

YEAR 5 CURRICULUM MAP 2016/17

Term/Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Film Narrative –</p> <p>Studying film in depth using a variety of the Literacy Shed’s narrative films.</p> <p>Looking at the effect of different camera angles, sounds and lighting on a moving image.</p> <p>Exploring the character’s perspectives using a range of drama based activities. Discussing what key characters could be thinking/saying.</p> <p>Using our knowledge of the different narrative films to write in depth descriptions, using the various skills practiced.</p>	<p>Medals for Leroy by Michael Morpurgo</p> <p>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.</p> <p>Debating</p> <p>Children will be taught debating and presenting skills through philosophical challenges and discussions.</p> <p>Non Chronological Reports on the world’s Rainforests and some of the major issues facing these biomes.</p>	<p>Children’s authors</p> <p>J.K Rowling Harry Potter (Trip to Harry Potter Studios)</p> <p>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.</p> <p>Instructions</p> <p>Looking at features of different instructions – what is helpful and what is unhelpful. Improving a set of poorly written instructions.– link to science: how to keep fit and eat healthily.</p>	<p>War of the Worlds</p> <p>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.</p> <p>Journalistic writing</p> <p>– Looking at different newspaper reports, analysing text structure and highlighting main features.</p> <p>Commenting on different styles of report.</p>	<p>Persuasive Writing</p> <p>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.</p> <p>This unit links to our ICC topic, where we will be investigating advertising and persuasive selling techniques of different marketable products.</p> <p>Explanation Texts</p> <p>Children will learn to effectively communicate the purpose and function of their product for the ICC project.</p> <p>Script Writing</p> <p>Children will create scripts for their final product presentation in the Dragon’s Den.</p>	<p>Dramatic Conventions</p> <p>Midsummer Night’s Dream</p> <p>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.</p> <p>Children will look at examples and features associated with play scripts. Look at stage directions – why and how they are used. Children will experiment with script features and write scripts within groups thinking about skills learned – stage directions, special effects and description.</p> <p>Poetic Style</p> <p>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 by adapting and borrowing elements they begin to develop a style of their own.</p>

<p>Grammar</p>	<p>Speech punctuation</p> <p>How the author shows not tells</p> <p>Character profiles and descriptive language use of adjectives</p> <p>Use of paragraphs</p> <p>Use modal verbs to indicate degrees of possibility</p>	<p>Sentences structure – complex sentences</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use dialogue, recognise differences between spoken and written speech (contractions)</p> <p>ISPACED to help with starting sentences in a variety of ways.</p>	<p>Use commas to clarify meaning or avoid ambiguity</p> <p>Recognise the difference between direct and indirect speech and relate to differences between informal and formal speech structures</p> <p>Passive verbs</p> <p>Relative clauses</p>	<p>Use of apostrophes</p> <p>Personal Pronouns</p> <p>Verbs – 1st, 2nd and 3rd person.</p> <p>Use of hyphens to avoid ambiguity</p> <p>Use of colon to indicate a list</p>	<p>Use a range of adjectives and adjectival phrases, adverbs, adverbials and prepositional phrases to add description and elaboration to writing.</p> <p>Use of expanded noun phrases to convey complicated information concisely</p> <p>Perfect verbs</p>	<p>Use of brackets and colons in scripts</p> <p>Adverbs</p> <p>Recognising vocabulary structures that are appropriate for formal speech and writing – use of the subjunctive tense</p>
<p>Spellings</p>	<p>tion sion ssion cian</p> <p>Verb prefixes – dis de</p>	<p>Verb prefixes mis/over/re cious, tious, cial ant, ance, anc ent, ence ,ency</p>	<p>ible/able ibly/ably fer ce/se</p>	<p>Converting nouns/adjectives into verbs using suffixes – ate/ise/ify</p>	<p>Silent letters ie/ei ough Use of hyphens</p>	<p>Homophones/ Near homophones and other words that cause confusion</p>
<p>Maths</p>	<p>Number, Addition and Subtraction, Multiplication and Division: Place value – reading and writing numbers to 8 digits, Ordering numbers and rounding to the nearest 10,100 and 1000, Using place value to add and subtract All four operations: Addition, Subtraction, Multiplication and Division – Formal and informal strategies. Multiplying and dividing by 10,100 and 1000. Negative numbers</p> <p>Geometry position and direction: direction, coordinates, measuring and drawing angles.</p> <p>Using and applying investigations using activities such as those on the nrich website.</p>		<p>Number: Decimals - ordering and adding and subtracting decimals, multiplying and dividing decimals by 10,100 and 1000 Solve problems involving decimals,, including metric measures.</p> <p>Properties of Shapes: 2D shapes: reflection, patterns with 2 lines of symmetry, lines of symmetry, solving problems involving mass and capacity, converting between different units of measure, area and perimeter of polygons</p> <p>Statistics: Interpreting Graphs Using and applying investigations using activities such as those on the nrich website</p>		<p>Number Fractions, Addition and Subtraction, Multiplication and Division: Finding equivalent fractions, simplifying fractions, percentages of amounts, decimals and percentages, Ratio and proportion; Solving problems using a range of strategies using addition, subtraction, multiplication and division</p> <p>Properties of Shapes: Parallel and perpendicular lines, recognise, classify and draw different triangles, classify 2D shape and 3D shapes, solve problems involving time</p> <p>Statistics: Finding the range, mode, median and mean, Investigating probability Using and applying investigations sing activities such as those on the nrich website.</p>	
<p><i>Maths across the curriculum</i></p>	<p><i>Co-ordinates and mapping. Weather - data handling</i></p>	<p><i>Statistics work linked to habitat loss and species decline. Graph work</i></p>	<p><i>Capacity making potions – link to JK</i></p>	<p><i>Ancient Greek Mathematicians: How have they influenced</i></p>	<p><i>Money/currency Percentages Inflation rates</i></p>	<p><i>Units of time Days months problem solving length of time –</i></p>

