







*Khalsa Primary School*  
*Excellence through Integrity*  
*Year 5 Curriculum Map*

	<p style="text-align: center;"><b>New Beginnings</b></p>  <p style="text-align: center;"><b>We are high standard learners!</b></p>	<p style="text-align: center;"><b>Getting on and falling out &amp; Say no to bullying</b></p>  <p style="text-align: center;"><b>We are optimistic about life!</b></p>	<p style="text-align: center;"><b>Going for Goals</b></p>  <p style="text-align: center;"><b>We are Risk-takers!</b></p>	<p style="text-align: center;"><b>Good to be me</b></p>  <p style="text-align: center;"><b>We have Self-respect and Self-discipline!</b></p>	<p style="text-align: center;"><b>Relationships</b></p>  <p style="text-align: center;"><b>We have Social skills and are Socially aware!</b></p>	<p style="text-align: center;"><b>Changes</b></p>  <p style="text-align: center;"><b>We are Spiritually aware!</b></p>
<b>Literacy</b>	<p>Unit 2 Narrative Tradition stories, fables, myths, legends (4 weeks) The Wolves in the Walls</p> <p><i>O: Change a fairy tale to have a spooky and suspense filled theme. (Changing genre)</i> <i>Magpie language from The Princess' Blankets</i></p> <p>Unit 2 Poetry (2 weeks) Aesop and me (Poetry version) <i>O: Create and perform own version of an Aesop fable.</i></p> <p>Unit 2 Non Fiction Recounts (4-5 weeks) <i>O: Write a newspaper report on Frida Khalo street accident.</i> <i>O: write a recount on</i></p>	<p>Unit 6 Narrative Dramatic Conventions (2-3 weeks) <i>O: write and perform a short play version of Shakespeare. 'Mr Williams Shakespeare's plays' Marcia Williams</i></p> <p>Unit 3 Poetry- Choral/Performance Talking Turkey (1 week) <i>O: perform poems by Benjamin Zephaniah</i></p> <p>Language play/ Grammar</p> <p>Unit 2 Non Fiction Recounts (3weeks) George's secret key to the universe. Steven Hawkins <i>O: to create an imaginary</i></p>	<p>Unit 4 Narrative Older Literature Shakespeare (Different texts) (3 weeks) 'Shakespeare Stories by Leon Garfield' <i>O: to create a different ending to a Shakespeare text.</i></p> <p>Unit 3 Persuasive Writing ' Battle persuasion' (3 weeks) <i>O: to write a persuasive letter to the enemy to stop the battle.</i> <i>O: to write a persuasive argument about risk taking and creating changes in school. (debate)</i></p>	<p>Unit 1 Narrative Novels and Stories by significant others Anthony Horowitz 'The mysteries of Harris Burdick' <i>O: write a mystery story around Burdick images.</i></p> <p>Unit 3 Persuasive Writing (3 weeks) <i>O: write a persuasive letter to get the artist to school to visit.</i> <i>O: create a poster to persuade the public to visit their art gallery.</i></p>	<p>Unit 1 Instructions 'How to make a pulley work, set up' (3 weeks) <i>O: to write instructions on how to operate a pulley mechanism.</i></p> <p>Unit 3 Narrative Stories from other cultures (3 weeks) 'The Rabbits Shaun Tan' 'Eric Shaun Tan' <i>O: to retell the story in first person, changing the character of 'Eric'</i></p>	<p>Unit 5 Narrative Film Narrative Piano Aiden Chambers (3 weeks) <i>O: to write the film narrative as a short story.</i></p> <p>Unit 1 Poetry Style New and Collected Poems for children. Carol Ann Duffy (2 weeks) <i>O: to write their own free verse poem.</i></p>

