Keir Hardie Primary School

Year 5 Curriculum Map - 2016 – 2017

	Autumn	Spring	Summer
Enrichment	**SMSC Focus: REMEMBRANCE** **Educational Visits** Fairplay House **Texts** **Author – Michael Morpurgo** **Book studies -** The Sleeping Sword, Kensuke's Kingdom **Poetry –** Poems for children by Ted Hughes, selected & read by Michael Morpurgo **Stories for story time –** Friend or Foe? My friend Walter, The war of Jenkins' ear, King of the cloud forests **Homework Project** Design and make a Tudor House out of recycled materials and write a description of your house in role as a Tudor Estate agent. **Assembly** Yom Kippur – 12th October 2016 **Residential** Fairplay House – 7th November till 9th November 2016 **Focus Weeks** • Heritage Week & Choral Speaking Week (WB 26th September 2016) • Science Week (WB 17 October 2016) • Work Week (WB 14 November 2016) • Rights and Respect Week – Safety/ friendship, anti- bullying (WB 21 November 2016) **Focus Dates:** Roald Dahl 100 year Birthday – 13th September 2016 National Poetry Day – 6th October 2016 Christmas Lunch – December 2016 **Assessments** Baseline Assessments: WB 12th September 2016 Autumn Assessments: WB 28th November 2016	**SMSC Focus: IDENTITY** **Educational Visits** Tower of London Royal Observatory Eastbury Manor House (Tudor House) **Texts** **Author – Louis Sachar** **Book studies -**There's a Boy in the Girls' Bathroom **Stories for story time –** Holes, Small steps **Homework Project** 3D model of the Solar System **Assembly** Curriculum – Tudors – 8th February 2017 **Focus Weeks:** • Balanced Argument Week (WB 16th January 2017) • Debate Week (WB 27th February 2017) • Maths Week (WB 6th March 2017) • Art and D&T Week (WB 27th March 2017) **Focus Dates:** Tudor workshop – 12th January 2017 World Book Day – 3rd March 2017 Red Nose Day – 17th March 2017 **Assessments** Spring Assessments: W/B 13th March 2017	**SMSC Focus: GLOBAL CITIZENSHIP** **Educational Visits** The Museum of London Place of Worship (Mosque) **Texts** **Classics** Frankenstein (Mary Shelley) Jane Eyre (Charlotte Bronte) **Stories for story time –** Mr nobody's eyes, The wreck of the Zanzibar, Escape from Shangri-La, Why the whales came, War horse **Homework Project** Design and make a visual map that shows the spread of the Black Death around Europe. **Focus Weeks:** • Year 6 SATs Week (WB 8th May 2017) • KS1 SATs (WB 22nd May 2017) • Refugee Week (19th June 2017) • Sports/Health Week (3rd July 2017) **Focus Dates:** Sports Day – 7th July 2017 Music Sharing – July 2017 Carnival – July 2017 **Assessments** Summer Assessments: WB 12th June 2017

