



Tarleton Whole School Curriculum Map 2022

Year 5	Aut 1 (7wks)	Aut 2(7wks)	Spr 1 (6wks)	Spr 2(6wks)	Sum (5 wks)	Sum 2
Theme	A Kingdom United	Food, Glorious Food!	Victorious Victorians	Earthlings	Amazon Adventure	Inspirational Inventions
English	<p>Legends</p> <ul style="list-style-type: none"> to write a story, based on a model, which includes: <ul style="list-style-type: none"> Appropriate use of sentences with '-ed' openers. A blend of action, dialogue and description. Features of the legend genre. <p>Persuasion</p> <ul style="list-style-type: none"> to write and persuasive brochure (Anglo Saxon Village) which includes: <ul style="list-style-type: none"> modal verbs. the use of appropriate grammar and vocabulary (Standard English). persuasive devices including 	<p>Myths</p> <ul style="list-style-type: none"> to write a myth based on Norse mythology <p>Reports</p> <ul style="list-style-type: none"> to write a non-chronological report about an aspect of the Vikings 	<p>Stories with historical settings</p> <ul style="list-style-type: none"> to write a new chapter or scene linked to novel/story with historical setting. to create a presentation linked to reading, e.g. Is Fagin a hero or a villain? <p>Film /Play scripts</p> <ul style="list-style-type: none"> to write a play script for a new scene of a familiar film or book (storyboard, detail to include camera angles, direction etc). <p>Classic Narrative poetry</p>	<p>Science Fiction</p> <ul style="list-style-type: none"> To write a science fiction story to entertain an identified audience <p>Information Texts</p> <ul style="list-style-type: none"> To write an information booklet which includes more than one non-fiction text type, e.g. non-chronological report, instructions and explanation (<p>Poems with a structure</p> <ul style="list-style-type: none"> To write a new poem drawing on 	<p>Stories from other cultures</p> <ul style="list-style-type: none"> to write story set in the rainforest. <p>Debate</p> <ul style="list-style-type: none"> to write a persuasive speech. to prepare and conduct a debate. <p>Poems with figurative language</p> <ul style="list-style-type: none"> to write a poem set in the rainforest 	<p>Novel as a theme (Hugo Cabret)</p> <ul style="list-style-type: none"> to produce a range of writing outcomes linked to the novel, e.g. diary, letter, internal monologue, summary, prediction. to write a short story or chapter for a novel about an invention. <p>Magazine: (information text hybrid)</p> <ul style="list-style-type: none"> to produce a presentation based on reading and research about an eco - issue <p>To write a page for a magazine which</p>



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	images, words and phrases.		<ul style="list-style-type: none"> to prepare an oral performance of a poem. to write a new poem, or verse for a poem, based on a model. 	the structure(s) of those studied.		includes a range of text types.
GPS	<ul style="list-style-type: none"> Revision of nouns, verb, adjectives, adverbs, clauses and subordinate clauses Revision of basic punctuation Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must. 	<ul style="list-style-type: none"> Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly</i>. Create and punctuate complex sentences using -<i>ed</i> openers. Create and punctuate complex sentences using -<i>ing</i> openers. Active and passive verbs Subject / object Inverted commas 	<ul style="list-style-type: none"> Revision of determiners and prepositions Reported speech Apostrophes Use expanded noun phrases to convey complicated information concisely. 	<ul style="list-style-type: none"> Link ideas across paragraphs using adverbials for time and place and numbers e.g. Several hours later, on a nearby planet. Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, subsequently</i>. Dashes and brackets for parenthesis 	<ul style="list-style-type: none"> Use devices to build cohesion, e.g. <i>firstly, furthermore, as a consequence</i>. Ellipses Dashes Hyphens Create complex sentences by using relative clauses with pronouns which, and whose Create and punctuate sentences using simile starts 	<ul style="list-style-type: none"> Standard and non-standard English Expanded noun phrases Create complex sentences by using relative clauses omitting pronouns
Reading Texts	<ul style="list-style-type: none"> Beowulf 	<ul style="list-style-type: none"> Odd and The Frost Giant Viking Boy 	Oliver twist The Highwayman	<ul style="list-style-type: none"> Time spinner 	<ul style="list-style-type: none"> The Great Kapok Tree 	<ul style="list-style-type: none"> Hugo Cabret



