Curriculum Map for Year 5

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| **English** | **Spring Term** |
| During Year 5, pupils will have the opportunity to develop the following skills:   * Read whole novels which are structured in different ways and are of different genres * Develop skills in inference, deduction and prediction from detail stated and implied * Identify and discuss themes and conventions in and across a wide range of writing * Ask questions to improve understanding of a text and provide reasoned justifications for their views * Increase familiarity with a wide range of books and books from other cultures and traditions * Use a dictionary and a thesaurus efficiently to give variation and improve their writing * Understand how words can create effects * Proofread their work and identify changes that need to be made to enhance writing * Understand genres and their conventions * Extend their personal writing using an appropriate and consistent style | **Text– My Story Titanic by Ellen Emerson White & a collection of Poetry**  **Reading**:  • Who was responsible for the sinking? (Comprehension)  • Variety of non-fiction sources on the Titanic  • Excerpts from contemporary news reports  • Extracts from My Story—Titanic  • The Night Mail—performance poem  A selection from Old Possum’s Book of Practical Cats  A selection of animal poems from The Anthology  Poetical form and language  **Writing**:   * Identify features of Edwardian life * Character descriptions using quotes * Descriptive writing—boarding the ship * Formal letter * Recount by a passenger * Newspaper front page /edited * Comparing From A Railway Carriage with The Engine Driver  My own cinquain—focus on adjectives and punctuation Jabberwocky—non-chron report  Narrative based on one of Eliot’s cats  The Tyger –Handwriting practice My own poem (any genre) |
| **Subject/Skills** |  |
| Mathematics | **(Y5)**  **Number – fractions**   * Compare and order fractions whose denominators are multiples of the same number. * Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. * Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number * Add and subtract fractions with the same denominator and   denominators that are multiples of the same number   * Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. * Read and write decimal numbers as fractions * Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.   **Number- decimals**   * Read, write, order and compare numbers with up to three decimal places * Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents * Round decimals with two decimal places to the nearest whole number and to one decimal place * Solve problems involving number up to three decimal places. * Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 * Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.   **Number – percentages**   * Recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal. * Solve problems which require knowing percentage and decimal equivalents and those fractions with a denominator of a multiple of 10 or 25 |
| **Subject/Skills** |  |
| **Science**  Working scientifically:   * Plan enquiries, including recognising and controlling variables where necessary * Take measurements, using a range of scientific equipment, with increasing accuracy and precision * Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models * Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. * Present findings in written form, displays and other presentations. * Use test results to make predictions to set up further comparative and fair tests. * Use simple models to describe scientific ideas * Identify scientific evidence that has been used to support or refute ideas or arguments. | **Properties of Materials (and reversible changes)**  • To compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets  • To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution  • To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating  • To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic  • To demonstrate that dissolving, mixing and changes of state are reversible changes   * Working scientifically project on absorbency of materials   **Living things and their habitats**  • To describe life processes and reproduction of plants. |
| **Subject/Skills** |  |
| **Art Spring**   * Draw from observation * Apply appropriate and * relevant elements * Build up skills using different media * Gain confidence using paint as a medium * Understand about tone and how it can be applied to make objects look 3 dimensional | **What do the elements of tone and colour mean in Art?**   * Colour   What effects do colours have when black and white are added?  Further practice with painting and mixing tints and shades.   * Tone   What are tonal values?  How does light and shade affect the way an object looks?  How can these values be added to drawings to make them look 3 dimensional? |
| **Design Technology**   * Recognise and apply safe working practices * Identify and recognise tools and equipment used and their purpose * Measure and cut accurately * Properties of wood * Cutting and shaping wood | * Tools and equipment   What tools are used in Dt on wood?   * Design and Make using Wood   What are the properties of wood and why is it a good material to construct?  Looking at processes to design and make a key plaque out of wood. |

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| Subject /Skills | Spring Term |
| French  Can pick out familiar words and phrases from sentences  Can identify different phonemes in French  Can adapt familiar sentences by changing a few words  Can read and pronounce familiar written words  Can understand the main points from a short written text  Can adapt a model to write short simple responses to spoken and written language | Pupils will learn:   * numbers 20-60 * to give the date in French * to conduct a survey in French about birthdays in the class and present findings in French * to use the alphabet   Grammar:  Simple question forms  Imperative form of high frequency verbs ie. *asseyez-vous, regardez, posez, montrez* etc.  Introduction to formal and informal modes of address |
| **Subject/Skills** |  |
| Food Studies:  Throughout the term pupils will have the opportunity to:   * Select from and use a wide range of tools and equipment to perform practical tasks * Evaluate their ideas and products against their own design criteria * Use knowledge of ingredients to adapt recipes | **(Y5 ) Introduction to Food** – pupils will have the opportunity to:   * Learn how to work safely and hygienically with food * Name and use some basic equipment including safe use of a knife * Prepare some simple recipes including fruit salad * Explore what makes a healthy diet using the Eatwell Guide |
