

# Year 5 2019-2020 Curriculum Map

|                 | Autumn 1  | Autumn 2  | Spring 1   | Spring 2 | Summer 1 | Summer 2 |
|-----------------|---|---|--|----------|----------|----------|
| <b>Literacy</b> | <p><b>Fiction: Kensuke's Kingdom</b> Story writing - Openings/ Cliff hangers-Character description-Effect on the reader <b>Non Fiction:</b> Newspaper Reports <b>Poetry:</b> Poetry based on others' work- Michael Rosen and Kit Wright Comparison <b>Fiction: Greek Myths- 100 Facts About Greek Myths – Terry Pratchett; Modern Myth Non Fiction:</b> Persuasive writing, Instruction Writing; <b>Poetry:</b> Performance Poetry based on Odyssey</p> <p><b>Reading</b><br/>           Know what is meant by complex sentence.<br/>           Understand how the meaning of sentences is shaped by punctuation, phrase length, word order and connectives.<br/>           See how the author will have used commas or ellipses in order to create a better impact.<br/>           Familiar with most spelling patterns, including complex ones.<br/>           Awareness of the listener by using pauses, giving and keeping an appropriate pace.<br/>           Show by your answer to questions that you have read beyond the text.<br/>           Use a range of strategies to condense the main points made in a text.<br/>           Refer to the text to support your ideas and opinions<br/>           Work out if the main characters' feelings.<br/>           See how a set of sentences has been organised to create maximum effect.<br/>           Read a report or letter, that it will follow a time sequence.<br/>           Use phonic knowledge and range of strategies, including accurate decoding of text to read for meaning.<br/>           Use skimming, scanning and note taking to identify the key points in a text?<br/>           Use quotations from text to add more weight to understanding.</p> <p><b>COMPREHENSION</b><br/>           Demonstrate broad understanding of text by including most of main points in response with some general reference to the text</p> | <p><b>Fiction: Northern Lights by Philip Pullman</b> Character Description, Setting Descriptions, Alternative openings; <b>Non Fiction:</b> Non-Chronological reports, Advertisements/ Persuasive Writing; <b>Poetry</b> Narrative poetry, <b>The Highwayman by Alfred Noyes; Fiction: Narrative Stormbreaker by Anthony Horowitz</b> Building suspense</p> <p><b>Reading</b><br/>           Apply knowledge of root words, prefixes and suffixes to read aloud and to understanding the meaning of unfamiliar words.<br/>           Read longer texts, using independent strategies to ensure full understanding.<br/>           Give a summary of a text<br/>           Pause appropriately in response to punctuation and/or meaning.<br/>           Read further exceptions words, noting the unusual correspondences between spelling and sound, and where these occur in the word.<br/>           Attempt pronunciation of unfamiliar words, drawing on prior knowledge of similar looking words.<br/>           Re-read and read ahead to determine meaning.<br/>           Begin to understand how stories may vary (eg in pace, build up, sequence, complication or resolution)<br/>           Know how to work out the pronunciation of homophones using the context of the sentence.<br/>           Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.<br/>           Express opinions about a text, using evidence from the text, through reasons and explanations. Use of Point, evidence, explanation (PEE)<br/>           Identify the and describe the style of individual writers and poets</p> <p><b>COMPREHENSION</b><br/>           Locate information by beginning to use appropriate skills<br/>           Use clues from action, dialogue and description to establish meaning</p> | <p><b>Fiction: Other cultures and traditions-</b> Setting Description; <b>Non-Fiction, Explanation texts, Argument and Discussion Texts Poetry</b> Haikus; <b>Fiction: The Railway Children/ Shakespeare Diary Entries, Letters; Non-Fiction Poetry-</b> Poem from Miranda's point of view (The Tempest)</p> <p><b>Reading</b><br/>           Apply knowledge of root words, prefixes and suffixes to read aloud and to understanding the meaning of unfamiliar words.<br/>           Read longer texts, using independent strategies to ensure full understanding.<br/>           Give a summary of a text<br/>           Pause appropriately in response to punctuation and/or meaning.<br/>           Read further exceptions words, noting the unusual correspondences between spelling and sound, and where these occur in the word.<br/>           Attempt pronunciation of unfamiliar words, drawing on prior knowledge of similar looking words.<br/>           Re-read and read ahead to determine meaning.<br/>           Begin to understand how stories may vary (eg in pace, build up, sequence, complication or resolution)<br/>           Know how to work out the pronunciation of homophones using the context of the sentence.<br/>           Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.<br/>           Express opinions about a text, using evidence from the text, through reasons and explanations. Use of Point, evidence, explanation (PEE)<br/>           Adapt own opinion in the light of further reading or others' ideas.<br/>           Identify and describe the style of individual writers and poets.<br/>           Use full range of strategies to read appropriate texts fluently and accurately.</p> <p><b>COMPREHENSION</b></p> |          |          |          |

