

Year 5 Curriculum Map – Terms 5 & 6

READING	SPELLING, PUNCTUATION AND GRAMMAR	
<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: Viking Boy by Tony Bradman and Skellig by David Almond</p>	<p>GENRES:</p> <p>To entertain: Poetry, Narrative (story) To inform: Autobiography, Recount, Newspaper, Letter To persuade: Persuasive letter/ speech To discuss: Debate/balanced argument</p> <p>The UKS2 Composition and Handwriting National Curriculum statements are taught across all terms in Year 5.</p>	
WRITING	SPELLING	
<ul style="list-style-type: none"> • Revision of grammar from previous year groups • Relative clauses beginning with relative pronouns (who, which, where, when, whose, that etc.) • Degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) • Devices to build cohesion within and across paragraphs • Expanded noun phrases to convey complicated information concisely • Brackets, dashes or commas for parenthesis • Recognising formal and informal vocabulary • Use of commas to clarify meaning or avoid ambiguity • Coordinating conjunctions (FANBOYS) • Subordinating conjunctions (ISAWAWABUB) <p>Terminology pupils must know: Coordinating conjunction, Subordinating conjunction, Modal verb, Parenthesis, Bracket, Dash, Ambiguity</p>	<p>TERM 5:</p> <ul style="list-style-type: none"> • Words that are homophones or near homophones • Year 5/ 6 common exception words • Revision Words 	<p>TERM 6:</p> <ul style="list-style-type: none"> • Words with hyphens • Revision of words covered in Year 5

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MATHS		RE
<p>GEOMETRY</p> <ul style="list-style-type: none"> Identify horizontal and vertical lines and pairs of perpendicular and parallel lines Identify 3-D shapes, including cubes and other cuboids, from 2-D representations Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles To draw given angles, and measure them in degrees (°) To use the properties of rectangles to deduce related facts and find missing lengths and angles To distinguish between regular and irregular polygons based on reasoning about equal sides and angles To angles at a point and one whole turn (total 360°) To angles at a point on a straight line and 1/2 a turn (total 180°) To describe positions on a 2-D grid as coordinates in the first quadrant To plot specified points and draw sides to complete a given polygon To identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed <p>DECIMALS</p> <ul style="list-style-type: none"> To recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents To read, write, order and compare numbers with up to three decimal places To solve problems involving number up to three decimal places <p>NEGATIVE NUMBERS</p> <ul style="list-style-type: none"> To interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero <p>MEASURES</p> <ul style="list-style-type: none"> To convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) To understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints To solve problems involving converting between units of time To use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling To estimate volume (for example, using 1 cm³ blocks to build cuboids (including cubes) and capacity [for example, using water] 		<p>TERM 5 AND 6: ISLAM</p> <p>What does it mean to be a Muslim in Britain today?</p> <ul style="list-style-type: none"> Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad Describe and reflect on the significance of the Holy Qur'an to Muslims Describe the forms of guidance a Muslim uses and compare them to forms of guidance they have experienced Make connections between the key functions of the mosque and the beliefs of Muslims
SCIENCE	HISTORY	GEOGRAPHY
<p>TERM 5: LIVING THINGS AND THEIR HABITATS</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals <p>Significant people – Albert Einstein (1879 - 1955) and Hugh Bradner (1915 - 2008)</p> <p>TERM 6: ANIMALS INCLUDING HUMANS</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age <p>Significant people – Alexander Fleming (1881 – 1955) and Rosalind Franklin (1920 – 1958)</p>	<p>TERM 5: VIKINGS</p> <ul style="list-style-type: none"> How did the Vikings try to take over Britain and how close did they get? How did the Anglo-Saxons attempt to maintain their control of Britain? Raiders or settlers: how should we remember the Vikings? <p>GOLDEN THREADS: Conflict and invasion</p>	<p>TERM 6: WATER</p> <ul style="list-style-type: none"> How does the water cycle affect the physical geography of a place? What are the main characteristics of a river? Why are rivers so important to humans? Why are there more floods and how do these impact communities? Why should we and how can we save water? <p>GOLDEN THREADS: Human and physical impact, Environment, responsibility and sustainability</p>