| **Subject/Skills** |  |
| **Geography**   * locate some major cities, countries and regions on physical and political maps * recognise broad land-use patterns of the UK. * understand that products we use are imported as well as locally produced. * know information about a region, its physical environment and climate, and economic activity. | **Global Trade**  Pupils explore many aspects of surrounding global trade including:   * How did trade get global? * Food and global trade * The global supply chain * What does the UK export and to where? * Investigating fairtade * Highest valued exports |
| **History**   * describe the characteristic features of past societies and periods * demonstrate knowledge by describing some of the significant events, people and changes for periods studied. * describe and give reasons for some of the main causes and effects of events and changes. * select, organise and communicate historical information in a variety of ways | **Ancient Egypt**  Bringing the ancient civilisation of the ancient Egyptians back to life, pupils will learn about:   * The River Nile and its role in ancient life * Tutankhamen and the story of his tomb discovery * The grisly process of mummification * The pyramids * Daily life in ancient Egypt * The importance of remaining artefacts |
| **Subject/Skills** |  |
| **Music**  Performing:   * Play simple parts with a limited range of notes   Composing:   * Use and interpret staff notation   Listening & Appraising:   * To make improvements to work * To be able to identify a range of musical features | **Sound & Music**  Pupils focus on the roots of all music, looking carefully at how sound is produced, particularly in relation to different instruments. Following this, they will construct their own musical instruments based on the knowledge gained.  We then consider how instruments have changed over time. |
| **Subject/Skills** |  |
| PE   * Gymnastics | Pupils will have the opportunity to:   * explain why a warm up is important. * perform a variety of balances. * perform a variety of rolls. * create a basic floor routine with help. |
| * Volleyball | * perform a volley on their own. * perform a volley to a partner. * perform a volley in a game situation. * Cthrow the ball over the net to serve. |
| * Netball | * demonstrate understanding of the footwork rule. * demonstrate the chest pass with some control. * catch a ball. * be able to get free when being marked. |
| * Rugby | * demonstrate a tag tackle in a game. * pass the ball backwards to a teammate. * catch a pass from a team mate. * run with the ball in 2 hands. |
| * OAA | * complete a basic orienteering course. * name some symbols on a map. * plan a basic course with help. * identify markers in front of them on the map. |
| **PSHE:** | **Spring Term** |
| *The development of self-awareness, social skills, managing feelings, motivation and empathy is contributed to in every topic.* | **Dreams and Goals** - pupils will have the opportunity to learn about:   * how they will need money to help them achieve some of their dreams * a range of jobs carried out by people they know and will have explored how much people earn in different jobs * jobs they would like to do when they are older and understand what motivates them and what they need to do to achieve it * the dreams and goals of young people in a culture different to theirs * a range of ways in which young people can support each other both here and abroad   **Healthy Me** – pupils will have the opportunity to learn about:   * the risks of smoking and how tobacco affects the lungs, liver and heart * some of the risks with misusing alcohol, including anti-social behaviour * putting into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations * how the media and celebrity culture promotes certain body types * the different roles food can play in people’s lives and can explain how people can develop eating problems relating to body image pressures * what makes a healthy lifestyle including healthy eating and the choices they need to make to be healthy and happy |
| **Subject Skills** | **Spring Term** |
| **RE**  Explain what different symbols and signs represent.  Begin to ask relevant questions and comment about issues in response to the learning.  Listen and contribute to class discussion.  Make links between beliefs, stories and practices.  Describe what different artefacts represent and how they are used.  Respond to issues raised and begin to relate them to aspects of my own life.  Ask important questions about life and compare my ideas with those of other people.  Begin to gather, select and organise information using a range of sources.  Retell or discuss the meanings of different Old and New Testament stories, explaining the meaning behind them.  Organise and present work using a range of different styles.  Compare different aspects of world faiths and features within them.  Use religious vocabulary to show some of the different ways in which people show their beliefs.  Describe what a believer might learn from a religious story.  Use key words with reasonable accuracy to describe the main features of a religious tradition or concept.  I can explore simple ideas from different perspectives. | **Sikhism**   * Students reflect on current knowledge and what they would like to explore in the topic * Students locate highly populated Sikh countries around the world and learn about its origins of the Punjab * Students identify and learn about some the key Sikh symbols including the 5 Ks. * Students learn about the founder of Sikhism - the teacher, Guru Nanak. * Students discuss the concept of ‘equal opportunities and relate this to the story told about Guru Nanak, reflecting on their own behaviour. * Students reflect on the concept that there is always more room in the world for… and decorate a bowl to show their own responses. * Students complete extended writing.   **Christian Parables**   * Students explore a range of Christian parables, discussing the moral message behind each one. (Parable of the Talents, of the Sower, of the Great Feast, of the Unforgiving Servant, of the Pharisee and the Tax Collector. * Students explore what ‘Moral’ means and how it impacts their own life in and out of school * Students focus on The Good Samaritan and complete a range of tasks exploring it, including art work and the different perspectives and meanings explored through the story, ‘Who is your neighbour?’. * Students choose from a range of different activities (Narrative, newspaper article, cartoon, playscript/enactment, animation, Newsround…) to show their understanding. * Students will reflect on the relevance of the story in today’s world and analyse whether loving your neighbour is the most important Christian commandment. |