# Year 5 2019-2020 Curriculum Map

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|  | <p>Locate information by beginning to use appropriate skills (<i>e.g. skimming, scanning, text marking, using ICT resources</i>)</p>  | <p>Infer meaning with reference to text, but also applying knowledge from own wider experience<br/>Identify feature of different fiction genres<br/>Identify structure and language features of nonfiction text types</p>  | <p>Recognise the writer's point of view and discuss it<br/>Present a personal point of view based on what has been read<br/>Present a counter argument in response to others' points of view<br/>Provide reasoned justifications for their views<br/>Refer to the text to support opinion<br/>Distinguish between statements of fact and opinion<br/>Use skimming, scanning and marking text to find specific information<br/>Organise information or evidence appropriately</p>  |
|  | <p>Use clues from action, dialogue and description to establish meaning<br/>Infer meaning with reference to text, but also applying knowledge from own wider experience (<i>e.g. why a character is behaving in a particular way</i>)<br/>Identify feature of different fiction genres (<i>e.g. science fiction, adventures, myths, legends</i>)<br/>Identify structure and language features of non-fiction text types<br/>Understand difference between literal and figurative language (<i>ie. by discussing the effects of imagery in poetry and prose</i>)<br/>Comment on the effectiveness of expressive, descriptive and figurative language in prose and poetry<br/>Express personal responses to text, beginning to recognise its general effect on reader<br/>Comment on how language in texts varies according to origin or historical setting ( )<br/>Understand how paragraphs are used to organise and build up ideas<br/>Express writer's and personal point of view about a text, giving reasons<br/>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.<br/>Summarise key information from different texts<br/>Empathise with different character's points of view<br/>Explain how punctuation marks the grammatical boundaries of sentences and gives meaning<br/>Use skimming, scanning and text marking to find and identify key information<br/>Know how the way a text is organised supports the purpose of the writing<br/>Use quotations from, or references to text to support opinions and predictions</p> | <p>Understand difference between literal and figurative language<br/>Comment on the effectiveness of expressive, descriptive and figurative language in prose and poetry<br/>Express personal responses to text, beginning to recognise its general effect on reader<br/>Comment on how language in texts varies according to origin or historical setting<br/>Understand how paragraphs are used to organise and build up ideas<br/>Express writer's and personal point of view about a text, giving reasons<br/>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.<br/>Summarise key information from different texts<br/>Empathise with different character's points of view<br/>Explain how punctuation marks the grammatical boundaries of sentences and gives meaning<br/>Use skimming, scanning and text marking to find and identify key information<br/>Know how the way a text is organised supports the purpose of the writing<br/>Use quotations from, or references to text to support opinions and predictions<br/>When responding to a range of texts, show understanding of significant ideas, themes, events and characters, beginning to use</p> <p><b>TRANSCRIPTIONS, GRAMMAR &amp; SPELLING</b><br/>Proof-read for spelling and punctuation errors<br/>Handwriting style fluent, is joined and legible<br/>Use relative clauses beginning with <i>who, which, when</i></p> | <p>Use secure understanding of structure and language features of fiction and full range of non-fiction text types to support understanding when reading extended texts or from a range of sources<br/>Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes<br/>Identify how writers manipulate grammatical features for effect<br/>Analyse why writers make specific vocabulary choices<br/>Give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them<br/>Identify how characters change during the events of a longer novel<br/>Explain the key features, themes and characters across a text<br/>Compare and contrast characters, themes and structure in texts by the same and different writers<br/>Present a counter-argument in response to others' points of view using evidence from the text and explanation<br/>Recognise the impact of the social, historical, cultural on the themes in a text<br/>Comment on the development of themes in longer novels<br/>Evaluate the styles at different writers with evidence and explanation<br/>Identify the grammatical features/techniques used to create mood, atmosphere, key messages, attitude</p> <p><b>TRANSCRIPTIONS, GRAMMAR &amp; SPELLING</b><br/>Use dialogue effectively and punctuate it accurately<br/>Use of connectives within a paragraph to link the sentences – <i>secondly, in addition, furthermore</i><br/>Use knowledge of morphology and etymology in spelling<br/>Use expanded noun phrases to convey complicated information</p> |