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				<ul style="list-style-type: none"> Tuesday Cosmic 	<ul style="list-style-type: none"> The Shaman's Apprentice 	
Maths	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)	Place Value Counting and Negative Numbers Addition and Subtraction Mental and Written Multiplication Measures (Length, Mass and Capacity) Geometry (Reflection and Translation) Geometry (Angles)	Mental and Written Division 2-D and 3-D Shape Sorting Calculating with Fractions Measures (Area and Volume) Statistics Measures Calculation Assess and Review	Place Value Decimals Fractions Measures (Time) and Statistics Geometry Addition and Subtraction Multiplication and Division	Place Value Written Calculations Fractions Percentages Measures (Mass, Volume and Capacity) Area and Volume of Shapes Assess and Review
Science	Material Properties	Materials – reversible and irreversible changes	Forces and Falling objects	Earth and Space	Life Cycles in animals and plants	Animals including humans – growth and development of humans PLUS exercise and the circulatory system
Computing	CS – programming / computational thinking E-safety	DL / CS – collaboration / networking E-safety	IT – modelling E-safety	IT – data handling E-safety	IT – multimedia E-safety	CS – programming E-safety
History	British settlement by Anglo Saxons and Scots	The Viking and Anglo-Saxon struggle for the Kingdom of England to	a study of an aspect or theme in British history that extends pupils'			



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	<p><i>Place current study on time line in relation to other studies</i></p> <p><i>Know and sequence key events of time studied</i></p> <p><i>Sequence historical periods</i> <i>Study some social, cultural, religious and ethnic aspects of the Anglo Saxons</i> <i>Recognise primary and secondary sources</i></p> <p><i>Choose the most reliable sources of evidence from a selection provided, to answer questions</i></p>	<p>the time of Edward the Confessor</p> <p><i>Place current study on time line in relation to other studies</i></p> <p><i>Know and sequence key events of time studied</i></p> <p>Compare accounts of events from different sources.</p> <p>Give clear reasons why there may be different accounts of history including reasons why people can represent events or ideas to persuade others</p> <p>Understand that there is often not a single answer to historical questions</p>	<p>chronological knowledge beyond 1066</p> <p>The Industrial Revolution</p> <p><i>Place current study on time line in relation to other studies</i></p> <p><i>Know and sequence key events of time studied</i></p> <p>Compare accounts of events from different sources.</p> <p>Give clear reasons why there may be different accounts of history including reasons why people can represent events or ideas to persuade others</p> <p>Examine cause and results of great events and the impact on people</p>			
Geography	<p>Identify key human and physical characteristics of the UK and how they have changed over time. (Anglo Saxon towns.</p> <p>Use four figure grid reference to locate features on a map, using a key</p>	<p>World and local Food - Where does world food come from?</p> <p>Identify the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn and the countries that lie within them</p> <p>Recognise and describe biomes and vegetation belts around the world</p>	<p><i>Victorians v current</i></p> <p>Identify land use patterns of the locality of their study and how it has changed over time.</p> <p>Identify key human and physical characteristics of the UK and how they have changed over time</p>		<p>Contrasting Region- Amazon Basin, rainforests, biomes</p> <p>To learn about settlements and environmental impact</p> <p>Investigate how decisions about places and environments affect the future quality of people's lives.</p>	<p>Study of human and physical geography of a region of the North America</p> <p>Identify significant Places</p> <p>Compare and contrast area within the UK</p> <p>To be able to understand how the physical and human geography of the world are affected by settlements.</p>



