St Paul's CE Academy
Curriculum Map 2025-2026

Year 5						
Learning Journey Topic	What is coastal erosion?	Vikings	How do volcanoes affect the lives of people of Hiemaey?	Childhood in Victorian Britain	Why are mountains so important?	Crime and Punishment
WOW	Video	Beowulf	Video	Victorian boxes	Invite Mr. White re. climbing Kilimanjaro	
Finale		Video making	Space VR	Victorian role play lesson	Outdoor learning around life cycles	Invite Police in to talk.
Linked curriculum areas	Geography, English	English, History	English, Geography	English, History	English, Geography	English, History
Discrete subjects	PE, RE, PSHE, Science	PE, RE, PSHE	PE, RE, PSHE, Science	Music, PE, RE, PSHE	Music, PE, RE, PSHE	Music, PE, RE, PSHE
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Quality Texts	Floodland – By Marcus Sedgwick. Newspaper reports on natural disasters	Viking Boy - Tony Bradman Information text about dragons	Cosmic – Frank Cottrell-Boyce Information text about planets	Ilya and the wolf – escape story Nonfiction: Should school uniform be banned? Discussion toolkit, Innovation: Balanced argument - should workhouses be banned?	Everest: the remarkable story	Black Powder – Ally Sherrick The Highwayman
English – Writing outcomes	**Floodland- Futuristic story** Description Recounts Narrative (suspense/tension) **Newspaper reports about natural disasters** **Purpose -** To inform **Form -**Journalistic writing/newspaper	**Viking Boy** **Story Type -** Chapter of historical adventure **Purpose -**To entertain **Focus:** Setting Description Dialogue Action **Information text about dragons** **Purpose -**To inform **Form -**Non-chronological report	**Cosmic** (link to science topic) **Story Type -** Science fiction adventure **Focus** Character Description Narratives Writing in role Letter writing (informal, personal) **Information text about planets** **Purpose -**To inform **Form -** Non-chronological report	**Story Type** – Ilya and the wolf Dialogue Description Dilemma **Information text about Victorian childhood jobs/workhouses** **Purpose -** To persuade **Form -** Formal persuasive letters Balanced argument (linked to workhouses) Job adverts	**Smaug – Action story.** Building tension Using show not tell Linking the character's actions to the setting. **Everest: the remarkable story** **Purpose-** to inform **Form** Biography Informal letters	**Haunted Hotel -** **Story Type** – Suspense story **Focus -** Character building tension
Grammar	Sentence structures: simple, compound and complex Types of sentences (2A and 3 ED) Expanded noun phrases and openers.	Dialogue -ing openers Relative clauses Parenthesis ()	Embedded relative clauses	-ed/ -ing verb openers	Modal verbs; ISPACED openers	Hyphenated words Semi-colons