# Year 5 2019-2020 Curriculum Map

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|  | <p>When responding to a range of texts, show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction</p> <p><b>TRANSCRIPTIONS, GRAMMAR &amp; SPELLING</b><br/>           Correct use of apostrophe for omission<br/>           Spell most words correctly, including polysyllabic words<br/>           Spell most longer familiar words correctly Can spell words which require the doubling of consonants<br/>           Write from memory simple sentences dictated by the teacher</p> | <p><i>whose, that</i> or with an implied (i.e. omitted) relative pronoun<br/>           Use dialogue effectively and punctuate it accurately<br/>           Use of connectives within a paragraph to link the sentences – <i>secondly, in addition, furthermore</i><br/>           Use knowledge of morphology and etymology in spelling<br/>           Use expanded noun phrases to convey complicated information<br/>           Use modal words or adverbs to indicate degrees of possibility<br/>           Correct subject and with agreement when using singular or plural<br/>           A subordinate clause is added accurately to the text to give reasons or to explain</p> | <p>Use modal words or adverbs to indicate degrees of possibility<br/>           Correct subject and with agreement when using singular or plural<br/>           Use hyphens to avoid ambiguity and colons to list<br/>           Build up spellings by syllabic parts using known prefixes, suffixes and common letter strings<br/>           Spell more complex polysyllabic words- <i>disappeared, believed, necessary, special</i><br/>           Use further prefixes and suffixes and understand the guidance for adding them</p> |
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# Year 5 2019-2020 Curriculum Map

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|  | <p>Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition<br/>           Clauses are joined by a variety of connectives (<i>because, which, although, however</i>) and <i>embed ed</i> and <i>ing</i> clauses<br/>           Tense choice is usually appropriate and consistently used accurately<br/>           Use of connectives to open sentences<br/>           Some use of commas to mark phrases or clauses accurately<br/>           Use conjunctions, adverbs and prepositions to express time and cause<br/>           In speech, uses new line for new speaker and starting to use full range of punctuation as well as speech marks</p> <p><b>COMPOSITION</b><br/>           Try different sentence lengths and types to create particular effects<br/>           Use the power of three to show action and short sentences to show pace<br/>           Clear introduction established with writing drawing a conclusion<br/>           Shift in time and place help shape story and guide reader through e.g. by introducing a new section to draw attention to the main event<br/>           More controlled use of paragraphs to group ideas; paragraphs has relevant opening but can be brief Write fluently and imaginatively with ideas being extended and developed but not always sustained Longer and more complex sentences are used sentences sometimes clarify relationships in time and place<br/>           Writing describes characters, actions, characteristics and behaviour<br/>           Use commas correctly in complex sentences, fronted adverbials, adverbs and adverbial phrases <i>e.g. he ran quickly; the boy climbed out of the pond, onto the side and then moved away</i><br/>           Use expanded noun phrases with modifying adjectives and prepositional phrases, e.g. <i>'The strict teacher with curly hair'</i><br/>           Ideas are sustained and developed in a logical way<br/>           Non-fiction paragraph to include: an introductory, and at least 3 further sentences that develop the point<br/>           Adventurous word choices are combined with structures techniques such as alliteration or personification</p> | <p>Use hyphens to avoid ambiguity and colons to list<br/>           Use brackets, dashes to mark boundaries between independent clauses<br/>           Use first three or four letters of a word to check spelling, meaning or both of these in a dictionary<br/>           Handwriting fluently, consistently and legibly joined</p> <p><b>COMPOSITION</b><br/>           Make changes to writing to create better effects/impact on the reader.<br/>           Compose, rehearse and read aloud own writing to group or class<br/>           Use paragraphs to structure the plot in narrative writing, showing changes in time, place and events<br/>           Ideas are sustained and developed with appropriate use of conventions<br/>           Non-fiction paragraph to include: an introductory sentence and at least 3 further sentences that develop the point<br/>           Use paragraphs to organise information logically and shape a non-fiction text<br/>           Use a wide range of devices to build cohesion within and across paragraphs<br/>           Use further organisational and presentational devices to structure text and to guide the reader <i>e.g. headings bullet points, sub-headings</i><br/>           Some significant interaction between characters through action, descriptions and characters' responses and development of story<br/>           Some use of stylistic devices e.g. <i>simile, metaphor, alliteration, personification</i><br/>           Use passive verbs to affect the presentation of information<br/>           Writing is balanced and shows developing reasoning of points raised<br/>           Paragraphs are used to structure plot (5 paragraph structure showing shifts of time, scene, action, mood or person<br/>           Link ideas within and between paragraphs with a range of cohesive devices, for example – connecting adverbials/adverbs, use of pronouns<br/>           Draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</p> | <p>Spell word with 'silent' letters e.g. <i>psalm, knight, solemn</i><br/>           As well as using subordinate clauses successfully, writing uses semi-colons to manipulate the sentence structure for effect<br/>           A subordinate clause is added accurately to the text to give reasons or to explain<br/>           Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms<br/>           Use of connectives within a paragraph to link the sentences – <i>secondly, in addition, furthermore</i></p> <p><b>COMPOSITION</b><br/>           Summarise and organise material, and supporting ideas and arguments with any necessary factual detail Amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness<br/>           Narrative opening and subsequent paragraphs start with a variety of methods eg speech, action, setting, dialogue and character development<br/>           In persuasive writing, employ flattery, exaggeration or scientific claims<br/>           Draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing<br/>           Adventurous word choices are combined with structures techniques such as alliteration or personification Apply growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form<br/>           Secure use of stylistic devices to engage reader e.g. simile, metaphor, alliteration, personification, repetition for effect, direct address to audience<br/>           Use of the passive voice, particularly in non-fiction texts, to avoid repetition at the start of sentences<br/>           Use further organisational and presentational devices to structure text and to guide the reader <i>e.g. headings bullet points, sub-headings</i><br/>           Sub-ordinate clauses are attempted to add information<br/>           Identify the audience for and purpose of the writing, selecting appropriate form and using similar writing as models for their own<br/>           Links are made confidently between paragraphs in nonfiction<br/>           Paragraphs ordering builds up in order of importance in persuasive texts<br/>           Adventurous word choices are combined with structures techniques such as alliteration or personification</p> |
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# Year 5 2019-2020 Curriculum Map

