

## Curriculum Map for Year 5

English	Autumn Term
<p>During Year 5, pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Read whole novels which are structured in different ways and are of different genres</li> <li>● Develop skills in inference, deduction and prediction from detail stated and implied</li> <li>● Identify and discuss themes and conventions in and across a wide range of writing</li> <li>● Ask questions to improve understanding of a text and provide reasoned justifications for their views</li> <li>● Increase familiarity with a wide range of books and books from other cultures and traditions</li> <li>● Use a dictionary and a thesaurus efficiently to give variation and improve their writing</li> <li>● Understand how words can create effects</li> <li>● Proofread their work and identify changes that need to be made to enhance writing</li> <li>● Understand genres and their conventions</li> <li>● Extend their personal writing using an appropriate and consistent style</li> </ul>	<p><b>Texts:</b>            The Great Fire of London (non-fiction/media texts)            Introductory Unit            The Firework-Maker’s Daughter by Philip Pullman            A collection of myths and legends, including local folk tales</p> <p><b>Reading-</b> Pupils will have the opportunity to:</p> <ul style="list-style-type: none"> <li>● Select and retrieve information and quotations from a range of texts and explain and support their views</li> <li>● Recognise and explain how a character is created in a story</li> <li>● Make comparisons within and across texts</li> <li>● Explore the context of texts and understand why it is important</li> <li>● Retrieve information from non-fiction/media texts and use it in different forms</li> </ul> <p><b>Writing</b> – Pupils will have the opportunity to:</p> <ul style="list-style-type: none"> <li>● Establish and maintain a viewpoint and sustain the voice of character through diaries and letters</li> <li>● Create atmosphere and integrate dialogue to convey character and advance the action in their own myth</li> <li>● Understand and use features of newspapers to produce their own copy, distinguishing between fact and opinion</li> <li>● Plan, draft and edit their writing, using paragraphs accurately to organise their ideas and adverbials to link ideas.</li> <li>● Use a range of descriptive features in their own creative writing</li> </ul> <p><b>Vocabulary &amp; Grammar</b> – Pupils will have the opportunity to:</p> <ul style="list-style-type: none"> <li>● Extend their sentences using a wide range of conjunctions and clauses</li> <li>● Use the full range of taught punctuation accurately and for effect</li> <li>● Use dashes and brackets to show parenthesis</li> </ul>

