

Cleveland Road Primary School Curriculum Map – Year 5, Summer Term 2025

	Summer Term 2025	
TOPIC	Who Am I?	
KEY TEXTS	<i>I Am Henry Finch</i> by Alexis Deacon <i>The Savage</i> by David Almond <i>The Boy, The Mole, The Fox and The Boy</i> by Charlie Mackesy <i>The Heart and the Bottle</i> by Oliver Jeffers <i>Unstoppable Me</i> by Stacy Heller Budnick <i>The Miraculous Journey of Edward Tulane</i> by Kate DiCamillo <i>The Wild Robot</i> by Peter Brown <i>The Invisible Boy</i> by Trudy Ludwig	
ENGLISH <i>Convention on the Rights of the Child (CRC) Articles 3, 13, 17, 20, 28, 29, 31 & 42</i>	The children will experience various different types of writing through reading <i>I Am Henry Finch</i> as our key text. They will write persuasive pieces of writing in different styles, as well as experience and develop better means of expressing themselves. Furthermore, the children will extend their understanding of argumentative essays 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: What does 'identity' mean? What is the difference between right and wrong? What is a thought? How do we know who we are? What makes thoughts powerful? How do our thoughts help us? How do they stand in our way? How can we embrace change? These are just a few of the key themes that the children will be discussing, sharing their ideas as we work through this text. It will also help the children to develop their ongoing understanding of the UNICEF Rights Respecting Schools charter.	
MATHS <i>CRC Articles 28, 29</i>	This term, the children will solve number problems and practical problems that involve number, place value and rounding. Additionally, they will solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. The children will also use all four operations to solve problems involving measure (e.g., length, mass, volume, money) using decimal notation, including scaling.	
SCIENCE <i>CRC Articles 28, 29</i>	Space and Earth The children will learn that the Sun is a star at the centre of our solar system and that it has 8 planets. They will also be able to show where they are located in relation to the Sun. The children will research how ideas about the solar system have developed, by considering the work of scientists such as Ptolemy, Alhazen and Copernicus. They will learn that a moon is a celestial body that orbits a planet, and they will be able to understand and describe the Sun, Earth and Moon as approximately spherical bodies. The children will learn about day, night, and the apparent movement of the Sun across the sky, using the idea of the Earth's rotation, and describe the movement of the Moon relative to the Earth. They will work scientifically to compare	Animals, including Humans The children will learn to describe the changes as humans develop to old age. They will use timelines to indicate stages in the growth and development of humans whilst also learning about the changes experienced in puberty. They will make comparisons between human and other animals' gestation periods and will find out and record the length and mass of a baby as it grows.

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	the time of day at different places on the Earth through internet links and direct communication. They will also show, by constructing simple shadow clocks and sundials, how shadows change throughout the day and look at why some people think that structures, such as Stonehenge, might have been used as astronomical clocks.	
COMPUTING <i>CRC Articles</i> 17, 28, 29	Google Sketch Up SketchUp is a program used for a wide range of 3D modelling projects like architectural, interior design, landscape architecture, and video game design, to name a few. It allows the children to pull and push parts of their creation to make them appear 3D. The children will be using computer-aided design to create a design for a new space station.	Video Editing The children will have the opportunity to learn how to create and edit short videos, in groups, linked to their learning in other subjects. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video.
HISTORY <i>CRC Articles</i> 13, 28, 29	Mayan Civilisation Using a variety of primary and secondary sources, the children will learn about the Mayan civilisation. They will be able to evaluate the information to form their own explanation of the impact of them on the modern world, and explain what caused the demise of the Mayan civilisation.	
GEOGRAPHY <i>CRC Articles</i> 13, 28, 29		Amazon Rainforest In this unit, the children will take a closer look at the mysteries of tropical rainforests - from the layers of the forest and its animal inhabitants, to the unique climate found in the tropics. They will compare a British forest with the Amazon rainforest, and begin to explore some of the conservation issues surrounding the destruction of rainforest habitats.
ART <i>CRC Articles</i> 14, 15, 17, 28, 29, 30		Mayan Masks The children will use clay to produce Mayan pots and masks. They will produce intricate textures, join clay and adapt their work to fit a brief. They will then develop their understanding of the different ways of finishing work: glaze, paint, polish etc.

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DT <i>CRC Articles</i> 14, 28, 29, 30, 31	Food The children will test a range of products to create their own biscuits. They will think about the different ingredients and textures that are used, and use what they have learnt to create their own. For their biscuits, the children will be using ingredients linked to Brazil and Mayan culture.	
MUSIC <i>CRC Articles</i> 17, 28, 29	Recorders and Composition This term, the Year 5 children will continue to learn how to play the recorder. They will explore different genres of music and will be able to say which genre a particular song is in. They will keep building their music theory knowledge and terminology, such as <i>stave</i>, <i>treble clef</i>, <i>time signature</i>, and will continue to learn and practise rhythmic patterns. Over the course of the summer term, the children 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 then perform their own class compositions to the other Year 5 classes. As well as this, the children will continue to develop their understanding of Music History, widening the range of their cultural capital.	
PE <i>CRC Articles</i> 28, 29	Outdoor PE - Tennis -Co-ordination -Ready position -Ball Control -Forehand and Backhand Indoor PE- Badminton - Co-ordination -Ready position -Ball Control -Forehand and Backhand	Outdoor PE - Sports Day Activities -Hot Potato -Rob the nest -Speed Bounce -Relay Race -Track Race Indoor PE – Clementswood Federation summer performance - Gymnastics techniques - Sequence of movements - Teamwork - Performance and evaluating
RE <i>CRC Articles</i> 28, 29	Can religions help build a fair world? During this unit, the children will explain how selected features of religious life and practice, such as charity, make a difference to the lives of individuals and communities. They will also be looking at sources of wisdom of different religions, making comparisons to their own beliefs.	Why are sources of wisdom important to people? The children will connect wise words from faith traditions and what their followers believe about God. They will make links between wise words from faith traditions and how these might help followers answer ultimate questions. The children will also be able to suggest 3 or more well-thought-out reasons as to why sources of wisdom are important to religious people, whilst expressing thoughtful views on what makes a text wise.

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PSHE <i>Article 8</i>	Relationships The children will learn how to make friends so that they can try to solve friendship problems when they occur and help others to feel part of a group. They will also learn to show respect in how they treat others, know how to help themselves and others when they feel upset or hurt, and know and show what makes a good relationship.	Changing Me The children will be learning about how the circle of change works and how they can apply it to changes they may want to make in their lives. They will become confident enough to try to make changes which they think will benefit themselves. The children will also be able to identify changes that have been, and may continue to be, outside of their control, and learn to accept them, knowing how to manage these feelings positively.
SPANISH <i>CRC Articles</i> 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42	Habitats and Spanish X Factor By the end of this unit, the children 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.	
Safeguarding <i>CRC Articles</i> 15, 19, 24, 31	Over the course of the summer term, the children will learn how to develop safe relationships and solve problems with friends, learning how to respect one another and how people change.	