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| <p><b>Numeracy</b></p> | <p><b>Number: Place Value</b><br/>The value of a digit is determined by its position. Place value must be explored in terms of the value of each digit (additive partitioning) and its overall value, as well as its position relative to other numbers, including tenths and hundredths. The number of digits in a number does not necessarily make it larger or smaller e.g. <math>0.35 &lt; 0.5</math><br/>Read, write, order and compare numbers at least to 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.</p> <p><b>Calculating, Patterns &amp; Algebra + and –</b><br/>Mental methods to solve problems where appropriate, modelling mental partitioning. Rounding can help to get a sense of the size of the answer or to find an equivalent calculation, then adjust. Numbers should be looked at before a method is chosen to decide which will be most efficient. Accurately use formal written methods: column addition, column subtraction, formal written multiplication, short division, chunking, long division and apply this knowledge to solve problems.</p> <p><b>Measures</b><br/>Convert between different units of measure (for example, kilometre and metre; metre and centimetre; centimetre and millimetre; kilogram and gram; litre and millilitre).<br/>Understand and use equivalences between metric units and common imperial units such as inches, pounds and pints.<br/>Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling. To measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.<br/>Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes.</p> <p><b>Calculating, Patterns &amp; Algebra X and Division</b> In Year 5, the key is to understand the links between factors, multiples, composite and prime numbers, rather than seeing these as separate facts to be learnt.</p> | <p><b>Number: Place Value/Negative Numbers</b><br/>Read, write, order and compare numbers at least to 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 through zero.<br/>Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.<br/>Solve number problems and practical problems that involve all of the above.</p> <p><b>Number: addition and subtraction</b><br/>Add and subtract whole numbers with more than 4 digits, including using efficient written methods (columnar addition and subtraction).<br/>Add and subtract numbers mentally with increasingly large numbers.<br/>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.<br/>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.<br/>Solve problems involving numbers up to three decimal places.</p> <p><b>Number: multiplication and division</b><br/>Multiply and divide numbers mentally drawing upon known facts.<br/>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.<br/>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.<br/>Multiply numbers up to 4 digits by a one- or two-digit number using an efficient written method, including long multiplication for two-digit numbers.<br/>Recognise and use square numbers and cube numbers, and the notation for squared and cubed.<br/>Calculate and compare the area of squares and rectangles including using standard units, square, etc</p> <p><b>Number: fractions and % of numbers</b><br/>Recognise mixed numbers and improper fractions and convert from one form to the other; write mathematical statements <math>&gt; 1</math> as a mixed number:</p> | <p><b>Number: Place Value/Roman Numeral</b><br/>Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.<br/>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero.<br/>Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.<br/>Solve number problems and practical problems that involve all of the above.<br/>Read numerals to 1000 (M) and recognise years written in Roman numerals.</p> <p><b>Number: addition and subtraction</b><br/>Add and subtract whole numbers with more than 4 digits, including using efficient written methods (columnar addition and subtraction).<br/>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.<br/>Use rounding to check answers to calculations and levels of accuracy.<br/>Solve problems involving numbers up to three decimal places.</p> <p><b>Number: multiplication and division</b><br/>Multiply numbers up to 4 digits by a one- or two-digit number using an efficient written method, including long multiplication for two-digit numbers.<br/>Divide numbers up to 4 digits by a one-digit number using the efficient 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. <b>Number: decimals/ fractions/ percentages</b><br/>Recognise mixed numbers and improper fractions and convert from one form to the other; write mathematical statements <math>&gt; 1</math> as a mixed number.<br/>Add and subtract fractions with the same denominator and multiples of the same number.<br/>Read, write, order and compare numbers with up to three decimal places.<br/>Read and write decimal numbers as fractions.</p> |
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# Year 5 2019-2020 Curriculum Map