	<ul style="list-style-type: none"> <li>● Use apostrophes accurately</li> <li>● Recognise indirect and direct speech and use inverted commas to demarcate speech correctly</li> <li>● Identify and use a relative clause</li> <li>● Use commas to clarify meaning and avoid ambiguity</li> <li>● Integrate modal verbs to indicate degrees of possibility</li> </ul>
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<p><b>Mathematics</b></p>	<p><b>(Y5)</b></p> <p><b><u>Number – place value</u></b></p> <ul style="list-style-type: none"> <li>● Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.</li> <li>● Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.</li> <li>● Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.</li> <li>● Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000</li> <li>● Solve number problems and practical problems that involve all of the above.</li> <li>● Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</li> </ul> <p><b><u>Number- addition and subtraction</u></b></p> <ul style="list-style-type: none"> <li>● Add and subtract numbers mentally with increasingly large numbers.</li> <li>● Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>● Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</li> <li>● Solve addition and subtraction multi-step problems in contexts deciding which operations and methods to use and why.</li> </ul> <p><b><u>Number – multiplication and division</u></b></p> <ul style="list-style-type: none"> <li>● Multiply and divide numbers mentally drawing upon known facts.</li> <li>● Multiply and divide whole numbers by 10, 100 and 1000.</li> <li>● Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.</li> <li>● Divide numbers up to 4 digits by a one digit number</li> </ul>
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	<p>using the formal written method of short division and interpret remainders appropriately for the context.</p> <ul style="list-style-type: none"> <li>• Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</li> <li>• Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)</li> <li>• Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</li> <li>• Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.</li> </ul> <p><b><u>Statistics</u></b></p> <ul style="list-style-type: none"> <li>• Solve comparison, sum and difference problems using information presented in a line graph.</li> <li>• Complete, read and interpret information in tables including timetables.</li> </ul>
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<p><b>Science</b></p> <p>Working scientifically:</p> <ul style="list-style-type: none"> <li>▪ Plan enquiries, including recognising and controlling variables where necessary</li> <li>▪ Take measurements, using a range of scientific equipment, with increasing accuracy and precision</li> <li>▪ Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models</li> <li>▪ Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</li> <li>▪ Present findings in written form, displays and other presentations.</li> <li>▪ Use test results to make predictions to set up further comparative and fair tests.</li> <li>▪ Use simple models to describe scientific ideas</li> <li>▪ Identify scientific evidence that has been used to support or refute ideas</li> </ul>	<p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>• To describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>• To describe the movement of the Earth relative to the Sun in the solar system.</li> <li>• To describe the movement of the Moon relative to the Sun.</li> <li>• To use the idea of Earth’s rotation to explain day and night.</li> </ul> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• To describe the changes as humans develop to old age.</li> </ul> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> </ul>
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or arguments.	
<p><b>Art</b></p> <p>Throughout the term pupils will have the opportunity to:</p> <ul style="list-style-type: none"> <li>• Draw a straight line using a ruler to make borders.</li> <li>• Recognise primary and secondary sources</li> <li>• Draw from observation</li> <li>• Apply appropriate and relevant elements</li> <li>• Develop from a design using observational drawings as a starting point</li> <li>• Recognise primary and secondary colours</li> <li>• Understand the colour wheel</li> <li>• Build up skills using different media</li> <li>• Gain confidence using paint as a medium</li> </ul>	<p>Throughout the term, pupils will look closely at:</p> <ul style="list-style-type: none"> <li>• Tone</li> <li>• Colour</li> </ul>

<p><b>Computing</b></p> <p>Throughout the term pupils will have the opportunity to:</p> <ul style="list-style-type: none"> <li>▪ act responsibly when using the internet which includes using strong passwords to protect their identity online.</li> <li>▪ discuss the consequences of particular behaviours when using digital technology.</li> <li>▪ work with text, audio, images and video to create projects suitable for the intended audience</li> <li>▪ use sequence, selection and repetition in programs.</li> <li>▪ write a program that accepts keyboard and mouse input and produces output on screen and through speakers.</li> </ul>	<p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>• Explore the acronym SMART and learn how Captain Kara and the SMART crew relate this to staying safe online.</li> <li>• Learn about the fundamental hardware and how they are categorised as either input and output devices.</li> </ul> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>• Learn the tools and techniques for creating a presentation using presentation software.</li> <li>• Create a presentation ‘All about me’ using a range of media making it suitable for the audience.</li> </ul> <p><b>Computer Science</b></p> <ul style="list-style-type: none"> <li>• Block coding using ‘One Hour of Code’ introductory activities to learn about various block coding and the coding language which lies beneath the blocks.</li> </ul>
<p><b>Design Technology</b></p> <p>Throughout the term pupils will have the opportunity to:</p>	<p>Throughout the term, pupils will look closely at:</p> <ul style="list-style-type: none"> <li>• Safety</li> <li>• Levers and Linkages</li> </ul>

<ul style="list-style-type: none"> <li>• Recognise and apply safe working practices</li> <li>• Identify and recognise tools and equipment used and their purpose</li> <li>• Know what mechanisms are and recognise the purposes of linkages, levers and pivots</li> <li>• Measure and cut accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Tools and equipment</li> </ul>
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<b>Food Science</b>	
<p>Throughout the term pupils will have the opportunity to:</p> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of their bag</li> <li>• Select from and use a wide range of tools and equipment to perform practical tasks</li> <li>• Evaluate their ideas and products against their own design criteria</li> </ul>	<p><b>Introduction to Textiles</b> – pupils will have the opportunity to:</p> <ul style="list-style-type: none"> <li>• learn how to work safely with textiles</li> <li>• understand and use textile equipment such as the iron and sewing machine</li> <li>• design and make a tie-dye drawstring bag</li> </ul>

