

Year 5 Curriculum Map – Terms 1 & 2

READING		WRITING	
<p>The UKS2 Word Reading and Comprehension National Curriculum statements are taught across all terms in Year 5, through the study, retelling and/or performance of progressive texts of varying genres (poetry, non-fiction, fiction) and through progressive VIPERS skills.</p> <p>Vocabulary: Discuss the difference between literal and figurative language and the effect of imagery. To recognise language that is a feature of a particular genre.</p> <p>Infer: To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predict To predict what might happen from details stated and implied. To explore texts to support and justify my predictions.</p> <p>Explain: To identify how language, structure and presentation contribute to meaning. To explain and discuss understanding of what has been read, including through formal presentations and debates. To take part in discussions, listening to others' ideas and build on them to support the development of ideas.</p> <p>Retrieve: To identify, collate and discuss the key ideas and information from a range of sources. To use prior knowledge about text structure to retrieve information.</p> <p>Summarise: To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p> <p>BOOK STUDY: The Explorer by Katherine Rundell</p>		<p>GENRES: To entertain: Poetry, Narrative (story), Narrative (myth/legend) To inform: Explanation Text, Letter (informal), Recount and Review, Newspaper To persuade: Persuasive Letter To discuss: Recount and Review</p> <p>The UKS2 Composition and Handwriting National Curriculum statements are taught across all terms in Year 5.</p>	
VOCABULARY, GRAMMAR AND PUNCTUATION		SPELLING	
<ul style="list-style-type: none"> • Revision of grammar from previous year groups • Verb prefixes (e.g. dis- de- mis- over- re-) • Relative clauses beginning with relative pronouns (who, which, where, when, whose, that etc.) • Devices to build cohesion within and across paragraphs • Expanded noun phrases to convey complicated information concisely • Recognising formal and informal vocabulary <p>Terminology pupils must know: Formal, Informal, Relative pronoun, Relative clause, Cohesion</p>		<p>TERM 1:</p> <ul style="list-style-type: none"> • Words ending in '-tious' and '-ious' • Words ending in '-cious' • Words ending in '-cial' • Words ending in '-tial' • Year 5/ 6 common exception words <p>TERM 2:</p> <ul style="list-style-type: none"> • Words ending in '-ant' • Words ending in '-ance' and '-ancy' • Words ending in '-ent' and '-ence' • Words ending in '-able' and '-ible' • Words ending in '-ably' and '-ibly' • Year 5/ 6 common exception words 	

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MATHS	RE	
<p>NUMBER AND PLACE VALUE</p> <ul style="list-style-type: none"> • Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • Read roman numerals to 1000 (m) and recognise years written in roman numerals • Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 <p>ADDITION AND SUBTRACTION</p> <ul style="list-style-type: none"> • Estimate and use inverse operations to check answers to a calculation • Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • Add and subtract numbers mentally with increasingly large numbers • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why <p>MULTIPLICATION & DIVISION</p> <ul style="list-style-type: none"> • Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 • Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) <p>FRACTIONS</p> <ul style="list-style-type: none"> • Compare and order fractions whose denominators are all 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 [for example, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$] • Add and subtract fractions with the same denominator and denominators that are multiples of the same number 	<p>TERM 1 - GOD What does it mean if God is loving and holy?</p> <ul style="list-style-type: none"> • Identify some different types of biblical texts, using technical terms accurately. • Explain connections between biblical texts and Christian ideas of God, using theological terms. • Make clear connections between Bible texts studied and what Christians believe about God • Show how Christians put their beliefs into practice in worship. • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. <p>TERM 2- INCARNATION Was Jesus the Messiah?</p> <ul style="list-style-type: none"> • Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible. • Identify Gospel and prophecy texts, using technical terms. • Explain connections between biblical texts, Incarnation and Messiah, using theological terms. • Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas. • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. • Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people’s lives. 	
SCIENCE	HISTORY	GEOGRAPHY
<p>TERM 1: EARTH & SPACE</p> <ul style="list-style-type: none"> • Describe the movement of the Earth and other planets relative to the sun in the solar system • Describe the movement of the moon relative to the Earth • Describe the sun, Earth and moon as approximately spherical bodies • Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky <p>Significant people – Nicolaus Copernicus (1473 - 1543) and Tim Peake (1972 - present)</p> <p>TERM 2: PROPERTIES AND CHANGES OF MATERIAL</p> <ul style="list-style-type: none"> • 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 • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood 	<p>TERM 1: THE MAYA</p> <ul style="list-style-type: none"> • What was life like at the height of the ancient Mayan civilisation? • What lasting legacy did the Maya civilisation leave behind? • What similarities and differences are there between the Maya and Ancient Egypt? <p>GOLDEN THREADS: Culture and Community, Legacy</p>	<p>TERM 2: SOUTH AMERICA</p> <ul style="list-style-type: none"> • What are the human and physical features of South America? • What is the climate in South America? • How is economic activity different across South America? • What are the similarities and differences between a place in the UK and South America? <p>GOLDEN THREADS: Scale and place, Weather and climate</p>