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|  | <p>Factors and multiples are linked in an inverse relationship. Making links and generalisations between facts is a crucial step. If I know... I also know... Many big ideas come together with written multiplication and division. Unitisation, scaling, inverse relationships, partitioning and recombining and the distributive law.</p> <p><b>Number: Fractions and decimals</b><br/>Compare and order fractions whose denominators are all multiples of the same number.<br/>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.<br/>Read and write decimal numbers as fractions.<br/>Read, write, order and compare numbers with up to three decimal places.<br/>Read and write decimal numbers as fractions.<br/>Round decimals with two decimal places to the nearest whole numbers and to one decimal place.<br/>Recognise and use thousandths and relate them to tenths, hundredths and decimals equivalents. Solve problems involving number up to three decimal places.</p> <p><b>Geometry:</b><br/>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.<br/>Use the properties of rectangles to deduce related facts and find missing lengths and angles. To identify 3D shapes including cubes and cuboids from 2D representations.</p> <p><b>Statistics</b><br/>Complete, read and interpret information in tables, including timetables.</p> | <p>Add and subtract fractions with the same denominator and multiples of the same number.<br/>Recognise mixed numbers and improper fractions and convert from one form to the other. Add and subtract fractions with the same denominator and multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers.<br/>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 hundred, and as a decimal fraction.</p> <p><b>Geometry &amp; Measures</b><br/>Convert between different units of measure (kilometre and metre; metre and centimetre; centimetre and millimetre; kilogram and gram; litre and millilitre).<br/>Understand and use basic equivalences between metric units and common imperial units such as inches, pounds and pints.<br/>Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.<br/>Understand and use basic equivalences between metric units and common imperial units such as inches, pounds and pints. Estimate volume and capacity<br/>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> | <p>Recognise and use thousandths and relate them to tenths, hundredths and decimals equivalents.<br/>Round decimals with two decimal places to the nearest whole numbers and to one decimal place.<br/>Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred"<br/>Solve problems with percentage and decimal equivalents.</p> <p><b>Calculating, Patterns &amp; Algebra: all operations 4</b> All four operations are linked through inverse relationships. Multi-step problems and to check answers.<br/>All four operations for fractions and decimals. Letters of symbols are used to represent unknown numbers in a symbol sentence<br/>Use knowledge of patterns in sequences to find the nth term of sequences.</p> <p><b>Geometry:</b><br/>Know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles<br/>Draw given angles, and measure them in degrees (°).<br/>To identify: o angles at a point and one whole turn (total 360°) o angles at a point on a straight line and 1/2 a turn (total 180°) o other multiples of 90°.<br/>Use the properties of a rectangle to deduce related facts and find missing lengths and angles..<br/>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes.<br/>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.<br/>Estimate volume and capacity (e.g. using water).</p> <p><b>Statistics:</b><br/>Complete, read and interpret information in tables, including timetables.<br/>Solve comparison, sum and difference problems using information presented in a line graph.</p> |
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# Year 5 2019-2020 Curriculum Map

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| <p><b>Science</b></p>   | <p>Living Things &amp; their Habitats</p> <ol style="list-style-type: none"> <li>Describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird.</li> <li>Describe the life process of reproduction in some plants and animals.</li> <li>Talk with knowledge about birth, reproduction and death of familiar animals or plants?</li> </ol> | <p>Earth and Space ( S )</p> <ol style="list-style-type: none"> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the Solar System.</li> <li>Describe the movement of the Moon relative to the Earth</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ol> | <p>Properties &amp; changes to materials ( S )</p> <ol style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity ( electrical and thermal), and magnets.</li> <li>Understand properties of materials</li> <li>Understand that force is measured in Newtons and used for testing weight, strength and flexibility of materials</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> </ol> | <p>Properties &amp; changes to materials ( S )</p> <ol style="list-style-type: none"> <li>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including filtering, sieving and evaporation.</li> <li>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>Explain that some changes result in the formation of new materials, and is not usually reversible, including burning and chemical reaction.</li> </ol> | <p>Animals, including Humans ( S )</p> <ol style="list-style-type: none"> <li>Describe the changes as humans develop to old age</li> </ol>  | <p>Force ( S )</p> <ol style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanism, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ol> |
| <p><b>Computing</b></p> | <p><b>Online safety and Spreadsheets</b></p> <p>Discuss and understand the importance of keeping personal information safe<br/>Create formulae<br/>Use spreadsheets to perform calculations</p>  | <p><b>Databases</b></p> <p>Learn how to search for information in a database<br/>Contribute to a class database<br/>Create a database around a chosen topic</p>  | <p><b>Coding</b></p> <p>Design and write a program that accomplishes a specific goal<br/>Introduce text variables<br/>Create and improve a game</p>   | <p><b>Game Creator</b></p> <p>Create a game environment<br/>Create a game quest<br/>Evaluate their and peer games</p>   | <p><b>3D Modelling</b></p> <p>Introduced to modelling programs<br/>Explore the effects of moving points<br/>Understand printing and making<br/>Understand designing for a purpose</p> | <p><b>Concept Maps</b></p> <p>Discuss the need for visual representation when generating new ideas<br/>Create a concept map<br/>Understand how concepts maps can be used to retell stories and information<br/>Create a collaborative concept map</p>  |

