

Cleveland Road Primary School Curriculum Map – Year 5, Autumn 2025

	Autumn 1	Autumn 2
TOPIC	Equality Around the World	
KEY TEXTS	<i>Spilled Water</i> by Sally Grindley <i>I am Malala</i> by Malala Yousadsai <i>Boy, Everywhere</i> by A.M Dassu <i>Malala's Magic Pencil</i> by Malala Yousafzai <i>When Stars are Scattered</i> by Victoria Jamieson and Omar Mohamed	
ENGLISH <i>Convention on the Rights of the Child (CRC) Articles 3,13, 17, 20, 28, 29, 31 & 42</i>	<u>Spilled Water</u> by Sally Grindley The children will experience various different types of writing through reading <i>Spilled Water</i> as our key text. They will learn about the area in which the story is set and the struggles of being a girl there. Furthermore, the children will develop their understanding of letters and creative writing. Throughout the term, the children will explore and discuss many reading themes and key questions around the larger ideas within the text, such as; Should everyone be treated equally? What are our human rights and responsibilities? and What do humans need to be happy? These are just a few of the key themes the children will be discussing and sharing their ideas about as we work through this text. It will also help the children to develop their ongoing understanding of the UNICEF Rights Respecting Schools.	
MATHS <i>CRC Articles 28, 29</i>	<u>Number and Place Value</u> The children will develop their ability to read, write, order and compare numbers to 1 000 000 and determine the value of each digit. They will further their rounding ability of any number up to 1 000 000 to the nearest 10, 100 and 1000 and apply this knowledge to solve number and practical problems. <u>Addition and Subtraction</u> The children will apply previous knowledge learnt in Year 4 to add and subtract numbers with more than 4-digits, using the column method, as well as mental strategies. They will use rounding and the inverse to determine the accuracy of their answers and apply this to problem solving.	<u>Multiplication and Division</u> The children will continue to apply and practise the multiplication tables and division facts to help them identify multiples and all factor pairs of a number, including common factors of two numbers. They will develop their vocabulary of prime and composite numbers. The children will multiply and divide whole numbers using written and mental strategies and apply this to solve problems.
SCIENCE <i>CRC Articles 28, 29</i>	<u>Properties and Changes of Materials</u> In this unit, the children will compare and group together everyday materials by their properties, including their hardness, solubility,	<u>Forces</u> Throughout this topic, the children will explore falling objects and raise questions about the effects of air resistance. They will do this through

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	transparency, conductivity (electrical and thermal), and response to magnets. They will know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. They will use and apply their knowledge to help them with their invention topic for DT.	observing how different objects, such as parachutes and sycamore seeds, fall. They will experience forces that make things begin to move, get faster or slow down, and explore the effects of friction on movement, and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. The children will work scientifically, making predictions on the time that they will take to fall to the ground, recording this scientifically in a well-written investigation.
COMPUTING <i>CRC Articles</i> 17, 28, 29	<u>Computer Science</u> The children will be using <i>Scratch</i> and <i>iPad OR Espresso Coding</i> this term to produce a Maths quiz	<u>Computer Science 2</u> The children will be using shapes, lines, rotation and sizing to create drawings in <i>Publisher</i>
HISTORY <i>CRC Articles</i> 13, 28, 29	<u>The Tudors</u> In History, the children will learn about the rise of one of the most enduring dynasties of English monarchs: the Tudors. This unit focuses on the War of the Roses, Henry VII's defeat of Richard III and the bringing together of two feuding families: Lancaster and York.	
GEOGRAPHY <i>CRC Articles</i> 24, 28, 29		<u>Rivers</u> In this unit, the children will learn how rivers are formed, using the key features of a river and explain the interrelationship between the river process of erosion, transportation and deposition of materials. They will research famous rivers in the world and compare them to the River Thames. The children will also explore the advantages and disadvantages of living near rivers.

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DT <i>CRC Articles</i> 28, 29, 31		<u>Electrical Systems</u> In DT this half term, the children will be looking at more complex circuits and switches. They will be exploring how to programme and control them.
ART <i>CRC Articles</i> 28, 29, 31	<u>Self-Portraits</u> The children will learn how to draw a face, paying attention to dimensions, and they will practice sketching the main features of their own faces. This term, the children will explore Tudor portraits of Holbein – understanding his role and the mood created by his paintings.	
MUSIC <i>CRC Articles</i> 17, 28, 29	<u>Recorders</u> This term, the Year 5 children will continue learning how to play the recorders. They will be learning how to control their breathing and how to read musical notes to a variety of musical genres, including Jazz, Pop, Rock and Classical. They will be composing and continuing to learn how to use musical notation to write their own songs. They will play as an ensemble and will have the opportunity to play solo as well.	
PE <i>CRC Articles</i> 28, 29	<u>Outdoor PE- Netball</u> -Co-ordination -Passing and moving into space -Shooting <u>Indoor PE- Dance</u> -Develop flexibility, strength technique, control and balance	<u>Outdoor PE - Athletics</u> -Sprinting -Baton Change -Long & Triple Jump -Speed Bounce -Javelin <u>Indoor PE - Gymnastics</u> -Combining jumps and shapes with flights -Creating a sequence including patch balance and point balance
RE <i>CRC Articles</i> 28, 29	<u>What does it mean to be a Muslim?</u> The children will be able to explain the significance of the five pillars of Islam and explain the key beliefs of Muslims and how these affect the way they choose to behave individually. They will be able to describe how and why Muslim people pray and learn about the practice and impact of Zakah. They will understand the practice of fasting and the month of Ramadan and know what the role of the mosque is.	
PSHE <i>Article 8</i>	<u>Being Me in My World</u> - I can face new challenges positively and know how to set personal goals - I know what I value most about my school and can identify my hopes for this school year	<u>Celebrating Differences</u> - I understand that cultural differences sometimes cause conflict - I am aware of my own culture - I understand what racism is - I am aware of my attitude towards people from different races

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	• I understand my rights and responsibilities as a citizen of my country • I can empathise with people in this country whose lives are different to my own • I understand my rights and responsibilities as a citizen of my country and as a member of my school • I can empathise with people in this country whose lives are different to my own • I can make choices about my own behaviour because I understand how rewards and consequences feel • I understand that my actions affect me and others • I understand how an individual's behaviour can impact on a group • I can contribute to the group and understand how we can function best as a whole • I understand how democracy and having a voice benefits the school community and know how to participate in this • I understand why our school community benefits from a Learning Charter and can help others to follow it	• I understand how rumour-spreading and name-calling can be bullying behaviours • I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one • I can explain the difference between direct and indirect types of bullying • I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied • I can compare my life with people in the developing world • I can appreciate the value of happiness regardless of material wealth • I can understand a different culture from my own • I respect my own and other people's cultures
SPANISH <i>CRC Articles</i> 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42	<u>At school</u> <u>EN EL COLEGIO</u> In this unit, the children will learn the nouns and determiners/definite articles for ten school subjects in Spanish. They will also learn how to conjugate the verb 'to study', an introduction to time and an expansion of opinions. By the end of the unit, the children will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time / day they study various subjects. This will enable the children to create more detailed and personalised responses by the end of the unit.	<u>My home</u> <u>MI CASA</u> By the end of this unit, the children will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes, in Spanish. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.
Safeguarding <i>CRC Articles</i> 15, 19, 24, 31	Throughout this term, the children will be exploring how they fit in with the world and celebrating the differences between us all. They will gain an understanding of what it means to be safe online and understand how to be safe in the real world.	