	<b>Frida's life 'Frida'</b>	<b>recount on a planet of their choice.</b>				
<b>Extended Writing Opportunities</b>	Write a newspaper report on an event in current affairs. Write own version of a fable. Write a recount as a character in a fairy tale.	Write a play based on a classroom situation. Write and perform a poem of your own choice. Write a recount on visitor/school trip.	Write a character profile for your own character in a Shakespeare story. Describe a Shakespearean setting and a modern setting. Write a persuasive letter to your parent for a treat of your choice.	Watch a mystery clip and complete the ending. Write the beginning of your own mystery. Create a persuasive poster for your own artwork.	Write your own instructions for a game of your choice. Write a story of your own choice. Write a poem for a significant male figure in your life.	Write a letter to a refugee. Compare two settings of a film produced in different years. Plan a movie of your own choice.
<b>Assemblies /Important dates</b>	<ul style="list-style-type: none"> <li>Rewards and consequences, school rules</li> <li>Setting up a School Council</li> <li>Black History Month</li> <li>One World Week</li> </ul>	<ul style="list-style-type: none"> <li>National Anti-Bullying Week</li> <li>Bonfire Night</li> <li>Road Safety Wk</li> <li>Sustainable Development Day</li> <li>International Children's Day</li> <li>Human Rights Day</li> </ul>	<ul style="list-style-type: none"> <li>Unicef Day of Change</li> <li>Walk to School Week</li> <li>Recycling Week</li> <li>Holocaust Memorial Day</li> <li>Martin Luther Day</li> </ul>	<ul style="list-style-type: none"> <li>International Women's Day</li> <li>Mother's Day</li> <li>Red Nose Day</li> <li>Fairtrade Fortnight</li> <li>International Book Day</li> </ul>	<ul style="list-style-type: none"> <li>Father's Day</li> <li>Family Week</li> <li>National Children's Day</li> <li>Disability Awareness Day</li> <li>Jeans for Genes Day</li> </ul>	<ul style="list-style-type: none"> <li>Refugee Week</li> <li>World Environment Day</li> <li>Summer Fayre</li> <li>International Week</li> <li>My Money Week</li> </ul>
<b>Numeracy</b>	Place value Place value (decimals) Written + and – including problems Geometry (angles) Geometry and measures (perimeter) Addition and subtraction (statistics)	Mental x and ÷ (factors, multiples) Division including problems Fractions (compare, order, equivalence) Multiplication and measures (area) Statistics and measures (time) Assess and review	Place value Roman numerals counting incl. negative numbers Addition and subtraction including problems Mental and written multiplication Measures (length, mass and capacity) Geometry (reflection and translation) Geometry (angles)	Mental and written division 2D and 3D shape incl. sorting Calculating with fractions Measures (area and volume) Statistics and measures Assess and review	Place value Fractions Measures (time) and statistics Geometry Addition and subtraction Multiplication and division	Place value Written calculations Fractions Measures (mass, volume and capacity) Area and volume of shapes Assess and review
<b>Science</b>	<b>Living Things and their habitats Y5</b>	<b>Earth and Space Y5</b>	<b>Animals including Humans Y5</b>	<b>Forces Y5 'Pulleys'</b>	<b>Properties and change Everyday Materials Y5</b>	
<b>ICT</b>	<b>Programming</b>	<b>Computational thinking</b>	<b>Creativity</b>	<b>Computer Networks</b>	<b>Communication/Collaboration</b>	<b>Productivity</b>
<b>Art</b>	<b>Sculpture – experimenting, form</b> Plan and create a sculpture. Evaluate using artistic language.  <ul style="list-style-type: none"> <li>Refer to artists, architects</li> </ul>	<b>Drawing: charcoal - line, texture</b> Experiment with shading and perspective to create form and texture. Know that a short, hard line gives a different feeling to a more	<b>Project</b> <ul style="list-style-type: none"> <li>Children are to create a sketch book, record, revisit and review their ideas</li> <li>They must choose from a range of materials (e.g.</li> </ul>	<b>Artists, architects and designers in history</b> Continuously refer back to artists, architects and designers in history for inspiration or comparison. (link to Project)		

	<p>and designers in history to explain choices</p> <p><b>Frida Khalo</b></p> <p>They then need to create a product that reflects a chosen artist, architect or designer OR their own chosen one</p> <ul style="list-style-type: none"> <li>Students are to refer to sketch books and use them for planning</li> </ul>	flowing one.	pencil, charcoal, paint, clay)	<p>Local Artist Navroop Singh Jhooti</p> <p>Visit their exhibition</p>		
<b>DT</b>	<p>Health and nutrition: cooking</p> <p>Understand seasonality. Prepare and cook mainly savoury dishes. Understand and apply the principles of a healthy and varied diet. Know if foods are grown, reared, caught or processed.</p>	<p>Evaluate for function and purpose</p> <p>Research and evaluate a known existing product. Choose something within a specific group and examine their relevant needs. Use data handling to get public opinion. Use computing where possible. Create a design criterion for a product using your evaluation.</p>	<p>Design for purpose</p> <p>Using the design criterion make an annotated sketch. Use cross-sections, diagrams and computer aided design. Ensure it is fit for purpose and appealing. Students analyse and evaluate their own work.</p>	<p>Build for function and purpose</p> <p>Create a prototype using the design criterion. Use mechanical and electrical systems in their own products, including programming. Choose an appropriate material from a wide range of materials. Make it appealing.</p>	<p>Test for purpose</p> <p>Test your product and see if it works. Hold an exhibit of your work and ask for feedback based on the "steps to success".</p> <p><a href="#">Link to Literacy</a></p>	
<b>RE</b>	Why is Muhammed important to Muslims?	How do muslims express their beliefs through practices?	Where did the Christian bible come from?	Why do the beliefs of Christians impact their actions?		
<b>Sikh Studies</b>	Bhai Kanhaiya Singh Ji. Introduce Bhagat Puran Singh Ji. <b>(D)</b>	Martyrdom of Guru Tegh Bahadur Ji. <b>(B&amp;E)</b>	Story of Bhai Mati Das and Bhai Sati Das <b>(B&amp;E)</b>	Maharaja Ranjit Singh & The Khalsa Raaj. <b>(D&amp;E)</b> Role of the Khalsa within the modern world. <b>(C)</b>	All about Sikhi and the routine of a Sikh. (A)(B)(C)(D)(E)	Martyrdom of Guru Arjan Dev Ji. The events that led the way to his shaheedi. <b>(B)</b> Importance of Seva. Concept of Daswand <b>(C)</b>
<b>Geography</b> <b>KS2</b>	<p>Human and physical geography</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts,</li> </ul>				<p>Locational knowledge</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic</p>	



