Curriculum Map

Year 5 Autumn Term

Subject	Content
Religious Education	**Creation** • recognise that we are made in the image and likeness of God • have an understanding of the creation story • hear the words of the Canticle of Creation **Miracles & the Sacrament of the Sick** • know a number of miracles that Jesus performed and identify how his actions brought change to people's lives • know about some places of pilgrimage • understand that the Sacrament of the Sick is an important celebration for those that are ill • research some of the messages of the Old Testament • learn the story of the birth of John the Baptist **Advent** • prepare to remember the first Coming of Christ and prepare for his second coming during Advent • know and discuss the messages of those who have proclaimed the coming of Christ • know the main features of the Christmas story form Matthew's Gospel
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** • read a range of texts fluently and accurately • identify language within the text that is different from that in everyday use • can dramatise and perform a story for others, using a narrator if necessary

	• use appropriate voices for characters and adapt a story telling voice when needed • compare how different news is presented in different formats • skim materials and note down different views and arguments • distinguish between fact and opinion • pause appropriately in response to punctuation and/ or meaning • justify predictions made by referring to the story • considers different formats and approaches to book reviews **Writing:** **Tales from other cultures** • identify features of play scripts • recognise and identifying direct and indirect (reported) speech • study the use of the subjunctive verb form • investigate synonyms and antonyms of adjectives **Chronological reports** • discuss features of chronological reports • explain the use of hyphens • evaluate their own and others' writing • write sentences using the perfect form of verbs **Recounts** • identify features of recounts. • understand the use of perfect verb forms to mark relationships of time and cause • understand how to add detail to text by use of adverbials • identify devices that authors use to persuade the reader to continue reading **Dialogue poems** • identify the characters in the dialogue poem • identify and define the idioms used in poems • study the language used including contractions and dialect • prepare a poem for a class performance. **Free form poems** • understand the use of adjectives, verbs and adverbs in poetry • understand the value and purpose of punctuation in poetry • understand the use of preposition phrases which modify nouns

	• understand alliteration, rhyme and assonance. **Grammar, Punctuation and Spelling** • Re-order simple sentences, noting the changes which are required in word order and verb forms ad discuss the effects of changes • construct sentences in different ways while maintaining the meaning • understand the basic conventions of modern English and consider when and why standard English is used • discuss, edit and proof read work for clarity and correctness, e.g by creating more complex sentences, using a range of connectives, simplifying clumsy constructions
Mathematics	**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, 1,000, 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 **Addition and Subtraction** • 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 **Statistics** • solve comparison, sum and difference problems using information presented in a line graph

	• complete, read and interpret information in tables including timetables **Multiplication and Division** • multiply and divide numbers mentally drawing upon known facts • multiply and divide whole numbers by 10, 100 and 1000 • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3) • solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 **Area and Perimeter** • measure and calculate the perimeter of composite rectilinear shapes in cm and m • calculate and compare the area of rectangles (including squares), and including using standard units, cm2, m2 estimate the area of irregular shapes
Physics	**Earth and Space** • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky • compile a survey based on the Solar System • draw a graph based on the survey
Biology	**Life Cycles and Reproduction** • 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 • plan and carry out investigations and know the importance of taking repeat findings • present results in bar charts and line graphs

	• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals
Computing	**Unit 1: Coding** **Coding Efficiently** • Children can use simplified code to make their programming more efficient. • Children can use variables in their code. • Children can create a simple playable game. **Simulating a Physical System** • Children can plan an algorithm modelling the sequence of traffic lights. • Children can select the right images to reflect the simulation they are making. • Children can use their plan to program the simulation to work in 2Code. **Decomposition and Abstraction** • Children can make good attempts to break down their task into smaller achievable steps. • Children recognise the need to start coding at a basic level of abstraction to remove superfluous details from their program that do not contribute to the aim of the task. **Friction and Functions** • Children can create a program which represents a physical system. • Children can create and use functions in their code to make their programming more efficient. **Introducing Strings** • Children can create and use strings in programming. • Children can set/change variable values appropriately. • Children know some ways that text variables can be used in coding. **Unit 2: Online Safety** **Responsibilities and Support when Online** • Children critically about the information that they share online both about themselves and others. • Children know who to tell if they are upset by something that happens online. • Children can use the SMART rules as a source of guidance when online. **Protecting Privacy** • Children think critically about what they share online, even when asked by a usually reliable person to share something.