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<p>and plastic</p> <ul style="list-style-type: none"> • To demonstrate that dissolving, mixing and changes of state are reversible changes • To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. <p>Significant people – Albert Einstein (1879 – 1955) and Hugh Bradner (1915 - 2008)</p>		
PE		
<p>TERM 1: HOCKEY</p> <ul style="list-style-type: none"> • Explore the shake hands grip and the reverse grip when travelling with the ball • Dribble with direction and explore the reverse stick • Explore passing over distance whilst on the move and learn how to stop the ball • Explore how to attack • Explore how to defend and tackle • Implement skills and technique learnt in competitive matches <p>GYMNASTICS</p> <ul style="list-style-type: none"> • Learn how to perform point and group balances • Learn the difference between symmetric and asymmetric shapes • Link balances and shapes to create a short routine • Incorporate a piece of equipment into a short routine • Understand the principles behind effective jumping • Create and perform a routine which involves all skills learnt over the term <p><i>Pupils in KS2 will undertake swimming lessons to enable them to swim competently, confidently and proficiently over a distance of at least 25 metres by the end of Year 6. They will use a range of strokes effectively and perform safe self-rescue in different water-based situations. Swimming lessons will take place over two or three half-terms, and replace one of the sports allocated that term.</i></p>	<p>TERM 2: TAG RUGBY</p> <ul style="list-style-type: none"> • Dodge and weave an object using speed and direction. To learn what agility is and why we use it in tag rugby • Become familiar with a rugby ball. How to hold it and catch it with two hands. To move their feet towards the ball for a successful catch and how to turn in the air away from their defenders to avoid a knock on • Use the correct technique to throw the rugby ball backwards down a line and whilst moving • Learn to tag a player and learn the rules associated with tagging • Pass and move towards a goal area • Combine passing and running skills using and developing tactics • Use spaces effectively • Score in rugby by placing the ball down in target areas. • Work as a team communicating ideas and rules <p>NETBALL</p> <ul style="list-style-type: none"> • Learn how to control footwork when moving at speed • Develop short distance passing skills on the move • Develop long distance passing on the move using signalling and communication • Develop basic attacking skills, by understanding the principle of creating and moving forward into space to receive the ball • Develop basic defending skills when marking the ball, demonstrating good control and quick reactions within a game situation • Develop the shooting technique and to develop pupils understanding of rules and game play 	
COMPUTING	MUSIC	PSHE & RSE
<p>TERM 1: COMPUTING SYSTEMS AND NETWORKS: SEARCH ENGINES</p> <p>In this unit, pupils will understand how search engines work and develop search skills to find relevant and accurate information online.</p> <p>TERM 2: PROGRAMMING 1: MUSIC</p> <p>In this unit, pupils will learn to apply programming skills to create a sound track for a particular genre.</p> <p>An online safety lesson will be taught termly.</p>	<p>TERM 1 and TERM 2: UKULELES</p> <p>Over the course of the year, musical learning is developed through aural learning, including students singing/vocalising. Pupil will learn about notation (stave notation, tab, grid, graphic score etc). Pupils will experiment and explore, improvise and compose. They will experience and understand a range of musical styles, genres and traditions.</p> <p>TERM 2: SINGING and PERFORMING</p> <p>Pupils will prepare and rehearse for the School Carol Service. They will develop greater accuracy in pitch and control. They will use knowledge of pitch to develop confidence when singing in parts.</p>	<p>TERM 1: FAMILIES AND RELATIONSHIPS</p> <p>Developing an understanding of families, including marriage and what to do if someone feels unsafe in their family; learning that dealing issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our individual positive attributes.</p> <p>TERM 2: HEALTH AND WELLBEING</p> <p>Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation.</p>

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FRENCH	ART	DESIGN TECHNOLOGY
<p>TERM 1: Phonics Pupils will be introduced to an increasing number of phonics sounds in French.</p> <p>TERM 2: La date (The date) In this unit, pupils will revise the days of the week, months of the year and numbers 1 – 31. By the end of the unit, pupils will have the knowledge and skills to say the date and when their birthday is in French.</p>	<p>TERM 3: HOW CAN STILL-LIFE ART STILL LOOK SO REALISTIC IN BLACK AND WHITE?</p> <ul style="list-style-type: none"> • Use appropriate line, shape and proportion when drawing from primary or secondary observation • Demonstrate how light interacts with objects to create varied tones, form and shadows • Prepare and choose soft/hard drawing implements appropriately to blend tones and colours create detailed lines and pattern • Use a range of techniques to blend tones • Use erasers, scratch-boards and white chalk to reverse value draw • Use tablets/cameras to take photographs and edit colour and contrast (tone) and use these in artwork <p>ARTISTS COVERED: Giorgio Morandi, Edward Weston, Yefim Zhelezov and Louise Hervieu</p> <p>GOLDEN THREADS: Exploration, Inspiration, Interpretation, Creation, Reflection</p>	<p>MECHANICAL SYSTEMS Why is market research important for designers? What is a cam mechanism and what examples have I seen? Are there any famous designers who have used cams in their products?</p> <ul style="list-style-type: none"> • Identify the needs, wants, preferences and values of particular individuals and groups • Explain how particular parts of their products work • Independently select tools and equipment suitable for the task • Explain their choice of materials and components according to functional properties and aesthetic qualities • Apply knowledge of how to strengthen, stiffen and reinforce structures <p>GOLDEN THREADS: Innovation, Exploration, Evaluation</p>
<p>ENRICHMENT OPPORTUNITIES</p>		
<p>Stubbers – team building Carol Service Maya Day</p>		