<p><b>French</b></p> <p>Throughout the term pupils will have the opportunity to:</p> <ul style="list-style-type: none"> <li>• follow simple instructions in French</li> <li>• identify different phonemes in French</li> <li>• recognise the gender of nouns</li> <li>• repeat simple words and phrases</li> <li>• ask and answer questions to give basic information</li> <li>• accurately copy single words</li> <li>• understand familiar written phrases and simple sentences and respond to them</li> </ul>	<p><b>Introduction to French</b></p> <p>Pupils will learn to introduce themselves, greet others and say how they are. They will consider language diversity and the importance of learning a language. Pupils will learn to respond to simple classroom instructions, and learn the French numbers 1 - 39.</p> <p>Grammar: gender and the definite/indefinite article</p>
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<p><b>Geography</b></p> <p>Throughout the term pupils will have the</p>	<p><b>Countries of the World</b></p> <ul style="list-style-type: none"> <li>• The focus is on developing locational knowledge and</li> </ul>
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<p>opportunity to:</p> <ul style="list-style-type: none"> <li>• locate some major cities, countries and regions on physical and political maps</li> <li>▪ describe key physical and human characteristics of places studied</li> <li>▪ locate and describe several physical environments in the UK</li> <li>▪ locate the UK's major urban areas, knowing some of their distinct characteristics</li> </ul>	<p>place knowledge.</p> <ul style="list-style-type: none"> <li>• Children locate continents, countries and identify human and physical geography features.</li> </ul> <p><b>The United Kingdom</b></p> <ul style="list-style-type: none"> <li>• Children learn how the UK is organised, locational knowledge as well as learning about the physical and human features of Great Britain, such as population, life expectancy, tallest mountains, longest rivers and coastlines.</li> </ul>
<p><b>History</b></p> <p>Throughout the term pupils will have the opportunity to:</p> <ul style="list-style-type: none"> <li>▪ describe the characteristic features of past societies and periods</li> <li>▪ demonstrate knowledge by describing some of the significant events, people and changes for periods studied.</li> <li>▪ describe some of the main causes and effects of events and changes.</li> <li>▪ select, organise and communicate historical information in a variety of ways</li> </ul>	<p><b>British History</b></p> <p>Everything about the Viking invasions and the subsequent settling of the Vikings in Britain.</p> <ul style="list-style-type: none"> <li>• To investigate why the Vikings explored many parts of the world</li> <li>• To use a range of sources to find out about Viking longboats</li> <li>• To find out where and when the Vikings raided Britain, and the Anglo-Saxon interpretation of these events</li> <li>• To learn about the monastic way of life in Anglo- Saxon Britain and why monasteries were targeted by Vikings</li> <li>• To use artefacts and other sources to find out about the Viking way of life</li> <li>• To learn about King Alfred and the impact he had on Britain</li> </ul>
<p><b>Music</b></p> <p>Throughout the term pupils will have the opportunity to:</p> <p><u>Performing:</u></p> <ul style="list-style-type: none"> <li>• Make a sound on several instruments</li> <li>• Play and sing loudly</li> <li>• Play a simple pattern to a steady beat</li> </ul> <p><u>Composing:</u></p> <ul style="list-style-type: none"> <li>• Repeat simple rhythms</li> <li>• Choose sounds to represent basic ideas</li> <li>• Create a musical pattern to a steady beat</li> <li>• Create a musical pattern using sounds</li> </ul>	<p><b>Making Music Make Sense</b></p> <ul style="list-style-type: none"> <li>• Students learn how to read staff notation in terms of rhythm and pitch. This will enable them to perform basic notation with confidence in solo and ensembles, as well as being able to compose using rhythms and to notate their own compositions.</li> </ul>