Maths	**AUTUMN 1** **Assess prior knowledge before starting unit to establish starting point.** **Unit 1** Whole numbers **NC Activity 5.1:** Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 **NC Activity 5.2:** interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero **Unit 2** Whole numbers **NC Activity 5.4:** Read Roman numerals to 1000 (M) and recognise years written in Roman numerals **NC Activity 5.5:** Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) **NC Activity 5.9:** Multiply numbers up to 4 digits by a 1- or 2-digit number using a formal written method, including long multiplication for two-digit numbers **Review 1** **Assessment test 1**	**AUTUMN 2** **NC Activity 5.7B:** Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers **NC Activity 5.12:** Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) **Assess prior knowledge before starting unit to establish starting point.** **Unit 3** Fractions **Unit 4** Fractions **Review 2** **Assessment test 2** **Assess prior knowledge before starting unit to establish starting point.** **Unit 5** Area of triangles	**SPRING 1** **Assess prior knowledge before starting unit to establish starting point.** **Unit 6** Ratio **Review 3** **Assessment test 3** **Assess prior knowledge before starting unit to establish starting point.** **Unit 7** Decimals **NC Activity 5.14:** Solve problems involving number up to three decimal places **NC Activity 5.25:** complete, read and interpret information in tables, including timetables.	**SPRING 2** **Assess prior knowledge before starting unit to establish starting point.** **Unit 8** Measurement **Review 4** **Assessment test 4** **Assess prior knowledge before starting unit to establish starting point.** **Unit 9** Finding the mean	**SUMMER 1** **Assess prior knowledge before starting unit to establish starting point.** **Unit 10** Percentage **NC Activity 5.15:** Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25. **Review 5** **Assessment test 5** **Assess prior knowledge before starting unit to establish starting point.** **Unit 11** Angles **NC Activity 5.22:** **Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles** **Assess prior knowledge before starting unit to establish starting point.** **Unit 12** Properties of triangles and quadrilaterals **Review 6** **Assessment test 6**	**SUMMER 2** **Assess prior knowledge before starting unit to establish starting point.** **Unit 13** Geometrical construction **NC Activity 5.21:** Identify 3-D shapes, including cubes and other cuboids, from 2-D representations **Assess prior knowledge before starting unit to establish starting point.** **Unit 14** Volumes of cubes and cuboids **NC Activity 5.19:** Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] **Review 7** **Assessment test 7**
Literacy	**Reading** **(Word Reading)** • read aloud and understand the meaning of new words linked to the expectations of year 5 spelling **Reading** **(Comprehension)** • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference or textbook		**Reading** **(Word Reading)** • read aloud and understand the meaning of new words linked to the expectations of year 5 spelling **Reading** **(Comprehension)** • Identify and discuss themes and conventions in and across a wide range of writing.		**Reading** **(Word Reading)** • read aloud and understand the meaning of new words linked to the expectations of year 5 spelling **Reading** **(Comprehension)** • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words	

	• Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Recommend books that they have read to their peers, giving reasons for their choices. • Distinguish between statements of fact and opinion • Retrieve, record and present information from non- fiction **Writing** **(Transcription)** • Spell word endings sounding like shush spelt cious or tious • Spell word endings which sound like shil spelt cial or tial • Spell words ending in –ant, -ance/-ancy, -ent, -ence/ency • Spell words ending in ible and able also ably and ibly • Spell words containing the letter string 'ough' • Spell some words with 'silent' letters, e.g. knight, psalm, solemn. • Write legibly, fluently, with increasing speed through improving choices of which shape of letter to use when given choices and deciding whether or not to join specific letters **Writing** **(Composition)** • Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Draft and write by: selecting appropriate grammar and vocabulary, • Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. • Evaluate and edit by: assessing the effectiveness of their own and others' writing; • Evaluate and edit by proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. **Grammar and Punctuation** • Indicate degrees of possibility. Using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) • Use relative clauses beginning with who, which, where, why, whose, that or with an implied (i.e. omitted) relative pronoun.	• Make comparisons within books. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Discuss and evaluate how authors use language including figurative language considering the impact on the reader **Writing** **(Transcription)** • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. • Use dictionaries to check the spelling and meaning of words. • Write increasingly legibly, fluently, with increasing speed and personal style by choosing the writing implement that is best suited for the task **Writing** **(Composition)** • Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. • Draft and write by: précising longer passage • Draft and write by using devices to build cohesion within a paragraphs (e.g. then , after that, this, firstly) • Draft and write by linking ideas across paragraphs by using adverbials of time (e.g. later,), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before) • Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing; • Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register. **Grammar and Punctuation** • Convert nouns or adjectives into verbs using suffixes: e.g. –ate, -ise, -ify • Understand verb prefixes (e.g. dis-, de-, mis-, over-, re-) • Use commas to clarify meaning or avoid ambiguity in writing • Use brackets, dashes or commas to indicate parenthesis.	in context. • Ask questions to improve their understanding of complex texts • Draw inferences such as a characters feelings, thoughts and motives from their actions and justifying inferences with evidence • Predict what might happen from details stated and implied **Writing** **(Transcription)** • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus. • Write legibly, fluently, with increasing speed through improving choices of which shape of letter to use when given choices and deciding whether or not to join specific letters **Writing** **(Composition)** • Plan their writing by, in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed. • Draft and write by using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) • Proof-read for spelling errors • Proof read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. **Grammar and Punctuation** • Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading (relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity)
Science	**Properties and Changes of Materials** • Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal) and response to magnets • Recognise 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, including through filtering, sieving and evaporating	**Forces and Magnets** • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. **Pupils might work scientifically by:**	**Living things and their Habitats** • 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 **Pupils might work scientifically by:** • observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times),

