Curriculum Map

Year 5 Spring Term

Subject	Content
Religious Education	**Christmas** • know the main features of the Christmas Story • understand some of the difficulties faced by the different characters in the story **Baptism** • be able to reference Gospel accounts of the Baptism of Jesus • be able to describe, sequence, and explain many of the signs, symbols and actions in the Sacrament of Baptism **Parables and saying of Jesus** • know some important Parables and Sayings of Jesus • understand the Kingdom of God was part of the language Jesus used to explain his preaching about welcoming and accepting God's presence through him • be able to think of some ways in which the Church lives out this teaching of Jesus **Lent** • know that Lent is a Season of Change for Christians to become more like Christ • understand some things that damage human relationships, and the consequences of giving in to temptations that are wrong • recognise that the Sacrament of Reconciliation is the Church's celebration of God's forgiveness of sin
RSE	**Created and Loved by God** • 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** • begin to find meaning beyond the literal, for example, how impressions of people are conveyed, through choice of detail and language • respond to the tension in a story

| | read ahead to determine direction and meaning of a story inference and deduction to work out what characters are like from evidence in the text exploring figurative language and how it conveys meaning explore the relationship between a poet and the subject of a poem identify how a writer sets out to persuade **Writing:**
Stories with flashbacks
discuss the techniques used to show that a character is having a flashback
identify devices used to provide flashback information
write sentences including relative clauses
understand what is meant by an anachronism.
Significant authors
understand expanded noun phrases
describe different sentence types: simple, compound & convex
draw inferences and predict what will happen next in a significant author's work
comparing book structures
Persuasive writing
identify features used to engage and entertain the reader
identify modal verbs used in persuasive texts
writing a blurb about a story to persuade other children to read it.
Information texts
discuss features of information texts
punctuate a list using a colon, semi-colons and bullet points
link writing style to audience and purpose
identify cohesive devices and plan to use these
Poetry study
read, preparing and performing a poem
identify expanded noun phrases
identify figurative language
Classic poems
identifying features that the poets use to interest and engage the reader
writing a review of their favourite classic poem
write a poem in the style of a classic poet
Grammar, Punctuation and Spelling |

	use the term preposition appropriately and understand the function of prepositions in sentences understand the need for punctuation as an aid to the reader e.g. commas to mark grammatical boundaries further punctuation marks: colon, semi-colon, dashes, brackets
Mathematics	**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 2 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 and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign **Fractions** • compare and order fractions whose denominators are 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 [for example 2/5 + 4/5 = 1 1/5] • 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 [for example 0.71 = 71/100) • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates **Decimals and Percentages** • read, write, order and compare numbers with up to three decimal places • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • round decimals with two decimal places to the nearest whole number and to one decimal place

	- solve problems involving number up to three decimal places - 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 100, and as a decimal - solve problems which require knowing percentage and decimal equivalents of ½ ¼ 1/5 2/5 4/5 and those fractions with a denominator of a multiple of 10 or 25
Biology	**Animals, including Humans** - describe the changes as humans develop to old age - describe how your heart works and how it is affected by exercise - describe how tobacco, alcohol and other drugs can harm your body
Chemistry	**Properties & Changes of Materials** - compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity, (electrical and thermal), and response to magnets - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - use knowledge of solids, liquids and gases to decide how mixtures might be separated - give reasons based on evidence from comparative and fair tests - demonstrate that dissolving, mixing and changes of state are reversible changes and some changes result in the formation of new materials, and this kind of change is not usually reversible - changes associated with burning and the action of acid in bicarbonate of soda
Computing	**Unit 4 – Databases** **Searching a Database** - Children understand the different ways to search a database. - Children can search a database to answer questions correctly. **Creating a Class Database** - Children can design an avatar for a class database. - Children can successfully enter information into a class database. **Creating a Topic Database** - Children can create their own database on a chosen topic.

