

Year 5 Curriculum Map 2020-2021

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Creation	God's Covenants	Inspirational people	Reconciliation	Life in the Risen Jesus	Other Faiths
English	<p>Focus text: 'There's a Boy in the Girls' bathroom' by Louis Sachar</p> <ul style="list-style-type: none"> • Writing in role e.g. letters and diaries • Teacher reports • Character descriptions • Alternative versions of chapters • Debate / discussion texts <p>-----</p> <p>Focus texts: 'The Rain Player' by David Wisniewski and 'The Maya (History in Ingographics)' by Jon Richards and Jonathan Vipond (non-fiction text) (linked to 'The Maya Civilisation')</p> <ul style="list-style-type: none"> • Instructions • Writing in role e.g. letters and diaries • Newspaper reports • Write own Mayan myth • Debate/discussion texts 	<p>Focus texts: 'The Explorer' by Katherine Rundell (linked to 'Rainforests')</p> <ul style="list-style-type: none"> • Write own version of opening chapter • Write own versions of missing chapters • Writing in role e.g. letters and diaries • Non-chronological reports linked to rainforest animals • Instruction writing • Adventure story • Persuasive writing, class debate and discussion text linked to deforestation <p>Poetry: Maya poetry</p>	<p>Focus text: 'The Nowhere Emporium' by Ross Mackenzie</p> <ul style="list-style-type: none"> • Descriptions of settings and characters • Write alternative chapters • Non-chronological report to describe 'The Emporium' • Persuasive advertisements • Writing in role e.g. journals, letters, diaries • Explanation texts 	<p>Focus text: 'The Secret Garden' by Frances Hodgson Burnett (linked to 'Living thing and their habitats – life cycles')</p> <ul style="list-style-type: none"> • Non-chronological reports on animals • Explanation texts (linked to animal life cycles in science) • Letter writing • Character and setting descriptions • Poems to describe 'The Secret Garden' <p>Poetry: Victorian poetry 'Lady of Shalott'</p>	<p>Focus text: 'Treason' by Berlie Doherty (linked to 'Tudors')</p> <ul style="list-style-type: none"> • Writing in role e.g. letters and diaries • Write alternative versions of chapters • Descriptions of settings and characters • Non-chronological reports linked to Tudors (Henry VIII / his wives and the Reformation) • Write own story set in Tudor times 	<p>Focus text: 'A Midsummer Night's Dream' (Shakespeare)</p> <ul style="list-style-type: none"> • Study of Shakespearean language • Character studies • Play scripts • Descriptions of settings • Rewrite story from a particular character's point of view (first person) <p>Poetry: The Highwayman</p>

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<p style="text-align: center;">SPaG</p>	<p>Word classes: a) Revise the following:</p> <ul style="list-style-type: none"> • nouns • verb • adjectives • adverbs • coordinating conjunctions • subordinating conjunctions • prepositions • determiners • pronouns • possessive pronouns • fronted adverbials <p>b) Define, identify and compare modal verbs to doing or being verbs</p> <p>c) Explore more about different determiners: • determiners can be: i) articles (a, an, the), ii) possessive pronouns (e.g. my, your, their, iii) quantifiers (e.g. seventeen, three thousand, many), iv) demonstratives (those, that, this).</p>	<p>Sentence Structure and Punctuation:</p> <p>a) Revise definitions and identify:</p> <ul style="list-style-type: none"> • clauses • main clauses • subordinate clauses • relative clauses • coordinating conjunctions • subordinating conjunction. <p>b) Revise definitions and write:</p> <ul style="list-style-type: none"> • simple sentences • compound sentences • complex sentences • relative clause complex sentence <p>c) Define relative pronouns</p> <p>d) Learn function of, identify and write parenthesis () - - , , using terminology (<i>brackets, dashes, commas</i>)</p>	<p>Sentence Structure and Punctuation</p> <p>a) Solidify differences between:</p> <ul style="list-style-type: none"> • simple sentences; • compound sentences; • complex sentences; • relative clause complex sentences. <p>b) Introduce language of and discuss:</p> <ul style="list-style-type: none"> • cohesion (how well a text flows with the use of specific grammatical devices); • ambiguity (when a text is unclear due to insufficient or inaccurate use of grammatical terminology). 	<p>Tense</p> <p>a) Say an irregular verb (e.g. to be) in the:</p> <ul style="list-style-type: none"> • simple present tense; • simple past tense; • simple future tense. <p>b) Write sentences in:</p> <ul style="list-style-type: none"> • simple present tense; • simple past tense; • simple future tense; • present progressive tense • past progressive tense; • future progressive tense. <p>c) Introduce:</p> <ul style="list-style-type: none"> • present perfect tense; • past perfect tense; • future perfect tense. <p>d) Explore differences between simple, progressive and perfect tenses (present, past and future forms).</p> <p>e) Identify whether a sentence is in the present or past tense (simple and progressive).</p>	<p>Apostrophes</p> <p>a) Revise function of an apostrophe to show:</p> <ul style="list-style-type: none"> • contraction; • possession. <p>b) Revise, learn and use terminology:</p> <ul style="list-style-type: none"> • singular possession; • plural possession. <p>c) Revise punctuation rules for plural possession or words/names ending in -s.</p> <p>d) Revise punctuation rules with it (using an apostrophe to show contraction or possession).</p>	<p>Prefixes and Suffixes</p> <p>a) Revise definitions of prefixes and suffixes.</p> <p>b) Match a prefix to root words: un-, dis-, de-, mis-, re-, over-</p> <p>c) Match suffixes to root words: -ful, -less, -ly, -s, -es, -ness, -ment, -ise, -ify.</p> <p>d) Investigate how a prefix changes the meaning of a verb or adjective.</p> <p>e) Investigate how a suffix alters the meaning or word class of a noun or verb.</p> <p>f) Revise definitions of synonyms and antonyms and generate examples.</p> <p>g) Investigate word families.</p>