	• Give reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals , wood and plastic • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda **Pupils might work scientifically by:** • carrying out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?' • They might compare materials in order to make a switch in a circuit. • They could observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. • • They might research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.	• exploring falling paper cones or cupcake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. • They might explore resistance in water by making and testing boats of different shapes. • They might design and make products that use levers, pulleys, gears and/or springs and explore their effects. **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 night and day and the apparent movement of the Sun across the sky **Pupils might work scientifically by:** • comparing the time of day at different places on the Earth through internet links and direct communication; • creating simple models of the solar system; • constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; • finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.	• asking pertinent questions and suggesting reasons for similarities and differences. • They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. • They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow. **Animals, including humans** • Describe the changes as humans develop to old age **Pupils might work scientifically by:** • researching the gestation periods of other animals and comparing them with humans; • by finding out and recording the length and mass of a baby as it grows.
Geography	**AUTUMN 1** **Coasts and rivers** • Explain about the physical features of coasts and begin to understand erosion and deposition Explain how rivers erode, transport and deposit materials **AUTUMN 2** **Who are the Global caretakers? We are?** **Weather around the world** • Explain about changes to the World environment • Understand why people seek to manage and sustain their environment • can understand how humans affect the environment • Understand about weather patterns around the World and relate these to climate zones	**DOUBLE COVERAGE IN AUTUMN TERM**	**SUMMER 2** **Countries in North America and Carnival country St Lucia** • Identify the countries within North America, the human and physical characteristics, key topographical features and land use patterns • Compare the physical or human features of a region of the UK and a region in North America, identifying similarities and differences
History	**DOUBLE COVERAGE IN SPRING TERM**	**SPRING 1** **The Tudors** • Use dates to order and place events on a timeline • Compare sources of information available for the study of different times in the past Present findings and communicate knowledge and understanding in different ways • 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 **History off the page workshop – Tudor Day (12th January)**	**SUMMER 1** **The Great Fire of London** • Give some reasons for some important historical events • Provide an account of a historical event based on more than one source • 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 **GREEN SCREEN PROJECT – EYE WITNESS ACCOUNT/**