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		<p>To learn about trade links between countries.</p> <p>To be able to locate the countries of Europe (including Russia)</p>			<p>Recognise how people can improve an environment or destroy it.</p> <p>To be able to read a map that they study in relation to their areas of interest;</p> <p>Amazon</p> <p>Use atlases and globes to find out about other features of places e.g. mountains, weather patterns</p> <p>Continue to use satellite images and aerial photographs to extend learning within topic</p> <p>use maps sites on internet (google)</p> <p>Use atlases and globes to find out about other features of places e.g. mountains, weather patterns</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations, influence on people everyday life</p>	<p>types of settlement (rural/hamlet/dispersed/scattered/nucleated) land use (housing, recreation, educational, transport, roads, leisure, commercial) economic activity including trade links, (agriculture, mining, manufacturing, engineering, construction, exchanging, balance, purchase</p>
<p>Art</p>	<p>Printing – Anglo Saxon shields</p> <ul style="list-style-type: none"> Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. 		<p>Lowry paintings</p> <ul style="list-style-type: none"> Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. <p>Explore the potential properties of the visual elements: line, tone, pattern, texture, colour and shape.</p>		<p>Rainforest wire sculpture</p> <ul style="list-style-type: none"> Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create sculpture. Plan a sculpture through drawing and other preparatory work. <p>Create sculpture and constructions with increasing independence</p>	



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	<ul style="list-style-type: none"> Choose inks and overlay colours. 		<ul style="list-style-type: none"> Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. <p>Create imaginative work from a variety of sources.</p>			
DT		<p>Food – design and make bread for a purpose</p> <p>apply the principles of a healthy and varied diet to inform their design decisions. • Apply their knowledge of seasonality and locality of food to inform their design decisions. .</p> <ul style="list-style-type: none"> Create/adapt a recipe, including weight/volume measurements. Identify and discuss the strengths of their product. Identify any areas for development/improvements that could be made. Discuss whether the product meets the requirements of the brief/the needs of the user – is it fit for purpose? 		<p>Design a cam toy</p> <ul style="list-style-type: none"> Learn about how key events and individuals in design and technology have helped shape the world. <p>Investigate and analyse a range of existing products, discussing their features, construction, purpose and intended users.</p> <p>Choose the materials/ingredients/tools they will use, based on their suitability for the task, including sourcing their own materials where appropriate.</p> <ul style="list-style-type: none"> List the materials/ingredients/tools they will need. Write (brief) instructions for how they intend to make their product. Measure and mark materials with 		<p>Design a musical instrument</p> <p>Investigate and analyse a range of existing products, discussing their features, construction, purpose and intended users.</p> <p>Choose the materials/ingredients/tools they will use, based on their suitability for the task, including sourcing their own materials where appropriate.</p> <ul style="list-style-type: none"> List the materials/ingredients/tools they will need. Write (brief) instructions for how they intend to make their product. Measure and mark materials with increased accuracy, before cutting.



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		<ul style="list-style-type: none"> • Take part in peer evaluation, giving and receiving feedback from fellow pupils 		<p>increased accuracy, before cutting.</p> <ul style="list-style-type: none"> • Cut materials accurately, using appropriate tools. • Join a range of materials using a variety of suitable methods. <ul style="list-style-type: none"> • Test their product as they work, making informed adjustments and sometimes anticipating problems. • Apply their prior knowledge and understanding to make structures stiffer/ more stable as they work. • Create a polished and well-finished product. <p>Create a working mechanism (pulleys and gears) and incorporate it into their product</p> <ul style="list-style-type: none"> • Identify and discuss the strengths of their product. <ul style="list-style-type: none"> • Identify any areas for development/ improvements that could be made. • Discuss whether the product meets the requirements of the brief/the needs of the user – is it fit for purpose? • Take part in peer evaluation, giving and receiving feedback from fellow pupils 		<ul style="list-style-type: none"> • Cut materials accurately, using appropriate tools. • Join a range of materials using a variety of suitable methods. <ul style="list-style-type: none"> • Test their product as they work, making informed adjustments and sometimes anticipating problems. • Apply their prior knowledge and understanding to make structures stiffer/ more stable as they work. • Create a polished and well-finished product. <p>Create a working mechanism (pulleys and gears) and incorporate it into their product</p> <ul style="list-style-type: none"> • Identify and discuss the strengths of their product. <ul style="list-style-type: none"> • Identify any areas for development/ improvements that could be made. • Discuss whether the product meets the requirements of the brief/the needs of the user – is it fit for purpose? • Take part in peer evaluation, giving and receiving feedback from fellow pupils
PE	Gymnastics	Net and Wall Games	Dance	Striking and Fielding	Invasion Games	Striking and Fielding
	Swimming	Swimming	Swimming	Swimming	Striking and Fielding	Swimming