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<p>Maths</p>	<p>Number: 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 • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero • Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • Solve number problems and practical problems that involve all of the above • Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. 	<p>Number: Multiplication and Division:</p> <ul style="list-style-type: none"> • Multiply and divide numbers mentally drawing upon known facts • 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 numbers • Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) • Establish whether a number up to 100 is prime and recall prime numbers up to 19 • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 	<p>Number: Multiplication and Division:</p> <ul style="list-style-type: none"> • Multiply and divide numbers mentally drawing upon known facts • 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 • 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 • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign 	<p>Number: Fractions:</p> <ul style="list-style-type: none"> • 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. <p>Fractions: Decimals and Percentages:</p> <ul style="list-style-type: none"> • Read, write, order and compare numbers with up to 3 decimal places • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents 	<p>Number: Decimals:</p> <ul style="list-style-type: none"> • Solve problems involving number up to 3 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 (e.g. length, mass, volume and money) including decimal scaling <p>Geometry: Properties of Shape:</p> <ul style="list-style-type: none"> • Identify 3-D shapes, including cubes and other cuboids, from 2-D representations • Know angles are measured in degrees: estimate and compare acute, 	<p>Geometry: Position and Direction:</p> <ul style="list-style-type: none"> • 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>Measurements: Converting Units:</p> <ul style="list-style-type: none"> • Convert between different units of metric measure (for example km, m, cm, mm, g, kg, l, ml) • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • Solve problems involving converting between units of time
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	<p>Number: Addition and Subtraction:</p> <ul style="list-style-type: none"> • Add and subtract numbers mentally with increasingly large numbers • Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • 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>Statistics:</p> <ul style="list-style-type: none"> • Solve comparison, sum and difference problems using information presented in a line graph • Complete, read and interpret information in tables, including timetables <p>Measurement: Perimeter and Area:</p> <ul style="list-style-type: none"> • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • Calculate and compare the area of rectangles (including squares) including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes 	<p>Number: 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 	<ul style="list-style-type: none"> • Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place • Solve problems involving number up to 3 decimal places • Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per 100”, and write percentages as a fraction with denominator 100, and as a decimal fraction • Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and fractions with a denominator of a multiple of 10 or 25. 	<p>obtuse and reflex angles</p> <ul style="list-style-type: none"> • Draw given angles, and measure them in degrees (o) • Identify the following:: <ol style="list-style-type: none"> 1. angles at a point and 1 whole turn (total 360o) 2. angles at a point on a straight line and half a turn (total 180o) 3. other multiples of 90o • Use the properties of rectangles to deduce related facts and find missing lengths and angles • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. 	<p>Measurements: Volume:</p> <ul style="list-style-type: none"> • Estimate volume and capacity • Use all four operations to solve problems involving measure