# Year 5 2019-2020 Curriculum Map

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| <p><b>History</b></p> | <p><b>Chronological Understanding</b><br/>Use dates and historical language in their work<br/>Draw a timeline with different time and create outline the development of specific features, such as medicine; weaponry; transport, etc.</p> <p><b>Knowledge and Interpretation</b><br/>Describe historical events<br/>Make comparisons between historical periods<br/>Explain the role that Britain in spreading Christianity<br/>Understanding as to how crime and punishment has changed<br/>Appreciate that significant events in history have helped shape the country</p> <p><b>Historical Enquiry</b><br/>Test out a hypothesis and historical artefacts tell us about British lives in the present and past</p> | <p><b>TOPIC: Britain's settlements by AngloSaxons and ScotsAnglo-Saxon invasions; settlements; art and culture and Christian conversion</b><br/>Who were the AngloSaxons and how did they influence our life today?<br/>How did the AngloSaxons bring law and order to Britain?<br/>What evidence do we have today that the Anglo-Saxons were ever here in the first place?<br/>Which Anglo-Saxon Christian symbols remain today?<br/>Create Anglo-Saxon art<br/>Famous Anglo-Saxons and why was Alfred so 'great'<br/>Work as a group to create a model Anglo Saxon settlement and produce a filmed</p> | <p><b>Chronological Understanding</b><br/>Use dates and historical language in their work<br/>Draw a timeline with different time periods Use their mathematical skills to work out time scales and differences</p> <p><b>Knowledge and Interpretation</b><br/><b>Historical Enquiry</b><br/>Test out a hypothesis<br/>Appreciate how historical artefacts and about British lives in the present and past</p> <p><b>Historical Enquiry</b><br/>Test out a hypothesis<br/>Appreciate how historical artefacts and about</p> | <p><b>TOPIC: Ancient Greece</b><br/><b>A study of Greek life and achievements, and their influence on the western World</b><br/>Who were the Ancient Greeks and what did we learn from them?<br/>What is democracy and what part did the Greeks have in creating it? Explore different historical sources and evaluate their usefulness.</p> | <p><b>Knowledge and Interpretation</b><br/>Describe historical events<br/>Make comparisons between historical periods<br/>Appreciate that significant events in history have helped shape the country we have today?</p> <p><b>Chronological Understanding</b><br/>Use dates and historical language in their work<br/>Draw a timeline with different time periods<br/>Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</p> <p><b>Historical Enquiry</b><br/>Do they know the names of the major leaders in Europe and America during World War 2</p> | <p><b>TOPIC: A study of an aspect or theme in British history that extends pupils' chronology beyond 1066: Hitler's invasion of Europe and its impact on Britain</b><br/>Why did World War 2 start and what part did Hitler have in it?<br/>Why did the Jewish nation suffer as a result of Hitler coming to power? What can we learn about this period from the Anne Frank diaries?<br/>What happened in Munich in 1938; did Britain feel betrayed by Hitler? Why was the Battle of Britain significant in World War 2?</p> |
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# Year 5 2019-2020 Curriculum Map

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| <p><b>Geography</b></p> | <p><b>North/South America</b><br/> <b>Locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.</b><br/>         Locate North and South America, concentrating on their environmental regions and physical and human characteristics.<br/>         Understand the distribution of natural resources and use a range of mapping sources.</p> |  | <p><b>Mountains of the World- Human and physical geography and geographical skills and fieldwork.</b><br/>         Describe and understand key aspects of mountains.<br/>         Use mapping skills to plot different mountains around the world and explain how they are formed.<br/>         Investigate climate on mountains and use different sources to understand an explorers experience.</p> |  | <p><b>Fieldwork – Sayers Croft - Geographical skills and fieldwork</b><br/>         Mapping skills including compass work, grid references and Ordnance Survey Maps. Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data.<br/> <b>Sustainable World</b><br/>         Describe key aspects of human geography, such as economic activity and distribution of natural resources such as energy, food, minerals and water. Consider the needs of settlement and the needs of the planet as a whole. Consider how their actions impact o. other around the world and use this to ensure natural resources are shared.</p> |  |
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## Year 5 2019-2020 Curriculum Map

