YEAR 5 CURRICULUM MAP
2018-2019

Term/Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Kensuke's Kingdom** by Michael Morpurgo Children will be taught how to effectively analyse a text, making inferences about the storyline and commenting on specific stylistic choices made by the author. They will aim to use these stylistic choices within their own creative writing. **Debating** Children will be taught debating and presenting skills through philosophical challenges and discussions. Writing pieces: **Balanced argument** **Letter** **Description** **Diary entry** **Book review**	**Non Chronological Reports** on the world's Rainforests and some of the major issues facing these biomes. (3 weeks) **Journey to the River Sea** by Iva Ibbotson Short Story (3 weeks) Intro, middle, end Writing pieces: **Information Text – animals/plants etc** **News Report - deforestation** **Persuasive letter – palm oil** **Short story**	**War of the Worlds** A combination of drama, role play and creative writing. Children will analyse and infer details from different sources of information, create characters based on the storyline and produce their own 'first-hand' written account of the story. **Journalistic writing** – Looking at different newspaper reports, analysing text structure and highlighting main features. Commenting on different styles of report. Writing pieces: **Written account (story)** **Newspaper report** **Poem**	**Children's authors** J.K Rowling **Harry Potter** (Trip to Harry Potter Studios) Analyse the effect, content and characters created by J.K Rowling. Discuss the author's stylistic techniques, sharing opinions of how these texts could be improved. Compare the author's written style with a variety of other well-known children's authors. . **Instructions** Looking at features of different instructions – what is helpful and what is unhelpful. Improving a set of poorly written instructions – Link to a recipe/spell/potion Writing pieces: **Description – Diagon** **Description - Beasts** **Instructions** **Biography /Autobiography** **Suspense writing –**	**Persuasive Writing** Children will study the conventions of letter writing and how to best use persuasive language within their work in order to convince someone of a viewpoint or idea. Links to ICC topic **Explanation Texts** Children will learn to effectively communicate the purpose and function of their product for the ICC project. . Writing pieces: **Persuasive piece** **Mission Statement (formal)** **Advert / Leaflet** **Instructions**	**Dramatic Conventions** **Midsummer Night's Dream** Children will analyse and interpret the story of a Midsummer Night's Dream. Children will have access to the story in a variety of forms and discuss how the story may vary with each different interpretation. Children will look at examples and features associated with play scripts. Look at stage directions – why and how they are used. **Poetic Style** In this unit children have the opportunity to hear, read and respond to a range of poems from two contrasting writers. They write and perform their own free verse poems, inspired by those they have read and adapt to develop own style. Writing pieces: **Comparison** **Script** **Poem**

				Troll (retelling events)		
Grammar	Use of paragraphs Brackets, dashes or commas to indicate parenthesis Figurative language Nouns Extended noun phrases & 1st person Conjunctions & Sentence structure Sentences structures + all above	Verbs - 3rd person Relative clauses Use modal verbs to indicate degrees of possibility Use dialogue, recognise differences between spoken and written speech (contractions) ISPACED to help with starting sentences in a variety of ways. Character profiles and descriptive language using adjectives	How the author shows not tells ISPACED to help with starting sentences in a variety of ways. Recognise the difference between direct and indirect speech and relate to differences between informal and formal speech structures Use of apostrophes Personal Pronouns Use of hyphens to avoid ambiguity	Expanded noun phrases Prepositional phrases Use commas to clarify meaning or avoid ambiguity Adverbials of time Use of colon to indicate a list 3rd and 1st person Writing in a chronological order Sentence lengths for effect	Recognising vocabulary structures that are appropriate for formal speech and writing – use of the subjunctive tense Rhetorical questions Perfect verbs	Use of brackets and colons in scripts Adverbs Figurative language Use a range of adjectives and adjectival phrases, adverbs, adverbials and prepositional phrases to add description and elaboration to writing.
Spellings	Words containing silent b Words containing – ible	Words containing silent t Words containing – able	Words containing – ibly –ably -ent	Words containing - ence ei	Words containing - ant -ance – ancy -cious	Words containing -cial – tial - tious
Maths	**Number – Place Value:** Read, write, order and compare numbers to at least 1,000,000. Count forwards /backwards in Powers of 10. Interpret negative numbers. Round any number up to 1,000,000 to the nearest 10, 100 , 1,000, 10,000 and 100,000. Read Roman Numerals to 1,000 (M) and recognise years. **Addition & Subtraction:** Add & subtract numbers mentally. Calculate with numbers up to 4 digits using formal written methods. Solve addition and subtraction multi-step problems in context. **Multiplication & Division:** Multiply and divide numbers mentally. Multiply and divide whole		**Number – Multiplication & 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. **Number – Fractions:** Compare and order fractions whose denominators		**Number – Decimals:** 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. **Geometry – Properties of Shapes and Angles:** 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	

