Year 5 Curriculum Map 2021-2022

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	**Transition to Year 5:** **'The Boy, the Mole, the Fox and the Horse' by Charlie Mackesy** ------------------------------- **Focus text: *'There's a Boy in the Girls' bathroom'* by Louis Sachar** • Writing in role e.g. letters and diaries • Teacher reports • Character descriptions • Alternative versions of chapters • Debate / discussion texts ------------------------------- **Linked text:** **_'The Maya (History in Ingographics)'_ by Jon Richards and Jonathan Vipond (non-fiction text - linked to The Ancient Maya topic in History)**	**Focus text: *'The Rain Player'* by David Wisniewski and** • Instructions to play *pok-a-tok* • Writing in role e.g. letters and diaries • Newspaper report • Continuation of the text • Debate/discussion texts ----------------------------- **Focus text: *'The Explorer'* by Katherine Rundell (linked to 'Rainforests')** • 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 **Poetry:** Maya poetry **Linked text:** 'Survivors' by David Long and Kerry Hyndman	**Continued: *'The Explorer'* by Katherine Rundell (linked to 'Rainforests')** • Instruction writing • Prequel and sequel • Persuasive writing, class debate and discussion text linked to deforestation **Linked texts:** (Space topic in Science): 'Hidden Figures' by Margot Lee Shetterly and 'Curiosity: The Story of a Mars Rover' by Markus Motum	**Focus text: *'The Nowhere Emporium'* by Ross Mackenzie** • Descriptions of settings and characters • Write alternative chapters • Writing in role e.g. journals, letters, diaries **Poetry:** Victorian poetry **Poetry linked to World Book Day:** 'Love is…' by Sarah Maycock	**Continued: *'The Nowhere Emporium'* by Ross Mackenzie** • Write continuations • Non-chronological report to describe 'The Emporium' • Persuasive advertisements • Writing in role e.g. journals, letters, diaries • Write alternative ending / sequel -------------------------- **Focus text:** 'The Promise' by Nicola Davies • Explore figurative language and descriptive writing • Write own version/alternative version of the story **Poetry:** The Highwayman	**Focus text: *'The Secret Garden'* by Frances Hodgson Burnett (linked to 'Living thing and their habitats – life cycles')** • 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' **Linked text: *'A Midsummer Night's Dream'* (Tudors / Shakespeare)**

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	Word classes:	**Sentence Structure and Punctuation:**	**Sentence Structure and Punctuation**	**Tense**	**Apostrophes**	**Prefixes and Suffixes**
SPaG	a)Revise the following: • nouns • verb • adjectives • adverbs • coordinating conjunctions • subordinating conjunctions • prepositions • determiners • pronouns • possessive pronouns • fronted adverbials b) Define, identify and compare modal verbs to doing or being verbs 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).	a) Revise definitions and identify: • clauses • main clauses • subordinate clauses • relative clauses • coordinating conjunctions • subordinating conjunction. b) Revise definitions and write: • simple sentences • compound sentences • complex sentences • relative clause complex sentence c) Define relative pronouns d) Learn function of, identify and write parenthesis ( ) - - , , using terminology (*brackets, dashes, commas*)	a) Solidify differences between: • simple sentences; • compound sentences; • complex sentences; • relative clause complex sentences. b) Introduce language of and discuss: • 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).	a) Say an irregular verb (e.g. to be) in the: • simple present tense; • simple past tense; • simple future tense. b) Write sentences in: • simple present tense; • simple past tense; • simple future tense; • present progressive tense • past progressive tense; • future progressive tense. c) Introduce: • present perfect tense; • past perfect tense; • future perfect tense. d) Explore differences between simple, progressive and perfect tenses (present, past and future forms). e) Identify whether a sentence is in the present or past tense (simple and progressive).	a) Revise function of an apostrophe to show: • contraction; • possession. b) Revise, learn and use terminology: • singular possession; • plural possession. c) Revise punctuation rules for plural possession or words/names ending in -s. d) Revise punctuation rules with it (using an apostrophe to show contraction or possession).	a) Revise definitions of prefixes and suffixes. b) Match a prefix to root words: un-, dis-, de-, mis-, re-,over- c) Match suffixes to root words: -ful, -less, -ly, -s, -es, -ness, -ment, -ise, -ify. d) Investigate how a prefix changes the meaning of a verb or adjective. e) Investigate how a suffix alters the meaning or word class of a noun or verb. f) Revise definitions of synonyms and antonyms and generate examples. g) Investigate word families.