	rivers, mountains, volcanoes and earthquakes, and the water cycle Y5				and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night (Y5/6)	
<u>History</u>			The Vikings and Anglo Saxon Struggle Y5		Changes in Britain from the stone age to the Iron Age Y5	
<u>PE</u> <u>KS2</u>	use running, jumping, throwing and catching in isolation and in combination	play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	take part in outdoor and adventurous activity challenges both individually and within a team	compare their performances with previous ones and demonstrate improvement to achieve their personal best.	perform dances using a range of movement patterns	develop flexibility, strength, technique, control and balance
<u>Music</u> <u>KS2</u>	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	use and understand staff and other musical notations	listen with attention to detail and recall sounds with increasing aural memory	improvise and compose music for a range of purposes using the interrelated dimensions of music	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	develop an understanding of the history of music
<u>Punjabi studies</u>	Children are supported to give their speaking presentation during the term and are tested at the end of the Autumn term. Emphasis on listening to listener's question and be able to answer the listener. Use lot of Cue cards to support speaking activity. Cue cards to be based on the topics used by GCSE model Question papers. Ref. AQA/Punjabi/past question papers. Also encourage children to choose their own topics. Prefer to use the topics chosen by the children for their speaking activity.	Encourage children on speaking in large groups and to different classes. Prepare presentations for standard limit of three minutes. <ul style="list-style-type: none"> <li>• Speaker speaks between 30-60 seconds</li> <li>• Answer questions on the presentation for 30-60 seconds</li> <li>• Speakers use maximum 5 Cue cards with short headings</li> <li>• Encourage and support children with English as home language with pronunciation and translation</li> <li>• Encourage children to discuss presented topics in small groups</li> </ul> Assess speaking	Recap on listening activities practised last year. Focus on listening to topic based texts preferably from the GCSE based CDs and websites. <p>Children are guided to listen to the announcements/ advertisements /reviews/opinions and travelling based texts. Texts to be listened in Punjabi and then answer the questions in English in writing.</p>	Emphasis on listening activities. Pre recorded short stories/ advertisements /dialogues and Announcements in Punjabi may be used to practice listening activities . <p>Special focus on children with English as home language. Encourage them to listen to news and discussions on T.V. and internet about the lifestyle of Punjabis in UK</p> Assess listening	Develop children's reading skills by using variety of texts covering lifestyle of Punjabis in UK. T may use : <ul style="list-style-type: none"> <li>• Public notices</li> <li>• Mile stones</li> <li>• Short messages</li> <li>• Small articles</li> <li>• Word puzzles</li> <li>• Informative statements</li> <li>• Dialogues</li> </ul> Children read the texts in Punjabi and answer the text based questions in English T may use texts children wrote during their free time at home as part of Punjabi writing activity. (Few children in Y3 and 4 are able to write as they	Develop children's writing skills by using variety of texts covering lifestyle of Punjabis in UK. T may use the : <ul style="list-style-type: none"> <li>• Public notices</li> <li>• Mile stones</li> <li>• Short messages</li> <li>• Small articles</li> <li>• Word puzzles</li> <li>• Informative statements</li> <li>• Dialogues</li> </ul> Children read the texts in Punjabi and answer the text based questions in Punjabi. T may use texts children wrote during their free time at home as part of Punjabi writing activity.

					<p>get extra support at home) Introduce the use of using a Punjabi to English, English to Punjabi and Punjabi to Punjabi dictionary. Teacher prefers using picture dictionary. Assess reading</p>	<p>(Few children in Y3 and 4 are able to write as they get extra support at home) Children are encouraged to use dictionary writing activities.  Allow using dictionary during the writing assessment. Assess writing</p>
--	--	--	--	--	---	---