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Science	<p style="text-align: center;">Properties and changes in materials</p> <ul style="list-style-type: none"> • To compare and group together everyday materials based on 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 mixture might have separated, including through filtering, sieving, and evaporating 	<p style="text-align: center;">Properties and changes in materials</p> <ul style="list-style-type: none"> • To give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials, including metals, wood, and plastic • 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 soda 	<p style="text-align: center;">Earth and Space</p> <ul style="list-style-type: none"> • To describe the movement of the Earth, and other planets, relative to the sun in the solar system • To describe the movement of the moon relative to the earth • To describe the sun, earth and moon as approximately spherical bodies • To use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky 	<p style="text-align: center;">Living things and their habitats (life cycles)</p> <ul style="list-style-type: none"> • To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • To describe the life process of reproduction in some plants and animals 	<p style="text-align: center;">Forces</p> <ul style="list-style-type: none"> • To explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object • To 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 	<p style="text-align: center;">Animals (changes in old age)</p> <ul style="list-style-type: none"> • To describe the changes as humans develop to old age
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Computing</p>	<p>Espresso coding Can create, test and debug a program to create a platform game.</p>	<p>Starting from scratch 3BM Design, write and debug programs that accomplish specific goals. Use sequences, selection and repetition.</p> <p>Can you finish my story 3BM Select, use and combine a variety of software, and presenting data.</p>	<p>Stop! Check! 3BM Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.</p> <p>Design a poster 3BM Design a poster using images and test and show some development of the presentation.</p>	<p>What is the internet? Understand computer networks, including the internet. Looking at connecting to hosts.</p> <p>My exciting world landmarks house 3BM Can combine results from different sources into a digital presentation.</p>	<p>Simply Delicious Manipulate a spread sheet and explain what is happening and experiment using formulae.</p> <p>Building a sustainable house Can test debug and edit a program to solve a problem.</p>	<p>I can make an animation Design, write and debug programs. Children will use software effectively to create and design an animation.</p> <p>Joe's dream bedroom (control) 3BM Simulation/gaming Design, write and debug a scenario.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cross-curricular computing</p>	<p>Using word and its advanced features How to create picture files and format documents combined with graphics Using graphics programs PPT about topic areas</p>	<p>E safety How to use safe sites.</p> <p>Designing leaflets about the rainforest</p>	<p>Research activities in art, science and geography</p>	<p>Excel and using spread sheets linking to geography and science topics</p>	<p>Coding Making games linked to science topic</p>	<p>Creating freeze frame films</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">History / Geography</p>	<p>Geography: Rainforests (general and Mayan) Describe and understand the physical and human geography of a rainforest, to include climate zones and biomes.</p>	<p>Geography Rainforests (Amazon) Describe and understand the physical and human geography of a rainforest, to include climate zones and biomes.</p>	<p>History: The Victorians (A local history study over time tracing how several aspects of national history are reflected in the locality.) Using archive sources to investigate the local area in Victorian times.</p>	<p>History: The Victorians (A local history study over time tracing how several aspects of national history are reflected in the locality.) Explore the history of the school. Use OS maps Mapping skills</p>	<p>History: The Tudors (A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. In addition, study what London was like during Tudor times.)</p>	<p>History: The Tudors (A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. In addition, study what London was like during Tudor times.)</p>

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	<p>Geography: Map work Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Tropics of Cancer and Capricorn.</p> <p>History: Mayan Civilization A non-European society that provides contrasts with British history – Mayan civilization AD 900.</p>	<p>Geography: Map work Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Tropics of Cancer and Capricorn.</p> <p>History: Mayan Civilization A non-European society that provides contrasts with British history – Mayan civilization AD 900.</p>	<p>The importance of evidence.</p> <p>Geography: Map work Name and locate counties and cities of the United Kingdom</p>	<p>Geography: Map work Name and locate counties and cities of the United Kingdom</p>	<p>Geography: Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Study the life of Shakespeare</p> <p>Focus on London during Tudor times and make comparisons to the present day.</p>
ART / DT	<p>Painting Colour matching exercise: completing a miniature scene.</p>	<p>Maya artwork – masks, head dresses, wall paintings, writing, gods, frescoes, jade jewellery</p> <p>Pastels of winter scenes</p>	<p>Plan and create a solar system</p> <p>Research famous artists and their movements</p> <p>Create a pop – up book of own ‘wonder’ linked to The Nowhere Emporium’</p>	<p>Study of Victorian artists: Charles Rennie Mackintosh, L.S Lowry</p> <p>Close observation in pastels, pen and pencils of still life.</p> <p>Still life using transparent and circular objects.</p>	<p>Tudor artwork – portraits of monarchs</p> <p>Mosaics</p> <p>Collage</p>	<p>Links to Shakespeare; Midsummer Night’s Dream characters picture/ paintings/ puppets</p>
PE	Dance	Hockey	Gymnastics and movement	Badminton Tag Rugby	Athletics Netball	Ultimate Frisbee Cricket