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| <p><b>Art / DT</b></p> | <p><b>Sketching/Drawing</b><br/>           Identify and draw simple objects and use marks and lines to produce texture<br/>           Successfully use shading to create mood and feeling<br/>           Organise line, tone, shape and colour to represent figures and forms in movement<br/>           Show reflections<br/>           Explain why they have chosen specific materials to draw with<br/>           Keep notes in their sketch books as to how they might develop their work further<br/>           Use their sketch books to compare and discuss ideas with others</p> | <p><b>Painting</b><br/>           Create a range of moods in their paintings<br/>           Express their emotions accurately through their painting and sketches</p> | <p><b>Printing. Textiles</b><br/>           Print using a number of colours<br/>           Create an accurate print design that meets a given criteria<br/>           Print onto different materials</p> | <p><b>Collage</b><br/>           Use ceramic mosaic to produce a piece of art<br/>           Combine visual and tactile qualities to express mood and emotion</p> | <p><b>Flex/Mould materials/ 3D</b><br/>           Experiment with and combine materials and processes to design and make 3D form<br/>           Sculpt clay and other mouldable materials Use textile and sewing skills as part of a project, e.g. hanging, textile book, etc This could include running stitch, cross stitch, backstitch, applique and/or embroidery.</p> | <p><b>Use of IT</b><br/>           Create a piece of art work which includes the integration of digital images they have taken<br/>           Combine graphics and text based on their research<br/>           Scan images and take digital photos, and use software to alter them, adapt them and create work with meaning</p> |
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# Year 5 2019-2020 Curriculum Map

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| <p><b>Design &amp; Tech</b></p> | <p><b>Develop, planning and communicating ideas</b></p> <p>Come up with a range of ideas after they have collected information Take a user's view into account when designing Produce a detailed step-by-step plan</p> <p>Suggest some alternative plans and say what the good points and drawbacks are about each</p> <p><b>Cooking and nutrition</b><br/>Describe what they do to be both hygienic and safe Presented their product well</p> | <p><b>Working with tools, equipment, materials and components to make quality products</b></p> <p>Explain why their finished product is going to be of good quality Explain how their product will appeal to the audience</p> <p>Use a range of tools and equipment expertly Persevere through different stages of the making process</p> <p><b>Textiles</b><br/>Think what the user would want when choosing textiles They made their product attractive and strong Make up a prototype first Use a range of joining techniques</p> | <p><b>Evaluating processes and products</b></p> <p>Keep checking that their design is the best it can be Check whether anything could be improved Evaluate appearance and function against the original criteria</p> <p><b>Stiff and flexible sheet materials</b><br/>Measurements are accurate enough to ensure that everything is precise Ensured that their product is strong and fit for purpose</p> | <p><b>Develop, planning and communicating ideas</b></p> <p>Come up with a range of ideas after they have collected information Take a user's view into account when designing Produce a detailed step-by-step plan Suggest some alternative plans and say what the good points and drawbacks are about each</p> <p><b>Mouldable materials</b></p> <p>Motivated enough to refine and further improve their product using mouldable materials</p> | <p><b>Working with tools, equipment, materials and components to make quality products</b></p> <p>Explain why their finished product is going to be of good quality Explain how their product will appeal to the audience?</p> <p>Use a range of tools and equipment expertly? Persevere through different stages of the making process? <b>Textiles</b><br/>Think what the user would want when choosing textiles Made their product attractive and strong? Take up a prototype first. Use a range of joining techniques</p> | <p><b>Evaluating processes and products</b></p> <p>Keep checking that their design is the best it can be Check whether anything could be improved Evaluate appearance and function against the original criteria</p> <p><b>Electrical and mechanical components</b></p> <p>Incorporate a switch into their product Refine their product after testing it Incorporate hydraulics and pneumatics</p> |
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| <p><b>Music</b></p> | <p><b>Cyclic Patterns</b></p> <p>Learn about different styles of repeated patterns Explore and invent different ways to notate their patterns Use different time signatures and symbols as well as standard notation</p> | <p><b>Structure</b></p> <p>Learn about different song structures Explore how some music starts with a chorus while others begin with a verse Decide which they prefer Learn about the middle section of songs called the bridge Listen to different styles of music from different decades</p> | <p><b>The Planets</b></p> <p>Look at different pictures of the planets; learn some facts about them, look at their colours and try to work out their human characteristics Discuss which musical elements would best fit them Give careful consideration to their instruments choices and compose pieces to best fit them</p> | <p><b>Space Clusters</b></p> <p>Turn music on its head and learn about how to make music sound 'nasty' Use template, removing all that makes music predictable and pleasant to listen to Attempt to compose music that is unpredictable and non-conforming.</p> | <p><b>Mood Music</b></p> <p>Listen to different pieces of music and imagine a scene that fits them Discuss how others have differing ideas to them Identify common links between their ideas Compose music to fit with given moods and feelings</p> | <p><b>Human Drum Kit</b></p> <p>Explore the human body musically Learn about body percussion, and beat, rhythm and repeated phrases Include layering and creating rounds</p> |
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# Year 5 2019-2020 Curriculum Map