		SPRING 2 **The Great Plague** • Make comparisons between aspects of periods of history and the present day • Make comparisons between aspects of periods of history and the present day	**NEWSFLASH**
ART	**Costume Design – Tudor England painting** • Create sketch books to record observations and use them to review and revisit ideas, and collect visual material to help develop ideas • About the greatest artists, architects and designers in history(Alexander McQueen)	**Portraits – Drawing in the negative (Tudor portraits)** • Improve mastery of techniques such as drawing painting and sculpture with materials (e.g. pencil, charcoal, paint , clay) • About the greatest artists, architects and designers in history(Leonardo Da Vinci)	**Sculpture – Thumb pot bust (making historical figures)** • Improve mastery of techniques such as drawing painting and sculpture with materials (e.g. pencil, charcoal, paint , clay) • About the greatest artists, architects and designers in history(Rosella Garavaglia)
D&T	**Fashion accessory – based on Tudors** • Generate, develop, model and communicate their ideas through discussion and annotated sketches • Research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for a purpose, aimed at particular individuals or groups	**Creating a game - link to computing – Scratch 'We are Game Developers'** • Apply their understanding of computing to program, monitor and control their products. • Generate, develop, model and communicate their ideas through talking, drawing templates, mock-ups and information and communication technology • Apply their understanding of computing to program, monitor and control their products	**Design a crane** • Understand and use mechanical systems in their products (for example gears, pulleys, leavers and linkages) • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
Computing	**Online-Safety (Me online)** • Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely **- Two lessons per term.** **Internet Research** **We Are Web Developers (Unit 5.4)** • Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration. • Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.	**Online-Safety (Me online)** • Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely **- Two lessons per term.** **Scratch** **We Are Game Developers (Unit 5.1)** • Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. **We Are Cryptographers (Unit 5.2)** • Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	**Online-Safety (Me online)** • Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely **- Two lessons per term.** **Multi-media** **We Are Artists (Unit 5.3) – Ink space Software** • Research topics and consider the use and over-use of presentation effects like animation. • Evaluate the work of others as well as their own work once it has been presented. **We Are Architects (Unit 5.6) – Google Sketch** • Research topics and consider the use and over-use of presentation effects like animation. • Evaluate the work of others as well as their own work once it has been presented.
PE	**Gymnastics** • Develop flexibility, strength, technique, control and balance through gymnastics. **Athletics** • Develop flexibility, strength, technique, control and balance, through athletics. **Swimming – 2 week intensive** • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively such as front crawl, backstroke and breaststroke. • Perform safe self-rescue in different water-based situations. **Residential – 3 days Fairplay House** • Take part in outdoor and adventurous activity challenges both individually and within a team.	**Basketball** • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • Use catching and throwing in isolation and in combination. **Tennis** • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	**Football** • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending • Use running and jumping in isolation and in combination. **Gymnastics** • Develop flexibility, strength, technique, control and balance through gymnastics. **Dance** • Perform dances using a range of movement patterns. • Compare their performances with previous ones to achieve their personal best.

Music	• Play and perform in solo and ensemble contexts, using their voice and play musical instruments with increasing accuracy, control and expression. • Use and understand the basics of staff and other musical notations.	• Improvise and compose music using the inter-related dimensions of music separately and in combination. • Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.	• Play and perform in solo and ensemble contexts, using their voice and play musical instruments with increasing accuracy, control and expression. • Improvise and compose music using the inter-related dimensions of music separately and in combination. • Develop an understanding of the history of music.
RE	**Jesus' example** • Know how Christians try to follow Jesus' example **Christmas around the world** • Understand how Christmas is celebrated around the world	**Beliefs about God** • Understand what different religions believe about God **Muhammad and the Quran** • To learn about the life and teachings of the prophet Muhammad and develop their understanding of why he is significant for Muslims	**Inner Forces** • Understand what inner forces affect how we think and behave **Thankfulness** • Understand religious and non-religious thoughts about the power of thankfulness in human life
PSHE **P4C**	**Living in the wider world** • Rights and Responsibility Week • Work week • Heritage week **Democracy, Money and Identities – as part of the weeks above objectives and outcomes** • Clarify own ideas • Clarify opposition's viewpoint before questioning	**Health and well being** • Drugs and alcohol lessons • Healthy living **Independence, Responsibility, Influences** • Identify different questions categories • Challenge one's own ideas and those of others **Collaboration, Conflict and Negotiation – part debate week** • Develop persuasive arguments based on teamwork • Challenge assumptions	**Relationships** **SRE lessons** • Identify how and why opinions can change • Open to the challenge of others
MFL: Spanish	**Time: half past and o'clock, Transports (Role play at the travel agency), Pen-Pals (letter exchange)** • Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. **Spanish Speaking Countries, Spanish geography** • engage in conversations; ask and answer questions; express and respond to opinions; seek help and clarification • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation	**Numbers 50 – 100, Weather, Clothes and Seasons** • present ideas and information orally • read carefully and show understanding of simple writing **Food preferences, Me encanta, Prefiero, Me gusta/no me gusta** • appreciate stories, songs and poems in the language • broaden vocabulary and develop ability to understand new words ; use a dictionary	**Healthy Eating, Imperative Verbs, Make a fruit salad (follow instructions)** • write phrases from memory and adapt to create new sentences; express ideas clearly • describe people, places and things orally and in writing **How much is it? Quantity and price (Euros) Shopping, Pets** • understand basic grammar appropriate to the language such as masculine/feminine forms, verb conjugation • identify key features/patterns of the language; apply them to build sentences; say how they are different from or similar to English