	• Children have clear ideas about good passwords. • Children can see how they can use images and digital technology to create effects not possible without technology. • Children have experienced how image manipulation could be used to upset them or others even using simple, freely available tools and little specialist knowledge. **Citing Sources** • Children can cite all sources when researching and explain the importance of this. • Children select keywords and search techniques to find relevant information and increase reliability. **Reliability** • Children show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each. **Unit Three: Spreadsheets** **Conversions of Measurements** • Children can create a formula in a spreadsheet to convert m to cm. • Children can apply this to creating a spreadsheet that converts miles to km and vice versa. **The Count Tool** • Children can use a spreadsheet to work out which letters appear most often. • Children can use the 'how many' tool. **Formulae Including the Advanced Mode** • Children can use a spreadsheet to work out the area and perimeter of rectangles. • Children can use these calculations to solve a real-life problem. **Using Text Variables to Perform Calculations** • Children can create simple formulae that use different variables. • Children can create a formula that will work out how many days there are in x number of weeks or years. **Event Planning with a Spreadsheet** • Children can use a spreadsheet to model a real-life situation and come up with solutions that can be practically applied.

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	Year B
Autumn 1: Community **Main focus: Geography –The UK in depth** Developing a deeper knowledge of the United Kingdom • know about the wider context of places in the UK - county, region, country • know and describe the location of places in relation physical and human features • know location of: capital cities of countries of British Isles and U.K., seas around U.K., places with high populations and large areas, largest cities in each country • explore the physical or human features of a region of the UK • understand how humans affect the environment • identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night **Secondary focus:** Anglo Saxon/ Viking Settlers • place the settlement/ invasion in a chronological context • identify places in the UK where Anglo Saxons/ Vikings settled and their impact • research some aspects of life in this period	**Autumn 1: Journeys** **Main Focus: History- Viking Settlers – Transport** Exploring the journeys of the Viking settlers and how they are portrayed. • use dates to order and place events on a timeline • 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** Know where the Vikings came from and where they settled in relation to modern day maps • recognise the different shapes of countries • know about the wider context of places - county, region, country • know location of: capital cities of countries of British Isles and U.K., seas around U.K
Year A **Autumn 2: Celebrations**	**Year B** **Autumn 2: Memories**

	Main Focus: Design Technology Using Christmas as the stimulus, create a classroom village scene with cottages that light up • generate ideas and identifies a purpose for a product • make labelled diagrams giving extra information about their designs • use ICT when developing and testing out design ideas • cut, join and decorate with care and accuracy to ensure a quality finish • explore ways of adding lighting to their product- circuits and batteries • evaluate their contribution to the Christmas Village against the original design specification	**Main Focus: Art and Design- objects and meanings** Explore the work of still life artists and create a personal composition using memorable items. • collect ideas in a sketch book with more developed observation skills and control • use line, tone and shading to represent things seen, remembered or imagined in three dimensions • mix colours to express mood, divide foreground from background or demonstrate tones • 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 the work of painter
Physical Education	**Gymnastics** **Learning Outcomes** • To gain elevation from a powerful run & jumping technique. • Perform different movements with a range of dynamics. • To perform a sequence of movements to music. • To evaluate a gymnastic performance. • To review different methods of balance. **Dance** **Learning Outcomes:** • Able to express energetic dynamics. • Able to demonstrate physical skill – extension through the limbs. • Able to demonstrate Rock n' Roll technique – Hand jive and flicks. • Able to demonstrate relationships - contact work. • Able to execute lifts safely and competently. **Invasion Games (Basketball)**	

	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. • Understanding the need to warm up and cool down.
MFL	**Salutations & Numbers to 30** • Say 'hello' (formally and informally). • Say their name and age • Ask how somebody is feeling and give a reply. • Say 'goodbye' and 'see you soon. • Count independently to 30 **Ice Creams** • Name and recognise up to 10 different flavours for ice creams. • Ask for an ice-cream in French using 'je voudrais'. • Say what flavour they would like. • Say whether they would like their ice-cream in a cone or a small pot/tub.
PSHE	• expresses own views confidently and listens, showing respect for the views of others • identifies and explains how to manage the risks in different familiar situations connected to personal safety