



Curriculum Map

Year 5 Summer Term



Subject	Content
Religious Education	<p>Easter</p> <ul style="list-style-type: none">• know that the Easter Vigil is the Church's Celebration of the Resurrection of Christ• know the structure of the Vigil, and will understand the meaning attached to some of the symbols used during the Vigil• be able to discuss the importance of Christian belief in eternal life <p>Pentecost</p> <ul style="list-style-type: none">• know about the transformation of the Apostles of Jesus through the gift of the Holy Spirit• know that the Holy Spirit is included in the Church's belief in the Holy Trinity• be able to discuss some of the qualities of the Holy Spirit <p>The work of the Apostles</p> <ul style="list-style-type: none">• have a knowledge of the work of the Apostles after Pentecost• understand some reasons why they were so keen to proclaim the Resurrection of Christ to the world <p>Marriage and Holy Orders</p> <ul style="list-style-type: none">• know that Marriage and Holy Orders are Sacraments of Commitment• recall the promises made in Marriage, and key tasks of the Archbishop, Priests and Deacons• explain the meaning of the Body of Christ as a term for roles and responsibilities of the Church
RSE	<p>Created and Loved by God</p> <ul style="list-style-type: none">• In these sessions we explore an appreciation of physical and emotional differences, a more complex understanding of physical changes in girl and boys' bodies, body image, strong emotional feelings, the impact of the internet and social media on emotional wellbeing (including teaching on pornography), a more nuanced and scientific understanding of life in the womb and how babies are made, and menstruation.
English	Reading

- identify key points when reading appropriate texts and understand the significant ideas, themes, events and characters
- gather evidence from the text to justify opinions
- use inference and deduction to work out the characteristics of different people from a story
- compare fictional accounts in historical novels with a factual account
- compare the language in older texts with modern standard English
- appreciate bias in persuasive writing, including articles and advertisements

Writing:

Historical stories

- understand that specific vocabulary is required for writing historical stories
- understand that facts can be learnt from a fiction book
- discuss anachronisms in historical stories
- recognise that sentences contain one or more clauses
- investigate the use of commas in sentences.

Modern classic fiction

- develop an awareness of verb choice and make good choices
- recognise and use fronted adverbials and modal verbs in own writing
- recognise authorial intent in their own writing

Instructions and explanations

- list features of explanation texts and instruction texts
- add correctly punctuated parentheses to simple sentences

Non-chronological reports and journalistic writing

- list features of no-chronological reports
- use colons and semicolons (and bullet points) in sentences
- identify the passive form of some active sentences
- understand what is meant by a paragraph

Narrative poems

- investigate historical vocabulary used in poem
- write sentences including adverbials
- describe the structure of a stanza in a poem
- understand the use of the perfect form to bring attention to the consequences of a prior event

Grammar, Punctuation and Spelling

- use connectives to link clauses within sentences and to link sentences in longer texts

	<ul style="list-style-type: none"> • investigate clauses through identifying the main clause in a sentence and investigating sentences which contain more than one clause • ensure that when using pronouns, it is clear to what or who they refer • aware of the differences between spoken and written language
<p>Mathematics</p>	<p>Decimals</p> <ul style="list-style-type: none"> • solve problems involving number up to three 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 [for example, length, mass, volume, money] using decimal notation, including scaling <p>Properties of Shape</p> <ul style="list-style-type: none"> • identify 3D shapes, including cubes and other cuboids, from 2D representations • 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 • know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • draw given angles, and measure them in degrees (o) • identify: angles at a point and one whole turn (total 360o), angles at a point on a straight line and ½ a turn (total 180o) other multiples of 90o <p>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>Converting Units</p> <ul style="list-style-type: none"> • convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and 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 <p>Volume</p> <ul style="list-style-type: none"> • estimate volume [for example using 1cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]

	<ul style="list-style-type: none"> • use all four operations to solve problems involving measure
Physics	<p>Forces and mechanical devices</p> <ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between Earth and the falling object • identify the effects of air resistance, water resistance and friction • recognise that some mechanisms, including levers pulleys and gears, allow a smaller force to have a greater effect
Computing	<p>Unit 7 – Concept Maps</p> <p>Introduction to Concept Mapping</p> <ul style="list-style-type: none"> • Children can make connections between thoughts and ideas. • Children can see the importance of recording concept maps visually. <p>Using 2Connect</p> <ul style="list-style-type: none"> • Children understand what is meant by ‘concept maps’, ‘stage’, ‘nodes’ and ‘connections.’ • Children can create a basic concept map. <p>2Connect Story Mode</p> <ul style="list-style-type: none"> • Children have used 2Connect Story Mode to create an informative text. <p>Collaborative Concept Maps</p> <ul style="list-style-type: none"> • Children have used 2Connect collaboratively to create a concept map. • Children have used Presentation Mode to present their concept maps to an audience. <p>Unit 8 – Word Processing (with Microsoft Word)</p> <p>Making a Document from a Blank Page</p> <ul style="list-style-type: none"> • Children know what a word processing tool is for. • Children will be able to create a word processing document altering the look of the text and navigating around the document. <p>Inserting Images: Considering Copyright</p> <ul style="list-style-type: none"> • Children know how to add images to a word document. • Children can edit images to reduce their file size. • Children know the correct way to search for images that they are permitted to reuse. • Children know how to attribute the original artist of an image. <p>Editing Images in Word</p> <ul style="list-style-type: none"> • Children can edit their images within Word to best