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| <p><b>PE</b></p>   | <p><b>Dance</b><br/>Perform different styles of dance fluently and clearly Refine &amp; improve dances adapting them to include the use of space rhythm &amp; expression Work collaboratively in groups to compose simple dances Recognise and comment on dances suggesting ideas for improvement</p> | <p><b>Hockey</b><br/>Choose and implement a range of strategies and tactics to attack and defend Combine and perform more complex skills at great speed Recognise and describe good individual and team performances Suggest, plan and lead a warm-up as a small group</p> | <p><b>Gymnastics</b><br/>Create longer and more complex sequences and adapt performances Take the lead in a group when preparing a sequence Develop symmetry individually, as a pair and in a small group Compare performances and judge strengths and areas for improvement Select a component for improvement. For example—timing or flow</p> | <p><b>Outdoor and Adventure</b><br/>Explore ways of communicating in a range of challenging activities Navigate and solve problems from memory Develop and use trust to complete the task and perform under pressure</p> | <p><b>Cricket</b><br/>Link together a range of skills and use in combination Collaborate with a team to choose, use and adapt rules in games Recognise how some aspects of fitness apply to cricket, e.g. power, flexibility and cardiovascular endurance Able to recognise where improvements could be made in their work</p> | <p><b>Athletics</b><br/>Sustain pace over short and longer distances such as running 100m and running for 2 minutes Able to run as part of a relay team working at their maximum speed Perform a range of jumps and throws demonstrating increasing power and accuracy</p> |
| <p><b>RE</b></p>   | <p>How has the Christian message survived for over 2000 years?<br/><b>WORSHIP (LDBS)</b></p>  | <p><b>INCARNATION</b> Was Jesus the Messiah?<br/><b>(Understanding Christianity)</b></p>   | <p>What is the meaning of life and what happens when we die?<br/><b>HEAVEN (LDBS)</b></p>   | <p style="text-align: center;"><b>SALVATION</b><br/>What did Jesus do to save human beings?<br/>What difference does the Resurrection make for Christians?<br/><b>(Understanding Christianity)</b></p>                   |  | <p><b>What does it mean to be a Jew?</b><br/><b>JUDAISM (LDBS)</b></p>   |
| <p><b>PSHE</b></p> | <p><b>Being me in my world:</b><br/>1. My Year Ahead.<br/>2. Being me in Britain.<br/>3. Year 5 responsibilities.<br/>4. Rewards and consequences.<br/>5. Our learning.<br/>6. Owning our learning.</p>   | <p><b>Celebrating Difference:</b><br/>1. Different cultures<br/>2. Racism<br/>3. Rumours and namecalling.<br/>4. Types of bullying.<br/>5. Does money matter<br/>6. Celebrating difference.</p>  | <p><b>Dreams and Goals:</b><br/>1. When I grow up.<br/>2. Investigate jobs and careers.<br/>3. My dream job.<br/>4. Young people in other cultures.<br/>5. How we can support each other.<br/>6. Rallying support.</p>  | <p><b>Healthy Me:</b><br/>1. Smoking<br/>2. Alcohol<br/>3. Emergency Aid<br/>4. Body Image<br/>5. My relationship with food.<br/>6. Healthy me</p>   | <p><b>Relationships:</b><br/>1. Recognising me<br/>2. Getting on and falling out.<br/>3. Girlfriends and boyfriends.<br/>4. Girlfriends and boyfriends.<br/>5. Relationships and technology<br/>6. Relationships and technology.</p>   | <p><b>Changing Me:</b><br/>1. Body Image<br/>2. Puberty for girls.<br/>3. Puberty for boys.<br/>4. Conception<br/>5. Looking ahead.<br/>6. Looking ahead to year 6.</p>  |