Year 5 Curriculum Map – Terms 3 & 4

READING

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.

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.

Infer:
To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Predict
To predict what might happen from details stated and implied. To explore texts to support and justify my predictions.

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.

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.

Summarise:
To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.

WRITING

GENRES:

To entertain: Poetry, Narrative (story), Character description

To inform: Explanation Text, Diary, Instructions

The UKS2 **Composition** and **Handwriting National Curriculum** statements are taught across all terms in Year 5.

VOCABULARY, GRAMMAR AND PUNCTUATION

- Revision of grammar from previous year groups
- Converting nouns/adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)
- Degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)
- Brackets, dashes or commas for parenthesis
- Perfect forms of verbs to mark relationships of time and cause
- Use of commas to clarify meaning or avoid ambiguity
- Coordinating conjunctions (FANBOYS)
- Subordinating conjunctions (ISAWAWABUB)

Terminology pupils must know: Coordinating conjunction, Subordinating conjunction, Modal verb, Parenthesis, Bracket, Dash, Ambiguity

SPELLING

TERM 3:

- Words ending in '-able', where the 'e' from the root word remains
- Words that are adverbs of time
- Words with suffixes where the base word ends in 'fer'
- Words with 'silent' first letters
- Words with 'silent' letters

TERM 4:

- Words with 'ie' after 'c'
- Words where 'ei' can make an /ee/ sound
- Words where 'ough' makes an /or/ sound
- Words containing 'ough'
- Adverbs of possibility and frequency
- Year 5/ 6 common exception words

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MATHS

MULTIPLICATION AND DIVISION

- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- Multiply and divide numbers mentally drawing upon known fact
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context

FRACTIONS

- 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 1/5]
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams

DECIMALS AND PERCENTAGES

- Read and write decimal numbers as fractions [for example, 0.71 = 71/100]
- 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
- Round decimals with two decimal places to the nearest whole number and to one decimal place
- 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 of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25

MEASURES PERIMETER AND AREA

- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes

GRAPHS AND TABLES

- Solve comparison, sum and difference problems using information presented in a line graph
- Complete, read and interpret information in tables, including timetables

RE

TERM 3: PEOPLE OF GOD

How can following God bring freedom and justice?

- Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms
- Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave
- Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others
- Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses

TERM 4: SALVATION

What did Jesus do to save human beings?

- Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it
- Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms
- Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts
- Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper
- Show how Christians put their beliefs into practice
- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today

SCIENCE

TERM 3 AND 4: FORCES

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

Significant people - Isaac Newton (1643-1727)

HISTORY

TERM 4: ANGLO-SAXONS

- Why did the Anglo-Saxons invade and how do we know where they settled?
- What was life like in an Anglo-Saxon village?
- What does the mystery of the empty grave tell us about Saxon Britain?
- How did people's lives change when Christianity came to Britain and how can we be sure?
- Just how great was King Alfred, really?
- How effective was Saxon justice?

GOLDEN THREADS: Law and Justice, Community and Culture, Conflict and Invasion

GEOGRAPHY

TERM 3: RAINFORESTS

- What is a tropical rainforest?
- Why are rainforests important?
- What is happening to the Earth's rainforests and why must we stop it?
- Who are the indigenous tribes and why are they threatened?

GOLDEN THREADS: Culture and Diversity, Environment, responsibility and sustainability

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PE

TERM 3:
FOOTBALL

- Understand the rules of football and explore different ways of moving with the ball effectively
- Learn different techniques to dribble with the ball
- learn a variety of different turns to change direction and beat defenders
- Learn how to pass the ball over a variety of distances
- Learn the correct technique to strike a ball
- Use all the skills learnt and put them into a game situation

BASKETBALL

- Understand the basic rules of basketball and explore different ways of moving with the ball effectively
- Learn different techniques to dribble the ball with control
- Learn a variety of different passes and when they are used in a game
- Shoot using the correct technique
- Work as a team to attack and defend effectively
- Link all skills learnt and put them into a game

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.

TERM 4:
CRICKET

- Develop accuracy of throwing whilst fielding the ball
- Develop retrieving, catching and returning the ball whilst fielding
- Develop batting and learning how to play a defensive shot
- Develop speed and accuracy in the overarm bowling
- Develop rules in a kwik cricket game with the use of overarm bowling
- Understand the rules of Kwik Cricket and how to run between the wickets

OAA

- Understand how to use communication to develop leadership skills
- Use communication and leadership to develop directions
- Learn about compass directions and orientation
- Develop team and compass work through designing pathways on an orienteering map
- Develop map orientation and route planning
- Organise and plan activities for others to follow

COMPUTING

TERM 3: DATA HANDLING: MARS ROVER 1
Children will Identify how the Mars Rover collects different types of data and transmits this back to Earth using binary code.

TERM 4: PROGRAMMING 2: MICRO:BIT
Children will explore how to program the BBC micro:bit, the children create interactive projects using sensors, experiment with variables, apply conditional statements and develop an understanding of how coding brings digital devices to life.

An online safety lesson will be taught termly.

MUSIC

TERM 3 and TERM 4: UKULELES
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.

TERM 4: COMPOSITION AND NOTATION
In this unit, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.

PSHE & RSE

TERM 3: SAFETY AND THE CHANGING BODY
In this unit, pupils will explore the emotional and physical changes of puberty, including menstruation; they will learn about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.

TERM 4: CITIZENSHIP
This unit will give pupils an introduction to the justice system; how parliament works and the role of pressure groups; they will learn about rights and responsibilities; the impact of energy on the planet and contributing to the community.

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FRENCH	ART	DESIGN TECHNOLOGY
TERM 3 and 4: En Classe In this unit, pupils will develop the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French.	**TERM 2: How can still-life art still look so realistic in black and white?** • Use appropriate line, shape and proportion when drawing from primary or secondary observation • Demonstrate how light interacts with objects to create varied values, form and shadows • Prepare and choose soft/hard drawing implements (pencils, charcoal, chalk, eraser, blending stump) appropriately to blend values and colours create detailed lines and pattern • Use a range of techniques (e.g. cross-hatching, smudging, circling) to blend values • Use erasers, scratch-boards and white chalk to reverse value draw • Use tablets/cameras to take photographs and edit colour and contrast (value) to use these in artwork **ARTISTS COVERED:** Giorgio Morandi, Edward Weston, Yefim Zhelezov, Louise Hervieu **GOLDEN THREADS:** Exploration, Inspiration, Interpretation, Creation, Reflection	n/a
ENRICHMENT OPPORTUNITIES		
STEM week STEM week visits to Sevenoaks School Easter Service		