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Music	Traditional African Music	The Blues	Composition to represent the festival of colour (Holi)	Perform from simple notation on tuned/untuned instruments	West African Music	Musical Theatre
	<p>To sing a traditional African song in tune a Capella</p> <p>To use tuned percussion to play a chord progression using musical notation.</p> <p>To use vocals or tuned percussion to perform a piece of music as an ensemble</p> <p>To play African inspired rhythms using percussion instruments</p> <p>To create an eight beat break to play within a performance</p>	<p>To know the history of the Blues and features of Blues music</p> <p>To play the first line of the 12-bar Blues</p> <p>To be able to play the Blues scale</p> <p>To be able to improvise with notes from the Blues scale using musical notation</p>	<p>To understand that music can be represented with colours</p> <p>To represent a piece of music as a graphic score</p> <p>To create a vocal composition based on a picture</p> <p>To create a piece of music inspired by a single colour</p> <p>To work as a group to perform a piece of music</p>	<ul style="list-style-type: none"> Perform from simple notation on tuned/untuned instruments Use musical vocabulary to explain some of the reasons why a piece of music might have been composed Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects 	<p>To sing a traditional African Song in parts</p> <p>To use tuned percussion to play a chord progression</p> <p>To use vocals or tuned percussion to perform a piece of music as an ensemble</p> <p>To play African inspired rhythms using percussion instruments</p> <p>To create an eight beat break to play within a performance</p>	<ul style="list-style-type: none"> Explain what musical theatre is and be able to recall at least three features of this kind of music. Categorise songs as action songs or character songs. Select appropriate existing music for their scene to tell the story of a journey. Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.



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RE And Class Value	Fairness and Justice The Bible	Fairness and Justice Christmas	Fairness and Justice Jesus The Teacher	Fairness and Justice Easter - Victory	Fairness and Justice Women In the Old Testament	Fairness and Justice Death, Loss Hope
Multicultural links	Differences in the way English and Spanish people greet each other	Multicultural links with food Differences between Spanish and English schools			Multicultural links with rainforest	
PSHE	Jigsaw Being me in my world	Jigsaw Celebrating Difference	Jigsaw Dreams and Goals	Jigsaw Healthy Me	Jigsaw Relationships	Jigsaw Changing me
Fairtrade/Eco		■ Fair Trade – link to food topic			Eco – link to deforestation	
British values	Fairness and Justice Tolerating other faiths (multicultural week)	Fairness and Justice Mutual respect (linked to PSHE – Getting on and falling out)	Fairness and Justice Law (linked to class Christian Value)	Fairness and Justice Individual liberty	Fairness and Justice Rule of trust	Fairness and Justice
MFL (Spanish)	Counting to 10 Greetings	Classroom Instructions Nativity play	Ask for and give name Vocabulary relating to springtime/ weather	Revision of numbers Ask for and give age	Colours Names of fruits	Days of the week Months of the year
Enrichment Activities		High School Production	Victorian Day/ Trip to mill Performing Arts – High School			Science Fair at UCLAN



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Whole school enrichment Activities

Sports day
Ninja warrior
Worlds book day
Pantomime
Services in Church
Children in Need
Remembrance Day
Poppy Appeal
Fairtrade
House Cup
School trips
Holocaust
High SchoolY5/6
Buddy Training
Walk through (Easter and Christmas)
Mental Health
Anti Bullying