- Children can add records to their database.
- Children know what a database field is and can correctly add field information.
- Children understand how to word questions so that they can be effectively answered using a search of their database.

Unit 5 – Game Creator
Setting the scene.
- Children can review and analyse a computer game.
- Children can describe some of the elements that make a successful game.
- • Children can begin the process of designing their own game.

Creating the Game Environment
- Children can design the setting for their game so that it fits with the selected theme.
- Children can upload images or use the drawing tools to create the walls, floor, and roof.

The Game Quest
- Children can design characters for their game.
- Children can decide upon, and change, the animations and sounds that the characters make.

Finishing and Sharing
- Children can make their game more unique by selecting the appropriate options to maximise the playability.
- Children can write informative instructions for their game so that other people can play it.

Evaluation
- Children can evaluate my their own and peers' games to help improve their design for the

Unit 6 – 3D Modelling
Introducing 2Design and Make
- Children know what the 2Design and Make tool is for.
- Children can explore the different viewpoints in 2Design and Make whilst designing a building.

Moving Points
- Children can adapt one of the vehicle models by moving the points to alter the shape of the vehicle while still maintaining its form.

Designing for a Purpose
- Children can explore how to edit the polygon 3D models to design a 3D model for a purpose.

Printing and Making
- Children can refine one of their designs to prepare it for printing.

	• Children can print their design as a 2D net and then created a 3D model. • Children can explore the possibilities of 3D printing.

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).

YEAR A
Spring : Leaders

Main Focus: History – Anglo Saxons and Vikings- Leaders and power

- use dates to order and place events on a timeline
- **provide an account of an historical event based on more than one source**
- **give some reasons for some important historical events**
- **make comparisons between aspects of periods of history and the present day**
- understand that the type of information available depends on the period of time studied
- evaluate the usefulness of a variety of sources
- compare sources of information available for the study of different times in the past
- present findings and communicate knowledge and understanding in different ways

Secondary Focus: Geography – North America

- identify the location of North America in the context of an expanding knowledge of countries of the world
- explore simply the governance of USA in terms of States and the overall leader

YEAR B
Spring : Water

Main Focus: Geography – North America – Lakes and Rivers

- identify the location of North America in the context of an expanding knowledge of countries of the world
- know and describe the location of a variety of lakes and rivers in the context of the States of America
- identify human and physical characteristics, key topographical features and land use patterns in the context of lakes and rivers
- know how rivers erode, transport and deposit materials
- explore world weather patterns and climate zones with particular interest in North America e.g. flooding
- compare the physical or human features of a region of the UK and a region in North America, identifying similarities and differences
- understand and use a widening range of geographical terms

Secondary Focus: History – Anglo Saxons and Vikings- the struggle for power

- provide an account of an historical event based on more than one source

• understand and use a widening range of geographical terms	• give some reasons for some important historical events

Physical Education	**Invasion Games (Hockey)** **Learning Outcomes** • To develop knowledge of attacking and defending. • To know how to 'mark' an opponent. • To further develop their understanding of space. • To recognise the importance of rules within games. • Understand the need to warm up and cool down **Net Games** **Learning Outcomes:** • To develop acceleration & speed. • To consolidate backhand and forehand strokes. • To explore the 'smash' in badminton. • To explore the 'lobbing' technique in tennis. • To explore 'overarm serve' in volleyball.
MFL	**What is the date?**

	In this unit the children will learn how to:
	• Repeat and recognise the months of the year in French. • Ask when somebody has a birthday and say when they have their birthday. • Say the date in French. • Create a French calendar. • Recognise key dates in the French calendar. **Do you have a pet?** In this unit the children will learn how to: • Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. • Tell somebody in French if they have or do not have a pet. • Ask somebody else in French if they have a pet. • Tell somebody in French the name of their pet. • Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but").
PSHE	• explore simple moral dilemmas, understanding the effects of peer pressure • know some of the challenges faced by people with disabilities and shows a growing awareness of the diversity within our community