

## English

### **Stimulus: The Titanic (Diary and Narrative Writing)**

To understand and use main, subordinate and relative clause.  
To vary sentence types (simple, compound and complex) in written work.  
To use the subjunctive mood for formal writing.  
To use modal verbs to express the language of possibility.  
To use expanded noun phrases for description.  
To use fronted adverbials to vary sentence starters.  
To infer the feelings of a character.  
To write a diary entry and narrative based on the Titanic.  
To proofread, edit and improve writing.  
To develop spelling and handwriting skills.  
To use a dictionary and thesaurus with accuracy.  
To read a variety of texts.

### **Stimulus: Who was responsible for the sinking of the Titanic? (Persuasive Writing)**

To use a range of persuasive devices in writing.  
To use imperative and modal verbs to convey urgency.  
To use adverbials to convey a sense of certainty.  
To use subordinating conjunctions to create cohesion.  
To develop debating skills.



## Curriculum Map Autumn Term 2025 Year 5

## Maths

To develop understanding of place value – numbers up to 10,000,000.  
To calculate powers of 10 (Multiplying/Dividing by 10, 100, 1000).  
To compare, order and round integers.  
To understand negative numbers.  
To add and subtract integers.  
To explore common factors and common multiples.  
To identify prime numbers to 100.  
To explore square & cube numbers.  
To refine division & multiplication methods – short and long.  
To solve problems, including multi-step problems.  
To understand the order of operations.  
To simplify, compare, order, add, subtract, multiply and divide fractions.  
To add, subtract, multiply and divide any two fractions, by integers and mixed numbers.  
To find a fraction of an amount.  
To develop and extend mental Maths skills.

## Science

### **Forces**

To identify forces.  
To understand gravity and know about Isaac Newton.  
To understand forces, movement and magnets.  
To design a parachute and explore forces.  
To know about mechanisms including levers, pulleys and gears.  
To explore friction on different surfaces.

## History

### **The Titanic**

To investigate the experience of survivor Eva Hart.  
To know the route The Titanic took.  
To know the order of events of The Titanic.  
To investigate the life of Joseph Laroche.  
To explore who was responsible for the disaster.  
To debate who was responsible for the disaster.

## Computing

### **Computing systems and networks: Search engines**

To understand what a search engine is and how to use it.  
To be aware that not everything online is true.  
To search effectively.  
To create an informative poster.  
To understand how search engines work.  
**Programming 1: Music**  
To tinker with a new piece of software.  
To create a program that plays themed music.  
To program a soundtrack and music.

## R.S.

### **British Values**

To know and understand British Values.  
To understand what religion and faith are.

### **Peace Mala**

To know about the history of Peace Mala.  
To explore the use of symbols.  
To understand the Mission statement and Peace Mala's Golden Rule.

### **Christianity**

To know about Angels as Messengers.  
To recount the Christmas Story in detail.

## P.S.H.E

### **Being Me In My World**

To understand what it means to be a citizen.  
To understand rights and responsibilities.  
To understand democracy, having a voice and participating.

To understand rewards and consequences.  
To explore how behaviour affects different groups.

To understand how to resolve conflict.

### **Celebrating Difference**

To discuss cultural differences and how they can cause conflict.  
To understand racism.  
To compare my life with people in the developing world.

## Art

To use observational drawing and sketching techniques.  
To explore the work of van Gogh and develop a personal study.  
To design a logo.  
To explore the work of Miro - sculpture.  
To use malleable materials and media in art.  
To create Remembrance and festive artwork.

## P.E.

To perform accurate passing, dribbling, and shooting in competitive football matches.  
To apply tactics and formational play to 7v7 football matches.  
To demonstrate pacing and endurance in cross-country runs.  
To perform safe contact in tag rugby while beginning to apply tactical positioning.  
To demonstrate advanced basketball techniques such as lay-ups, pivoting, and basic defensive stances.  
To design and lead small fitness activities for small groups.

## Geography

### **Brazil**

To identify Brazil and surrounding counties on a world map.  
To carry out research on Brazil.  
To explore Brazil using map reading skills and locate Brazilian cities using 4 and 6-figure grid references.  
To investigate the human and physical features of Brazil.  
To explore Brazil's different ecosystems.  
To explain the importance of The Amazon Rainforest's ecosystem.  
To understand the terms deforestation and urbanisation.  
To investigate Brazil's weather and climate.  
To compare a wealthy area to a deprived area.  
To compare the culture of Brazil to their own culture.

## Ways to support your son at home:

In addition to the detailed information which was provided to Year 5 parents at the welcome meeting, please find below some further suggestions.

Mathletics <http://www.mathletics.com>  
Times Tables Rock Stars  
Corbett Maths - <https://corbettmaths.com/contents/>

Daily Reading and noting new vocabulary  
Y5 Reading Award

Communication – Google Classroom and Reading Record

Awareness of the Wider World  
<https://www.firstnews.co.uk/>  
<https://www.bbc.co.uk/newsround>

## French

To understand French phonics and how the language sounds.  
To learn the French alphabet.  
To learn numbers up to 31.  
To know and recognise basic greetings and cognates. To begin to look at adjectival agreements.

## Music

To understand the origins of samba music and its role in Brazilian culture.  
To maintain an individual part in a polyrhythm.  
To compose four beat syncopated rhythms.  
To develop ensemble listening skills.  
To develop basic singing breathing technique.  
To develop control within their range when singing.