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Maths	**Number: Place Value:** • 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.	**Number: Multiplication and Division:** • 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	**Number: Multiplication and Division:** • 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	**Number: Fractions:** • 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. **Fractions: Decimals and Percentages:** • 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	**Number: Decimals:** • 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 **Geometry: Properties of Shape:** • 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 • Draw given angles, and measure them in degrees (o) • Identify the following:: 1. angles at a point and 1 whole turn (total 360o)	**Geometry: Position and Direction:** • 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. **Measurements: Converting Units:** • 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,

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Number: Addition and Subtraction:	**Statistics:**	**Number: Fractions:**			
• 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.	• Solve comparison, sum and difference problems using information presented in a line graph • Complete, read and interpret information in tables, including timetables **Measurement: 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) including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes	• 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	• 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 1/2, 1/4, 1/5, 2/5, 4/5 and fractions with a denominator of a multiple of 10 or 25.	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.	pounds and pints • Solve problems involving converting between units of time **Measurements: Volume:** • Estimate volume and capacity • Use all four operations to solve problems involving measure

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Science	Properties and changes in materials	Properties and changes in materials	Earth and Space	Forces	Living things and their habitats (life cycles)	Animals (changes in old age)
	• 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	• 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	• 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	• 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	• 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	• To describe the changes as humans develop to old age

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Computing	**Revision of online safety** **Espresso coding** Can create, test and debug a program to create a platform game.	**Starting from scratch 3BM** Design, write and debug programs that accomplish specific goals. Use sequences, selection and repetition. **Can you finish my story 3BM** Select, use and combine a variety of software, and presenting data.	**Stop! Check! 3BM** Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content. **Design a poster 3BM** Design a poster using images and test and show some development of the presentation.	**What is the internet?** Understand computer networks, including the internet. Looking at connecting to hosts. **My exciting world landmarks house 3BM** Can combine results from different sources into a digital presentation.	**Simply Delicious** Manipulate a spread sheet and explain what is happening and experiment using formulae. **Building a sustainable house** Can test debug and edit a program to solve a problem.	**I can make an animation** Design, write and debug programs. Children will use software effectively to create and design an animation. **Joe's dream bedroom (control) 3BM** Simulation/gaming Design, write and debug a scenario.
History / Geography	**Geography: Rainforests (general and Mayan)** Describe and understand the physical and human geography of a rainforest, to include climate zones and biomes. **Geography: Map work** Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Tropics of Cancer and Capricorn. **History: Mayan Civilization** A non-European society that provides contrasts with British history – Mayan civilization AD 900.	**Geography Rainforests (Amazon)** Describe and understand the physical and human geography of a rainforest, to include climate zones and biomes. **Geography: Map work** Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Tropics of Cancer and Capricorn. **History: Mayan Civilization** A non-European society that provides contrasts with British history – Mayan civilization AD 900.	**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. The importance of evidence. **Geography: Map work** Name and locate counties and cities of the United Kingdom	**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 **Geography: Map work** Name and locate counties and cities of the United Kingdom	**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.) . **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	**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.) Study the life of Shakespeare Focus on London during Tudor times and make comparisons to the present day.

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ART / DT	Sketch and design water colour postcards linked to 'The Boy, the Mole, the Fox and the Horse'. Study of Henri Rousseau's rainforest/jungle paintings. Practise sketching of leaves. Children to recreate their own design using paint and oil pastels.	Designing and sketching own Maya god Sketch rainforest animals (planning for plate designs) Ceramic plates: Design and create rainforest scene – use carbon paper and acrylic paint pens Create Mayan worry dolls (dolly pegs and wool)	Study of Victorian artist: Charles Rennie Mackintosh. Children to sketch and use water colours to create their version of his iconic rose. Art linked to 'The Beatitudes' in RE. Sketching and use of oil pastels.	Art linked to World Book Day: 'Love is…' by Sarah Maycock. Study of Victorian artist: William Morris Create own wallpaper design – sketch and use of acrylic paints Practise cross-stitch	Create own coat of arms – Tudor shield (use of card and mosaics) Tudor artwork – portraits of monarchs and Henry VIII's wives Create wooden frame for portrait and decorate Make clay Tudor roses	Tudor weaving / sewing Create stained glass window designs (Tudor theme) using acetate and glass paints Research famous artist of their choice and create work inspired by them Close observation in pastels, pen and pencils of still life.
PE	**Net and Wall Games** Short Tennis Sponge Ball Badminton Volleyball	**Striking and Fielding Games** Throw Tennis Pat Tennis Seated volleyball Kwik Cricket	**Target Games** Bean Bag Golf Bowling Bean Bag Archery Netball Shuffleboard	**Invasion Games** Football Basketball Rugby	**Invasion Games and Outdoor Adventurous Activity** Netball Hockey	**Athletics and Gymnastics** Athletics Track and Field Jumping Gymnastics