	<p>present them alongside text.</p> <ul style="list-style-type: none"> • Children understand wrapping of images and text. <p>Adding the Text</p> <ul style="list-style-type: none"> • Children can add appropriate text to their document, formatting in a suitable way. • Children can use a style set in Word. • Children can use bullet points and numbering. <p>Finishing Touches</p> <ul style="list-style-type: none"> • Children can add text boxes and shapes. • Children can consider paragraph formatting such as line spacing, drop capitals. • Children can add hyperlinks to an external website. • Children can add an automated contents page. <p>Presenting Information Using Tables</p> <ul style="list-style-type: none"> • Children can add tables to present information. • Children can edit properties of tables including borders, colours, merging cells, adding and removing rows and columns. • Children can add word art for a heading. <p>Writing a Letter Using a Template</p> <ul style="list-style-type: none"> • Children can use a Word template and edit it appropriately. <p>Presenting Information - Newspaper</p> <ul style="list-style-type: none"> • Children can format a page using a combination of images, headers and columns
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Creative Curriculum

We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music.

Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.

(See Creative Curriculum Two Year Cycle).

<p>Summer 1: Sport and Leisure/ Team work</p> <p>Main Focus: Art and Design- Textiles</p> <p>Use Sport and leisure activities as a stimulus to develop an understanding of working with textiles to create a collage</p> <ul style="list-style-type: none"> • collect ideas in a sketch book with more developed observation skills and control • use line, tone and shading to represent things seen, 	<p>Summer 1: Our Wonderful World</p> <p>Main focus: Music</p> <p>Create individual, paired and class compositions using the seaside as a stimulus</p> <ul style="list-style-type: none"> • sing confidently and expressively with attention to dynamics and phrasing, with good intonation and a sense of occasion
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<p>remembered or imagined in three dimensions</p> <ul style="list-style-type: none"> • use colours to express mood, divide foreground from background or demonstrate tones • add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures • use stitching to add detail • experiment with using layers and overlays to create new colours/textures • evaluate his/her work against their intended outcome • research and discuss various artists, and explore one artist in detail 	<ul style="list-style-type: none"> • compose rhythms from an increasing aural memory • understand how pulse, rhythm and pitch work together • improvise with increasing confidence using own voice, rhythms and varied pitch • Sing as part of an ensemble with increasing confidence and precision • play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression • use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets • develop an increasing understanding of the history and context of music • listen with attention to detail and recall sounds with increasing aural memory <p>Secondary Focus: History / Geography Project extending some of the work taught over the year.</p>
<p>Summer 2: Beside the Seaside</p> <p>Beside the Seaside Main focus: Music – Composing Create individual, paired and class compositions using the seaside as a stimulus</p> <ul style="list-style-type: none"> • sing confidently and expressively with attention to dynamics and phrasing, with good intonation and a sense of occasion • compose rhythms from an increasing aural memory • understand how pulse, rhythm and pitch work together 	<p>Summer 2: Food Glorious Food</p> <p>Main focus: Design Technology– Cooking and Healthy Eating</p> <ul style="list-style-type: none"> • understand the main food groups and the different nutrients that are important for health • understand how a variety of ingredients are grown, reared, caught and processed to make them safe and tasty to eat • select appropriate ingredients and use a wide range of techniques to combine them • use his/her research into existing products and his/her market

<ul style="list-style-type: none"> • improvise with increasing confidence using own voice, rhythms and varied pitch • Sing as part of an ensemble with increasing confidence and precision • play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression • use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets • develop an increasing understanding of the history and context of music • listen with attention to detail and recall sounds with increasing aural memory <p>Secondary Focus: History / Geography Project extending some of the work taught over the year.</p>	<p>research to inform the design of his/her own innovative product</p> <ul style="list-style-type: none"> • produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques • make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work
<p>Physical Education</p>	<p>Strike and Field Games Learning Outcomes:</p> <ul style="list-style-type: none"> • To explore the use of space during games. • Choose appropriate positioning when fielding. • To strike a ball/object using both hands and feet. • To retrieve, intercept and stop a ball when fielding. • To develop the range and consistency of their skills. <p>Athletics Learning Outcomes:</p> <ul style="list-style-type: none"> • To develop knowledge of the triple jump technique. • To begin a sprint in the crouching position. • To throw a discus with developing technique. • Develop the basic skills for acceleration. • To develop knowledge of how to gain & maintain fitness.
<p>MFL</p>	<p>Clothes Repeat and recognise the vocabulary for a variety of clothes in French.</p>

	<ul style="list-style-type: none"> • Use the appropriate genders and articles for these clothes. • Use the verb PORTER in French with increasing confidence. • Say what they wear in different weather/situations. • Describe clothes in terms of their colour and apply adjectival agreement. • Use the possessives with increased accuracy <p>Planets</p> <ul style="list-style-type: none"> • In this unit the children will learn how to: • Name and recognise the planets in French on a solar system map. • Spell at least five of the planets in French. • Say an interesting fact about at least four of the planets. • Explain the rules of adjectival agreement clearly in French and apply when using colours to describe objects.
PSHE	<ul style="list-style-type: none"> • demonstrate an increased knowledge of rights and responsibilities within a society • show an awareness of the idea of collective and individual responsibility to find solutions • participate and show concern for their community