

Gordon Primary School Curriculum Map – Year 5, Summer 2024 - 2025

	Summer 1	Summer 2
TOPIC	<i>Who Am I?</i>	
KEY TEXTS	<i>I am Henry Finch</i> by Alexis Deacon <i>I am Malala</i> by Malala Yousafsai <i>Identity poetry</i> by Various poets	
ENGLISH <i>Convention on the Rights of the Child (CRC)</i> <i>Articles 8, 12, 13, 14, 17, 28, 29</i>	<u>Philosophical thinking:</u> • What is a thought? • What separates us from other animals? • How do we know who we are? • Do animals have a voice in their head?/ Do have animals have inner thoughts? • Do we realise thoughts exist? • What makes thoughts powerful? • How do our thoughts help us? How do they stand in our way? • How can we cope with bad thoughts? • What does it feel like to be the first person to create a change? (rebels) • How can we embrace change? • Why do we copy each other? • What are the consequences/ benefits of change? • How is greatness determined? Who determines greatness? The children will explore the power of images throughout the picture book <i>I am Henry Finch</i> and will be expected to explore themes such as identity, greatness, community etc. They will gain a deeper understanding of how to analyse images within picture books and appreciate that they complement the text and broaden our understanding of the narrative. Within this, the children will be asked to consider aspects of the page and image design such as layout, size, colour, tone, angles (when looking at the characters) and font, to understand the author or illustrator's intended impact upon the reader and how this extends their understanding of the story. There will be ample opportunity for the children to write in different forms and for different audiences based on the text. They will explore each part separately and write a speech, advisory leaflet, a newspaper report and a graphic novel, to create their own narrative. Throughout the story, the children will consider the power of thought and the influence that we have on others and will take part in deep discussions regarding our roles in society, not only as individuals but as part of groups too. The children will make changes to the text by considering their own life experiences and how they would use these and what they have learned throughout their lives, to support the character in his development. Further to this, the children will consider aspects of the text and images that are more ambiguous or have multiple meanings, allowing them to appreciate that we all take different messages from a text. The children will identify similarities and differences between the characters in the text and consider whether key events that have taken place in the story have contributed to these.	

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	Towards the end of reading the text, they will be exploring what they want their future to be and what spoken word message they want to share. The children will look at key figures from the past who have demanded change and refused to conform to social norms – similar to Henry Finch. They will also look in depth at poems about identity (Who am I? - The Children's Poetry Archive). The poets we look at will include Michael Rosen, John Agard, Jackie Kay and James Berry. Once the children have written their poems, they will focus on performing them with expression, intonation, gesture, etc. The children will hold a poetry slam performance of their poems. They will assess each other against the success criteria for writing and performing poetry. Finally, they will end the year by performing the poetry slam to their peer/parents as part of their fabulous finish.	
MATHS <i>CRC Articles</i> 12, 13, 14, 17, 28, 29	<u>Geometry</u> During the Summer term, the children will be identifying 3-D shapes, including cubes and cuboids, and use nets to make visual representations. They will know that angles are measured in degrees, and compare acute, obtuse and right angles. The children will use angle sum facts and other properties to make deductions about missing angles. <u>Statistics</u> The children will complete, read and interpret information in tables, including timetables. They will solve comparison, sum and difference problems using information presented in line graphs.	<u>Decimals</u> This term, the children will add decimals within one whole. They will use hundred squares, place value counters and place value charts to support adding decimals and understand what happens when we exchange between columns. The children will build on their understanding that 0.45 is 45 hundredths. <u>Position and direction</u> The children will identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
SCIENCE <i>CRC Articles</i> 12, 13, 14, 17, 28, 29	<u>Living Things and their Habitats</u> The children will learn about the characteristics of living things as well as plants and how they grow. They will develop their understanding of life cycles and describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. The children will then take a closer look at what habitats are and explore what makes a good habitat.	<u>Animals Including Humans</u> Throughout this topic, the children will be describing the changes humans experience as they develop through to old age. They will understand what a gestation period is, and how this differs in different mammals, including humans. The children will explore the key stages of human foetal development, creating scientific diagrams to demonstrate

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	Throughout this topic, the children will be using their artistic skills to create botanical illustrations that will demonstrate the different parts of a flower, and will use this to reproduce their own plant, documenting the journey as it grows. They will also document and display the different life cycles they have compared and analysed.	the different periods. They will explore the key physical changes of the human body, from a baby to old age, focusing on; physical and emotional changes of boys and girls through puberty.
COMPUTING <i>CRC Articles</i> 12, 13, 14, 16, 17, 28, 29, 31	<u>Game Creator</u> The children will be learning to plan a game, design and create a game environment and design and create a game quest. At the end of the term, they will finish and share their game with a partner to self and peer assess against a set design criteria.	<u>Using External Devices</u> The children will understand how a device can be programmed to be used as a game controller. They will explore the functions available for the Purple Chip on Purple Mash and appraise their uses. Finally, they will create a simple quiz program that can be answered using an external device.
HISTORY <i>CRC Articles</i> 8, 12, 13, 14, 17, 28, 29	<u>The timeline of Benin</u> At the beginning of this topic, the children will experience traditional Benin food, listen to music and research modern and ancient Benin. Further to this, and to develop their knowledge and understanding, the children will build a table top timeline of the Benin civilisation using a series of research challenges to gather information. Additionally, the children will gather information about the Benin Empire and learn about the warrior kings. As well as this, they will create drawings of Benin City using descriptions from 17th-century traders. Finally, they will find out about the British role in the end of the Benin Empire.	
GEOGRAPHY <i>CRC Articles</i> 12, 13, 14, 17, 28, 29		<u>Rainforests</u> The children will be exploring all aspects of rainforests, in detail. They will focus on the biodiversity, different species of plants and animals that live there. As well as this, they will learn about the two types of rainforests: tropical rainforests and temperate rainforests. Further on