	numbers by 10, 100 and 1,000. Identify multiples and factors. Recognise and use square and cubed numbers and solve problems using knowledge of these. Recall prime numbers up to 19. **Statistics:** Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables and timetables. **Perimeter & Area:** Measure and calculate the perimeter of composite rectilinear shapes in cm and m. calculate and compare the area of rectangles (including squares), including using standard units, cm^2 , m^2 , and estimate the area of irregular shapes		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 = 6/5 = 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. **Number – 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 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.		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 (°) Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and ½ a turn (total 180°) other multiples of 90° **Geometry – Position and direction:** 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. **Measurement – Converting units:** 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. **Measures Volume:** Estimate volume [for example using $1cm^3$ blocks to build cuboids (including cubes)] and capacity [for example, using water]. Use all four operations to solve problems involving measure.	
Maths across the curriculum	*Co-ordinates and mapping. Weather - data handling using statistics.* *Link to Rainforests.*	*Statistics work linked to habitat loss and species decline. Graph work based upon climate change data and greenhouse gas emissions.*	*Capacity making potions – link to JK Rowling/Harry Potter* *Food Miles – link to environment.*	*Ancient Greek Mathematicians How have Euclid and Pythagoras impacted on modern maths?*	*Money/currency* *Percentages* *Inflation rates* *DT –moving vehicles measuring/visualising 3D shapes from 2D nets.*	*Units of time* *Days months problem solving length of time – link to Mayans Calendar.*
ICC (History, Geography, Art, Design Technology, ICT)	**Remarkable Rainforests!** Children will learn about and explore these diverse and wonderful regions to establish just how	**Remarkable Rainforests!** Deforestation, Palm Oil, Slash and Burn Farming, Eco-tourism and renewable energy are just some of the learning	**Space, the Final Frontier.** Children will explore the depths of our solar system, learning about the links between our Earth, Sun and Moon. In	**The First Railways** Children will learn about the Key Dates in the History of Britain's Railways. Children will learn	**You're Hired! Enterprise Project** Children will learn about the world of business and economics from first hand experiences.	**Mysterious Mayans** **Who were the Mayans and what have we learnt from them?** Children will explore