Handwriting and Presentation	Year 5 and 6 words and key vocabulary from quality text in every lesson Clear ascenders and descenders Cursive style should be consistent	Year 5 and 6 words and key vocabulary from quality text in every lesson Clear ascenders and descenders Cursive style should be consistent	Year 5 and 6 words and key vocabulary from quality text in every lesson Clear ascenders and descenders Cursive style should be consistent	Year 5 and 6 words and key vocabulary from quality text in every lesson Clear ascenders and descenders Cursive style should be consistent	Year 5 and 6 words and key vocabulary from quality text in every lesson Clear ascenders and descenders Cursive style should be consistent	Year 5 and 6 words and key vocabulary from quality text in every lesson Clear ascenders and descenders Cursive style should be consistent
Destination Reader	**Floodland - Marcus Sedgwick** Range of DR strategies and skills	**Beowulf – Michael Morpurgo** Range of DR strategies and skills	**The Jamie Drake Project** Range of DR strategies and skills	**The Vanishing Trick – Jenni Sprangler** Range of DR strategies and skills	**Everest: the remarkable story** Range of DR strategies and skills	**Holes – Louis Sacher** Range of DR strategies and skills
Maths Number (including problem solving, using & applying in context) (60% of each term)	Place value: • Roman numerals to 1,000 • Numbers to 10,000 • Numbers to 100,000 • Numbers to 1,000,000 • Read and write numbers to 1,000,000 • Powers of 10 • 10/100/1,000/10,000,100,000 more or less • Partition numbers to 1,000,000 • Number line to 1,000,000 • Compare and order numbers to 1,000,000 • Round to the nearest 10, 100 or 1,000 • Round within 100,000 • Round within 1,000,000 Addition and subtraction: • Mental strategies • Add whole numbers with more than four digits • Subtract whole numbers with more than four digits • Round to check answers • Inverse operations (addition and subtraction) • Multi-step addition and subtraction problems • Compare calculations • Find missing numbers	Multiplication and division: • Multiples • Common multiples • Factors • Common factors • Prime numbers • Square numbers • Cube numbers • Multiply by 10, 100 and 1,000 • Divide by 10, 100 and 1,000 • Multiples of 10, 100 and 1,000. Fractions: • Find fractions equivalent to a unit fraction • Find fractions equivalent to a non-unit fraction • Recognise equivalent fractions • Convert improper fractions to mixed numbers • Convert improper fractions to mixed numbers • Convert mixed numbers to improper fractions • Compare fractions less than 1 • Order fractions less than 1 • Compare and order fractions greater than 1 • Add to a mixed number • Add two mixed numbers • Subtract fractions • Subtract from a mixed number • Subtract from a mixed number – breaking the whole • Subtract two mixed numbers	Multiplication and division • Multiply up to a 4-digit number by a 1-digit number • Multiply a 2-digit number by a 2-digit number (area model) • Multiply a 2-digit number by a 2-digit number • Multiply a 3-digit number by a 2-digit number • Multiply a 4-digit number by a 2-digit number • Solve problems with multiplication • Short division • Divide a 4-digit number by a 1-digit number • Divide with remainders • Efficient division • Solve problems with multiplication and division. Fractions: • Multiply a unit fraction by an integer • Multiply a non-unit fraction by an integer • Multiply a mixed number by an integer • Calculate a fraction of a quantity • Fraction of an amount • Find the whole • Use fractions as operators	Decimals and percentages: • Decimals up to 2 decimal places • Equivalent fractions and decimals (tenths) • Equivalent fractions and decimals (hundredths) • Equivalent fractions and decimals • Thousandths as fractions • Thousandths as decimals • Thousandths on a place value chart • Order and compare decimals (same number of decimal places) • Order and compare any decimals with up to 3 decimal places • Round to the nearest whole number • Round to 1 decimal place • Understand percentages • Percentages as fractions • Percentages as decimals • Equivalent fractions, decimals and percentages.	Decimals: • Use known facts to add and subtract decimals within 1 • Complements to 1 • Add and subtract decimals across 1 • Add decimals with the same number of decimal places • Subtract decimals with the same number of decimal places • Add decimals with different numbers of decimal places • Subtract decimals with different numbers of decimal places • Efficient strategies for adding and subtracting decimals • Decimal sequences • Multiply by 10, 100 and 1,000 • Divide by 10, 100 and 1,000 • Multiply and divide decimals – missing values.	Negative numbers: • Understand negative numbers • Count through zero in 1s • Count through zero in multiples • Compare and order negative numbers • Find the difference.

Measurement				<u>Perimeter and area:</u> • Perimeter of rectangles • Perimeter of rectilinear shapes • Perimeter of polygons • Area of rectangles • Area of compound shapes • Estimate area.		<u>Converting units:</u> • Kilograms and kilometres • Millimetres and millilitres • Convert units of length • Convert between metric and imperial units • Convert units of time • Calculate with times tables <u>Volume</u>: • Cubic centimetres • Compare volume • Estimate volume • Estimate capacity.
Geometry					<u>Shape</u>: • Understand and use degrees • Classify angles • Estimate angles • Measure angles up to 180º • Draw lines and angles accurately • Calculate angles around a point • Calculate angles on a straight line • Lengths and angles in shapes • Regular and irregular polygons • 3-D shapes <u>Position and direction:</u> • Read and plot coordinates • Problem solving with coordinates • Translation • Translation with coordinates • Lines of symmetry.	

