative pronouns
- Use adverbs and modal verbs to indicate possibilities
- Write legibly and fluently
- Learn the statutory word lists and spelling rules for Y5/6
- Use dictionaries and thesauruses

### As readers we will:

- Make predictions and clarify vocabulary
- Retrieve information and summarise the main ideas
- Make inferences and justify with evidence
- Evaluate the author's language choice
- Make comparisons with other books
- Identify and language, structure and presentation contribute to meaning

### As French linguists we will:

- Identify the position of adjectives in a sentence.
- Take part in a simple conversation about directions.
- Revise days of the week and months of the year
- Learn times of the day.
- Substitute quantifiers and adjectives into a sentence.
- Revise vocabulary related to hobbies.
- Use the simple future tense.
- Express opinions.
- Identify social conventions at home and in other cultures.

## The Arts and Design

### As artists, we will:

#### (Painting and Mixed-Media Portraits)

- To explore how a drawing can be developed
- To combine materials for effect
- To learn about ratios of the face and how they can help us to draw a face
- To identify the features of a self-portrait
- To develop ideas towards an outcome by experimenting with materials and techniques
- To apply knowledge and skills to create a mixed-media self-portrait

#### Drawing – I need Space)

- To explore the purpose and effect of imagery
- To understand and explore decision making in creative processes

### As designers, we will:

- (Mechanisms)
- Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms.
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## Science and Technology

### As scientists we will learn about:

- Forces including gravity, air and water resistance and friction
- Levers, pulleys and gears
- Isaac Newton
- The movement of the Earth, planets and the Moon relative to other celestial bodies
- Recognising the shape of the Earth, Sun and Moon
- The Earth's rotation
- Our solar system
- The definition of a moon

### As computer scientists, we will learn about:

- Computer systems – how they are formed and the role they play in our lives
- Search engines – how to use, how they select results, how results are ranked and the order of importance
- Vector drawings – using drawing tools, combining shapes, using layers and grouping objects

## Autumn Term 2025-26

Miss McArdle, Mrs Griffin,  
Madame Leydon, and Mr Reid

## Physical Health and Well-being

### As sports' people, we will:

- Understand the impact of sport on our health and well-being

### Through tag-rugby and basketball:

- Develop the fundamental skills and rules needed for the games
- Develop a tactical awareness of the games
- Work effectively as part of a team to play competitive matches
- Take on a variety of roles within a game
- Identify our own strengths and weaknesses and suggest a method to improve skills

### In dance:

- Explore World War II dances such as the Jitterbug, Jive and Swing
- Create routines

### In sportshall athletics:

- Learn how to improve fitness levels
- Develop our movement skills
- Understand healthy nutrition
- Develop resilience

### In football skills:

- To pass and shoot effectively and to use knowledge of technique to suggest ways for peers to improve

### As citizen's we will:

- Exploring feelings and emotions
- Exploring healthy lifestyles
- Exploring identity and peer pressure
- Exploring ways that we can improve our emotional health and well-being
- Celebrate strengths and set goals
- Learn about online safety

## Mathematics

### As mathematicians, we will learn to:

- Read and write Roman Numerals up to 1000
- Read, write, partition, compare and order numbers to a million
- Count in powers of 10
- Round to the nearest 10, 100, 1000 within 1,000,000
- Use mental strategies to add and subtract
- Add and subtract whole numbers with more than 4 digits
- Round to check answers and compare calculations
- Find multiples and common multiples, factors and prime numbers
- Find square and cube numbers
- Multiply and divide by 10, 100, 1000
- Find equivalent unit and non-unit fractions
- Compare and order fractions less than 1
- Add and subtract fractions
- Use reasoning and problem solving skills

## Humanities, Religious Education and Music

### As geographers, we will learn about:

- Why World War II was a world war
- How Alsager compares pre and post war with modern day

### As historians, we will learn about:

- How/why World War II began
- What life was like for evacuees; Propaganda and why it was used
- The Battle of Britain and Dunkirk
- Rationing and why it happened during the war
- Bomb shelters and keeping safe during the Blitz and VE Day

### As theologians, we will:

- Recognise how religious beliefs vary; the importance of religious freedom; that people were persecuted for their religious beliefs in the past
- Assess the challenges some religious figures faced in the past.
- Analyse the meaning and symbolism of different festivals of light.
- Explain how and why people stand up for what they believe in.
- Assess the significance of Jesus to some of his followers.
- Recognise factors that influenced the spread of Christianity and why Christianity changed over time.
- To identify some of the features of a Catholic church and consider the impact of Christian practices.
- To appreciate that culture and tradition can influence the way Jesus and Christianity are portrayed around the world.

### As musicians, we will:

#### (Melody and Harmony in Music)

- Listen, respond, sing and perform
- Use minims, dotted crotchets, crotchets and quavers and their rests and find the pulse in music, plus, recognise and read simple notation
- Learn the time signature 4/4 and learn the key signature A minor

#### (Sing and Play in Different Styles)

- Listen, respond, sing and perform and create rhythmic and melodic patterns
- Learn the 2/4 time signature and recognise and read simple notation
- Use minims, dotted crotchets, crotchets, dotted quavers, quavers, and semi-quavers, plus, learn about the key signature F major