	important they are on a local, regional, national and global scale. Mapping skills will continue to be developed with children locating and naming important geographical features. Flora and Fauna – the biodiversity of the rainforest will be explored	points that will leave children feeling passionate about this topic. Exploring some of the specific habitats and biomes that are needed by some rainforest creatures.	addition to this they will learn about famous and influential astronomers throughout history and how their ideas impacted on what we know today. Children will learn how day and night are created as well as the changing of the seasons in both the northern and southern hemisphere. Natural phenomena such as lunar and solar eclipses will also be explored. The history of space exploration will also be investigated. Did man really land on the moon?	about the history of steam trains and how they have changed to modern as well as how and why. (Link to industrial revolution). Railway art by Henry Carr, which is linked to Harry Potter.	Working in small teams, children will have to design, create, market and sell a product of their own invention. They will explore a range of information to inform their designs and by looking at different case studies they will be able to choose the best sales techniques and marketing strategies for their products. All of this has to be done however within the strict financial and time constraints of the Avenues Bank (Known for their strict, no-nonsense approach to business!) Link to English – Persuasive Techniques.	the chronology of the Mayans on a timeline, identifying other historical events to put a perspective on when and for how long this civilisation existed. We will learn and explore many aspects of the Ancient Mayans, including food and farming, warfare, religion and social structure. As part of this unit, children will conduct some research in groups which will culminate in a Mayan Museum at the end of term.
Cross curricular writing opportunities	*Creative writing – link to literacy using vivid vocabulary*	*Poetry – using similes and metaphors as a means of description.*	*Balanced Arguments/Report Writing – Was the moon landing just a hoax? Children will weigh up the evidence both for and against this question.*	*Advertising the railway Letter to a conductor*	*Persuasive writing – leaflet on why public should invest in our products – posters etc.* *USP*	*Non Chronological Report on Ancient Mayans*
SCIENCE	**Adaptation – Life Cycles Plants** Key learning points: Name and explain the functions of some parts of a flower; describe the processes of pollination,	**Adaptations – Life Cycles Animals** Living things need to reproduce if the species is to survive and recognise stages in the growth and development of humans.	**Space** Children will explore the phases of the moon and how the tides are influenced by the moons gravitational pull as it rotates around the earth. They will also explore	**Forces** Key leaning points: identifying forces using arrows, investigating upthrust in different liquids, investigating air resistance	**Properties of Materials.** Key learning points: testing materials for durability and friction and insulating properties.	**Healthy living** Exercise to stay healthy Balanced diet. Sleep

	fertilisation, seed dispersal and germination	Anti-smoking Drugs education Sex and Relationships Education	how solar events such as flares and black spots can impact upon the global climate and weather.			
ICT	**Using the internet** Cyber safety – Search engines, social media and email. Focussed research - how to skim and scan texts. How to create and effective PowerPoint presentation.	**Coding** Children will use Scratch and learn how to code in order to create their own animation.	**.Coding** Children will use Microsoft's Kodu as a tool to create, design and code their on control based game.	**Control & Modelling** Lego WeDo Using programming skills to make physical models move.	**Spreadsheets** **Learning how to use Excel** **Databases** Using databases to organise and search for information. .	**iPads** Children will use Imovie to create their own Mayan inspired film or film trailer. These will be watched and evaluated towards the end of the unit.
RE	What can the Sagrada Familia tell us about the Life of Jesus?	What difference does reading the Bible make to Christians?	What difference does reading the Qur'an make to Muslims?	How special is the relationship Jews have with God?	Islam: Why does having a faith make a difference to Muslims? Special Places The Hajj	Humanism: Explore ideas of humanism and discover similarities and differences to major world religions.
PSHE	**PATHS** Getting Started	**PATHS** Problem Solving Say No to Bullying	**PATHS** Goals and Identity	**PATHS** Making and Keeping Friends	**PATHS** Being Responsible and Caring for Others	**SRE** Changes

As part of French this year, children will be exploring the following topics: Holidays, Eating Out, Hobbies, School Trips, Seasons and the Environment. They will take part in a combination of spoken and written activities to help embed new language and grammar.
Children will also continue to recap vocabulary that they have learnt in Years 3 and 4 such as numbers, greetings, months and birthdays.

Physical Education

In PE lessons, the children will participate in a half term of the following: Invasion games, Hockey and Rugby. In the summer term they will all participate in Athletics and Summer Games.
In the remaining lessons this year, the children will be covering gymnastics, dance, swimming and outdoor and adventurous activities.

Cooking

Children will continue to build on the excellent cooking that they have done in Years 3 and 4. They will learn about healthy eating and the importance of a balanced diet. Furthermore, good food hygiene practices will also be reinforced. Children will learn to cook a variety of mainly savoury foods with the hope that they feel inspired to cook and bake at home. Soup, flatbreads, sausage rolls, fajitas are all on the menu this year!