Statistics				<u>Statistics:</u> • Draw line graphs • Read and interpret line graphs • Read and interpret tables • Two-way tables • Read and interpret timetables.		
Science	**Animals including Humans – changes to humans as they develop to old age** Current Scientist: Dr Aarti Sehdev Dr Steve Jones (Geneticist)	**Materials** Current Scientist: Rafsan Chowdhury Dr Raquel Prado Spencer Silver, Arthur Fry and Alan Amron (Post-It Notes)	**Space** Historical Scientist: Galileo **Claudius Ptolemy and Nicolaus Copernicus** (Heliocentric vs Geocentric Universe) **Neil Armstrong** (First man on the Moon) **Helen Sharman** (First British astronaut) **Tim Peake** (First British ESA astronaut)	**Forces** Historical Scientist: Andre Marie Ampere Isaac Newton (Gravitation) Archimedes of Syracuse (Levers) John Walker (The Match)	**Animals and their habitats** – comparing life cycles, reproduction of some plants and animals. Current Scientist: Tanesha Allen David Attenborough (Naturalist and Nature Documentary Broadcaster)	**Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary** taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments
Computing	<u>Introduction to Purple Mash</u> (two weeks) Children will learn to: • Login to Purple Mash and access 2Dos. • Access work and activities from Alerts, the My Work area, Tools and Topics.	<u>Game creator</u> Children will learn to: • Evaluate the features of a successful video game. • Plan a game in 2DIY3D. • Design and use game sprites. • Add features to a game world and	<u>Quizzing</u> Children will learn to:	<u>Coding</u> Children will learn to:	<u>Spreadsheets</u> Children will learn to:	<u>Word processing</u> Children will learn to:

	Databases (4 weeks) Children will learn to: • Understand what a database is. • Design and create a database. • Build queries to find information. • Solve problems using a database.	check playability. • Evaluate games created by others.				

ICT Skills	Information Technology	Computer Science	Information Technology	Computer Science	Information Technology	See Information Technology

E-Safety Lesson plans saved on planning	To understand the potential risks associated with divulging personal information to people they do not know, especially people they have met online.	To develop an awareness of the potential dangers of using mobile phones be able to take appropriate action.	Be aware of the potential impact of cyberbullying and help them reflect on their own online behaviours.	Be aware of the potential impact of cyberbullying and help them reflect on their own online behaviours.		
History		**Vikings** • I can explain what life was like in Britain before the Viking invasion. • I can demonstrate an understanding of the Viking invasion of Britain and the tools they used to be successful. • I can summarise what Viking settlements were like and explain the impact of these on the Anglo-Saxons. • I can explain who 'King Alfred' was and why he was seen as great. • I can make an informed judgement on King Alfred. • I can explore and explain what Viking life in Britain was like and summarise how this came to an end • I can summarise how Britain became a unified country.		Children in Victorian Britain. • I can make reasoned judgements about what life was like for children. • I can explain what life was like for poor children. • I can evaluate changes that took places in the 19th century for children. • I can compare schooling from the Victorian and modern time periods. • I can investigate leisure time during the Victorian period. • I can explain what daily life was like.		Crime and Punishment. • I can discuss broad trends of crime and punishment from the Romans to the 21st Century. • I can demonstrate an understanding of crime and punishment in the Roman period. • I can demonstrate an understanding of crime and punishment in the Anglo-Saxon and Viking period. • I can demonstrate an understanding of medieval crime and punishment. • I can demonstrate an understanding of crime and punishment early modern period.
Geography	- Coast	•	During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to: • **Identify**, **recognise** and **describe**, using appropriate		• **Identify**, **locate**, **describe** and **explain** the tourist attractions of the Cambrian Mountains by **interpreting** and **making judgements** from evidence presented on Ordnance Survey maps;	