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		in the topic, they will compare the different climates in South America. In particular, the impact of humans and deforestation on the climate.
ART <i>CRC Articles</i> 8, 12,13, 14, 17, 28, 29, 31		<u>Reveal your personality!</u> Based on our book, <i>I am Henry Finch</i> , the children will be creating a piece of art with a self-portrait/ finger print. They will create unique backgrounds using collage and then draw/paint a self-portrait. This will show their own unique and individual personalities.
DT <i>CRC Articles</i> 12, 13, 14, 28, 29, 31	<u>Textiles</u> During this term, the children will design a stuffed toy, considering the main component shapes of their toy. They will then create detailed, annotated drawings from different perspectives and produce systematic plans, lists of tools equipment, fabrics and components needed to sew, embroider and embellish their product.	
MUSIC <i>CRC Articles</i> 12, 13, 14, 1, 28, 29, 31	This term, the Year 5 children will continue to learn how to sing and play the recorders. They will explore different genres of music and will be able to say what genre a particular song is. They will keep building their music theory knowledge and terminology such as stave, treble clef, time signature. They will continue to learn and practise rhythmic patterns. This term they will also compose a piece of music using percussion instruments such as metallophones, glockenspiels, xylophones, untuned instruments, keyboard and ukuleles, based on a book they have read. They will perform the class composition to the other Year 5 class. The children will also continue to develop their understanding of music history and widening the range of their cultural capital.	
PE <i>CRC Articles</i> 12, 13, 14, 28, 29, 31	<u>Outdoor PE - Tennis</u> -Co-ordination -Ready position -Ball Control -Forehand and Backhand	<u>Outdoor PE - Sports Day Activities</u> -Hot Potato -Rob the nest -Speed Bounce -Relay Race -Track Race

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	<u>Indoor PE- Badminton</u> -Co-ordination -Ready position -Ball Control -Forehand and Backhand	<u>Indoor PE – Gymnastics</u> - Gymnastics techniques - Sequence of movements - Teamwork - Performance and evaluating
RE <i>CRC Articles</i> 2, 8, 12, 13, 14, 15, 30,	<u>Can religions help build a fair world?</u> In this topic, the children explain how selected features of religious life and practice such as respect and charity make a difference to the lives of individuals and communities.	<u>Why are sources of wisdom important to people?</u> The children will be looking at sources of wisdom of different religions and making comparisons to their own beliefs.
PSHE <i>CRC Articles</i> 2,3,4,5, 6, 7, 8, 12, 13, 14, 15, 16, 17, 28, 29, 31	<u>Relationships</u> This term, the children will develop their knowledge, understanding and skills in three key aspects of self-awareness, managing feelings and empathy. The children will then move on to understand how their bodies change from a child into an adult. The different changes that they will learn about include physical, emotional, and social.	<u>Changing Me</u> The children will be looking at their own self-image and how their body image fits into that. They will also learn how to develop their own self esteem. They will look at the importance of positive self-esteem and what they can do to develop it. The children will express how they feel about their self-image and know how to challenge negative 'body-talk'. They will also identify what they look forward to and what worries them about the transition to secondary school or moving to their next class. The children will learn how to prepare themselves emotionally for the changes next year. The children will also be looking at how our bodies physically change when we go through puberty. They will understand the physical and emotional changes of both the male and female during this time.
SPANISH <i>CRC Articles</i> 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42	<u>Summer 1- Habitats+ Song competition</u> By the end of this unit, the pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats. This is one of the first units to encourage slightly more complex and sophisticated writing, using a wider range of vocabulary.	

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Safeguarding <i>CRC Articles</i> 2, 3, 4, 5, 6, 7, 8, 12, 17, 28, 29, 31	Using the book <i>I am Henry Finch</i>, the children will develop their understanding of identity and how you build up your own personal, unique identity, throughout your life. The children will develop their understanding further of what it is to have a different perspective or outlook on something, learning that the way that one person perceives something may not actually be how another sees the same event. They will develop their understanding of what constitutes bullying – they will consider the way in which they articulate themselves and interact with others to ensure that they are conveying themselves as the best possible version of themselves. They will consider what they need to do if they see someone being bullied.	