<p><u>Listening &amp; Appraising:</u></p> <ul style="list-style-type: none"> <li>• Explain how music makes you feel</li> <li>• Recognise some musical sounds and symbols</li> </ul>	
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<p><b>PE:</b> Throughout the term pupils will have the opportunity to take part in:</p> <ul style="list-style-type: none"> <li>• Football</li> </ul>	<p>Pupils will have the opportunity to:</p> <ul style="list-style-type: none"> <li>• make accurate passes over short distances.</li> <li>• dribble the ball with some control.</li> <li>• develop a basic understanding of the rules of football.</li> <li>• understand that when playing in a conditioned game they can be an effective part of a team.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Hockey</li> </ul>	<ul style="list-style-type: none"> <li>▪ move and push the ball along.</li> <li>▪ stop the ball when required to.</li> <li>▪ demonstrate a push pass.</li> <li>▪ explain the basic rules of hockey.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Table Tennis</li> </ul>	<ul style="list-style-type: none"> <li>▪ demonstrate the correct grip and stance.</li> <li>▪ demonstrate a throw-hit-catch with a partner.</li> <li>▪ demonstrate a forehand shot.</li> <li>▪ explain how many times the ball is allowed to bounce on each side of the table.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Dance</li> </ul>	<ul style="list-style-type: none"> <li>▪ show a basic control in musicality.</li> <li>▪ contribute ideas of how to develop a dance within a group.</li> <li>▪ develop a dance with guidance.</li> <li>▪ demonstrate mirror, canon or unison in your performance.</li> </ul>

<p><b>PSHE:</b> <i>The development of self-awareness, social skills, managing feelings, motivation and empathy is contributed to in every topic.</i></p>	<p><b>Being Me In My World</b> -pupils will have the opportunity to learn about::</p> <ul style="list-style-type: none"> <li>• the new year ahead and facing new challenges positively</li> <li>• being Me in Britain and understanding rights and responsibilities as a British Citizen</li> <li>• understanding rights and responsibilities as a member of my school</li> <li>• rewards and consequences and making choices about behaviour</li> <li>• how an individual’s behaviour can impact on a group</li> <li>• understanding how democracy and having a voice benefits the school community and know how to</li> </ul>
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	<p>participate in this</p> <p><b>Celebrating Difference</b> - pupils will have the opportunity to learn about:</p> <ul style="list-style-type: none"> <li>● different cultures and understand that cultural differences sometimes cause conflict</li> <li>● what racism is</li> <li>● how rumour-spreading and name-calling can be bullying behaviours</li> <li>● the difference between direct and indirect types of bullying</li> <li>● money and will compare their life with people in the developing world</li> <li>● celebrating difference across the world and enjoying the experience of a culture other than their own</li> </ul>
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<p><b><u>RE</u></b></p> <p>Throughout the term pupils will have the opportunity to:</p> <ul style="list-style-type: none"> <li>● Explain what different symbols and signs represent.</li> <li>● Begin to ask relevant questions and comment about issues in response to the learning.</li> <li>● Listen and contribute to class discussion.</li> <li>● Make links between beliefs, stories and practices.</li> <li>● Respond to issues raised and begin to relate them to aspects of my own life.</li> <li>● Ask important questions about life and compare my ideas with those of other people.</li> <li>● Begin to gather, select and organise information using a range of sources.</li> <li>● Retell or discuss the meanings of different Old and New Testament stories, explaining the meaning behind them.</li> </ul>	<p><b><u>Exploring the idea of 'God'</u></b></p> <ul style="list-style-type: none"> <li>● Students consider the idea of what belief is and are introduced to think about the different reasons people believe in God or have a faith</li> <li>● Students compare 'God' to different ideas and create a poem to perform</li> </ul> <p><b><u>Stewardship</u></b></p> <ul style="list-style-type: none"> <li>● Students explore the story of Noah's Ark, discussing the reasons behind the great flood</li> <li>● Students explore what 'Stewardship' means and how it impacts their own life in and out of school</li> <li>● Students focus on the negative human impact on the environment and look at the solutions that can be put in place to improve the world</li> <li>● Students design an anti-sign on an important issue they feel strongly about and write a balanced argument exploring it.</li> </ul>
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- Organise and present my work using a range of different styles.
- Describe what a believer might learn from a religious story.