			subject vocabulary, where Saethor takes his dog Tiry for a walk each day; • **Identify**, **describe** and and **compare and contrast** the countries of Europe; • **Recognise**, **describe** and **explain** the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular; • **Compare and contrast**, using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region; • **Understand** how and why the environment of Hiemaey has changed over time and reach **conclusions** and make **judgements** about the positive and negative impact of these changes on the ways of life of the people of Hiemaey; • **Understand** the stages in the manufacture of an economic activity – fish processing – together with what export, import and trade entails; • Make a **reasoned geographical judgement**, using evidence and logical argument, as to whether earthquakes are more dangerous than volcanoes.		• **Evaluate** a range of evidence to make a **judgement** as to why reservoirs were constructed by the City of Birmingham in the mountains of central Wales over one hundred years ago; • **Understand** that even 'green' and 'renewable' energy schemes will have environmental costs, **evaluate** both sides of an argument and make a **judgement** about the most appropriate way forward; • **Understand** why Scotland is an attractive winter sports centre. • **Recognise**, **identify** and **explain** what geographers define as mountains and **understand** how this can lead to disagreements; • **Identify**, **locate** and **describe** the location of the largest ranges of mountains in the world and the countries that they cover; • **Explain** how the movement of plates of the Earth's crust can form ranges of fold mountains; • Demonstrate that they **understand** how fossils form and can **explain** why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953; • **Identify**, **describe**, **compare and contrast** and **explain** the differences between the Cambrian Mountains of Wales and the Himalaya Mountains; • **Reflect** upon, **evaluate** evidence and reach a **conclusion** and	

					judgement regarding the success or failure of expedition of Mallory and Irvine to climb Mount Everest in 1924; **Measure**, **record**, **compare and contrast** climate data for Derek's farm with where they live and begin to offer **reasons** for their **observations**	
Art	<u>Seascapes, painting and collage.</u> In this unit, the children will: • Explore lines of different sizes and thicknesses using a range of materials (e.g. chalk, pastels, pens, crayons, paint) • Use drawing exercises to focus an exploration of observational drawing, mark-making patterns and shapes. • Show pattern and texture by adding dots and lines. • Work at a scale • Colour your work neatly, following the lines. • Draw things in the real world whilst observing • Sketch before painting to combine line and colour. • Create a colour palette based on colours observed in the natural or man-made world. • Use the qualities of watercolour/poster/ acrylic paints to create visually interesting pieces. • Combine colours, tones, and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.		<u>Sculptures</u> In this unit, the children will: • Use different types of pencils and lines, tones (light and dark) texture patterns and form. • Use a variety of different techniques to add effects such as reflection, shadow and direction of light. • Use a variety of mediums to draw with. • Use drawing exercises to focus on developing skills and confidence • Choose a style of drawing suitable for the work. • Consider background, foreground and subject. • Observational drawings are accurate using perspective and/shading for depth texture and realism • Show life-like qualities and understand proportion. • Use tools to carve and add shapes, textures and patterns. • Combine visual and tactile qualities. • Use frameworks e.g. wire or moulds, to provide stability and form. • Construct with a variety of materials to make an architectural model / diorama.	<u>Printing</u> William Morris. In this unit, the children will: • Explore lines of different sizes and thicknesses using a range of materials (e.g. chalk, pastels, pens, crayons, paint) • Use drawing exercises to focus an exploration of observational drawing, mark-making patterns and shapes. • Show pattern and texture by adding dots and lines. • Work at a scale • Colour your work neatly, following the lines. • Draw things in the real world whilst observing. • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.		

Design Technology		<u>Viking soup</u> <u>Designing</u> • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. <u>Making</u> • Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Make, decorate and present the food product appropriately for the intended user and purpose. <u>Evaluating</u> • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary.			<u>Electronic game</u> <u>Designing</u> • Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost. • Generate and develop innovative ideas and share and clarify these through discussion. • Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. <u>Making</u> • Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. • Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. • Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. <u>Evaluating</u> • Continually evaluate and modify the working features of the product to match the initial design specification. • Test the system to demonstrate its effectiveness for the intended user and purpose. • Investigate famous inventors who developed	<u>Making a kite</u> <u>Designing</u> • Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. • Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design. • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. <u>Making</u> • Produce detailed lists of equipment and fabrics relevant to their tasks. • Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. <u>Evaluating</u> • Investigate and analyse textile products linked to their final product. • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.