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PE		
<p>TERM 5: ATHLETICS</p> <ul style="list-style-type: none"> • Learn how to pace to run a long-distance race • Learn the correct technique to perform the standing long jump and the running long jump • Learn how to use and perform the sprint start technique • Experiment different techniques required to take part in a number of throwing events • Learn how to perform relay races with a relay baton. • Compete in a number of exercises encouraging students to perform the skills they have learnt <p>TENNIS</p> <ul style="list-style-type: none"> • Learn the correct technique to perform the forehand shot and linking the similarities between the rolling of the ball and the forehand shot itself • Learn the correct technique to perform the backhand shot • Perform the volley shot using the correct technique • Learn how a competitive game of tennis is started with a serve and the correct technique to perform a serve • Perform the overarm serve in tennis • Understand and use the correct terminology for the court markings and will highlight the different court markings used in both single and double tennis • Learn to play a competitive game using the correct tennis scoring • Show knowledge and ability by playing competitive tennis <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 6: ATHLETICS</p> <ul style="list-style-type: none"> • Learn how to pace to run a long-distance race • Learn the correct technique to perform the standing long jump and the running long jump • Learn how to use and perform the sprint start technique • Experiment with different techniques required to take part in a number of throwing events • Learn how to perform relay races with a relay baton • Compete in a number of exercises and perform the skills learnt • Prepare for school sports day <p>DANCE</p> <ul style="list-style-type: none"> • Learn how to adapt a basic motif in small groups • Learn how to respond to a different piece of stimuli • Explore different ways to use movement to reflect the theme and they link movements together in a small group • Learn different dance relationships used in dances • Attempt to use these relationships within their dances • Learn how to use canon • Learn how to use formations in dance to make it more create and more aesthetically pleasing • Learn how to flow into formations using different relationships • Learn how to create a clear, middle and an end to their routines by using stillness. • Use partner balance to develop their stillness ideas 	
COMPUTING	MUSIC	PSHE & RSE
<p>TERM 5: Creating media: Stop motion animation Pupils will learn how to create animations using Stop Motion Studio. They will create animations, storyboard ideas and decompose a story into small parts before putting ideas together to create the illusion of a moving image.</p> <p>TERM 6: Skills showcase: Mars Rover 2 In this unit, pupils will learn about pixels and binary, creating a pixel picture and saving a JPEG as a bitmap to understand the transfer of image data. Children will learn about the 'fetch, decode, execute' cycle and its real-world applications while beginning to use 3D design tools.</p> <p>An online safety lesson will be taught termly.</p>	<p>TERM 5 and TERM 6: 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.</p> <p>TERM 6: SINGING AND PERFORMING Pupils will prepare and rehearse for the Summer Production. 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 5: ECONOMIC WELLBEING In this unit, pupils will learn to manage money, understand borrowing, be cautious online, challenge workplace stereotypes, and align interests with future careers.</p> <p>TERM 6: TRANSITION This unit will help pupils to prepare for the transition to Year 6 and the opportunities and responsibilities this brings.</p>

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FRENCH	ART	DESIGN TECHNOLOGY
<p>TERM 5: LES VETEMENTS In this unit, pupils will recognise, recall and spell up to 15 items of clothing with their indefinite articles/determiners in French. They will describe items of clothing using colours as adjectives in French. Pupils will learn how to say 'I wear' or 'I am wearing' as well as using the conjunction 'et' (and) to enable them to speak in full sentences.</p> <p>TERM 6: QUEL TEMPS FAIT-IL? In this unit, pupils will learn the knowledge and skills to describe the weather. They will present a weather forecast in French.</p>	<p>TERM 4 AND 5: HOW DOES ART HELP CELEBRATE THE ELEMENTS OF OUR NATURAL WORLD (WATER)?</p> <ul style="list-style-type: none"> • Print (e.g. Batik wax) onto different materials and media (e.g. fabrics, collage) to create texture • Use craft knives to carve intricate shapes to collage and create texture • Prepare foil armature before using clay/modelling material to sculpt 3D artwork demonstrating form • Use modelling tools and joining techniques (score/slip) to add texture and ensure secure form • Use pastels (chalk and oil) to create and blend expressive lines, to capture emotion and movement through texture and form <p>ARTISTS COVERED: JMW Turner, Matthew Cusick, Hokusai and Denise Romecki</p> <p>GOLDEN THREADS: Exploration, Inspiration, Interpretation, Creation, Reflection</p>	<p>TERM 6: TEXTILES</p> <p>Why do we use pattern pieces in textiles? What is the difference between decorative and functional sewing techniques? How do designers choose fabric for their products? How can CAD be used to create a design related to textiles?</p> <ul style="list-style-type: none"> • Identify the needs, wants, preferences and values of particular individuals and groups • Explain how particular products work • Independently select tools and equipment suitable for the task • Explain their choices of materials and components according to functional properties and aesthetic qualities • Investigate and analyse how much products cost to make and consider this in their own products <p>GOLDEN THREADS: Innovation, Exploration, Evaluation</p>
<p>ENRICHMENT OPPORTUNITIES Year 5/6 production</p>		