					ground-breaking electrical systems and components.	• Consider the views of others to improve their work.
Music	Ukelele lessons. Play chords on the ukulele clearly and accurately.	Ukelele lessons. Play a simple chord progression with accuracy and fluency.	Ukelele lessons. Play chords on the ukulele clearly and accurately. Play a simple chord progression with increasing accuracy and fluency. Perform with accuracy and fluency from graphic and simple staff notation.	Ukelele lessons. Play chords on the ukulele clearly and accurately. Play a simple chord progression with increasing accuracy and fluency. Perform with accuracy and fluency from graphic and simple staff notation.	Ukelele lessons. Play chords on the ukulele clearly and accurately. Perform with accuracy and fluency from graphic and simple staff notation. Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others Perform by following a conductor's cues and directions. Songwriting: Write lyrics for 2 line verse and 2 line chorus from a given stimulus. Compose accompaniment to lyrics using known chords on the ukulele. C,F,G7, Am, C7	Ukelele lessons. Play chords on the ukulele clearly and accurately. Perform with accuracy and fluency from graphic and simple staff notation. Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others Perform by following a conductor's cues and directions. Songwriting: Write lyrics for 2 line verse and 2 line chorus from a given stimulus. Compose accompaniment to lyrics using known chords on the ukulele. C,F,G7, Am, C7

Religious Education	**What does it mean if Christians believe God is Holy and loving?** Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. PSALM 103 ISAIAH 6 1 JOHN 4:7–13 PROVERBS 6: 16–19 LUKE 23:33–34	**Why do Christians believe Jesus is the Messiah?** Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and. If it is true, what difference that might make in people's lives, giving good reasons for their answers Isaiah 7 [14] Isaiah 9 [6-7] Isaiah 11 [1-5] Micah 5 [2] Matt 1 [18] – 2[12].	**Why do Hindus try to be good?** Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus. Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.	**What do Christians believe Jesus did to save people?** Weigh up the value and impact of ideas of sacrifices in their own lives and the world today. Articulate their own response to the idea of sacrifice, recognising different points of view.	**Why do some people believe in God and some people not?** Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging. Consider and weigh up different ways on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not. Make connections between belief and behaviour in their own lives, in the light of their learning.	**How do Christians decide how to live and what would Jesus do?** Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives. Articulate their own responses to the issues studied, recognising different points of view
P.E	OAA (badminton)	Gymnastics	Dance	Football	Athletics	Cricket
PSHE/ RSHE/ Equality and Diversity	My Year Ahead I can face new challenges positively and know how to set personal goals Being me in Britain I understand my rights and responsibilities as a British citizen	Different cultures I understand that cultural differences sometimes cause conflict Racism I understand what racism is	When I grow up I understand that I will need money to help me achieve some of my dreams Investigate Jobs and Careers I know about a range of jobs	Smoking I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. Alcohol	Recognising Me I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities Getting on and falling out	Self and Body Image I am aware of my own self-image and how my body image fits into that Puberty for Girls I can explain how a girl's body

	Year 5 Responsibilities I understand my rights and responsibilities as a British citizen and a member of my school Rewards and Consequences I can make choices about my own behaviour because I understand how rewards and consequences feel Our Learning Charter I understand how an individual's behaviour can impact on a group Owning our Learning Charter I understand how democracy and having a voice benefits the school community and know how to participate in this	Rumours and name- calling I understand how rumour-spreading and name-calling can be bullying behaviours Types of bullying I can explain the difference between direct and indirect types of bullying Does money matter? I can compare my life with people in the developing world Celebrating difference across the world I can enjoy the experience of a culture other than my own	carried out by people I know and have explored how much people earn in different jobs My Dream Job I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it Dreams and Goals of Young people in other cultures I can describe the dreams and goals of young people in a culture different to mine How we can support each other I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other Rallying support I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship	I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart Emergency Aid I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations Body Image I understand how the media and celebrity culture promotes certain body types My relationship with food I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures Healthy Me I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends Girlfriends and Boyfriends I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean Relationships and Technology I understand how to stay safe when using technology to communicate with my friends I can explain how to stay safe when using technology to communicate with my friends	changes during puberty and understand the importance of looking after yourself physically and emotionally Puberty for Boys I can describe how boys' and girls' bodies change during puberty Conception I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby Looking Ahead I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) Looking Ahead to Year 6 I can identify what I am looking forward to when I am in Year 6
Community links **Wider community**	Church visit Courageous advocacy – Sierra Leone					
Foreign Languages	All about me	Animals	Weather and seasons	School	Food and drink	Sports Bastille Day