	<i>using statistics. Links to America topic.</i>	<i>based upon climate change data and greenhouse gas emissions</i>	<i>Rowling/Harry Potter Food Miles – link to environment</i>	<i>the people who came after them? Euclid – link to geometry Pythagoras – link to algebra, number patterns and sequences,</i>	<i>DT –moving vehicles measuring/visualising 3D shapes from 2D nets</i>	<i>link to Mayans Calendar</i>
ICC (History, Geography, Art, Design Technology, ICT)	What’s so special about the USA? Using a variety of different maps and atlases as a basis for the unit, children will discover information about specific locations in the USA. They will explore different geographical features of each place such as land-use, topography, weather/climate and tectonic/volcanic activity. Children will learn about the discovery of America and what the early explorers found. Pop Art – creating own images based on Warhol and Liechtenstein’s work	Rainforests Children will learn about and explore these diverse and wonderful regions to establish just how 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 as well as some of the specific habitats and biomes that are needed by some rainforest creatures. Deforestation, Palm Oil, Slash and Burn Farming, Eco-tourism and renewable energy are just some of the learning points that will leave children feeling passionate about this topic.	It’s all Greek to me! Children will learn in detail about this remarkable ancient civilisation and explore the influence they had on the western world. Children will explore ancient Greek artefacts and what they tell us about their civilisation. They will have to interpret both primary and secondary sources of evidence to improve their understanding of Ancient Greek life. Children will learn about the geography and demographics of Greece at the time, particularly the different city states and how they interacted with one another. We will also look at Greek religion/gods and find similarities and differences with modern religions. We will explore the geography of Greece and the immediate land/seas surrounding this region. Children will learn about physical geographical features such as; peninsulas, straits, channels and islands. Food Technology - Explore some traditional Greek foods during a ‘ Greek farmers’ market’ Link to the Rio Olympics.	You’re Hired! Enterprise Project Children will learn about the world of business and economics from first hand experiences. 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.	Mysterious Mayans Who were the Mayans and what have we learnt from them? Children will explore 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.	
<i>Cross curricular writing</i>	<i>Diary entry as if on board a ship</i>	<i>Persuasive writing – letters</i>	<i>Recipes for Greek Feast Writing own plays based on Greek Myths</i>	<i>Persuasive writing – leaflet on why public</i>	<i>Non Chronological Report on Ancient Mayans</i>	

<i>opportunities</i>	<i>Christopher Columbus discovery of America</i>	<i>Creative writing - link to literacy using vivid vocabulary</i>	<i>and Legends</i> <i>Recount – written conversation of eyewitness accounts</i>		<i>should invest in our products – posters etc. USP</i>	
SCIENCE	Properties of Materials. Key learning points: testing materials for durability and friction and insulating properties.	Space Science focus, looking at the Earth, Sun, Moon and Space. We will also be looking at the history of space exploration	Space We will be focussing on how processes in space affect the tide, seasons and weather.	Adaptation – Life Cycles Plants Key learning points: Name and explain the functions of some parts of a flower; describe the processes of pollination, fertilisation, seed dispersal and germination;	. 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. Anti-smoking Drugs education Sex and Relationships Education	Forces Key leaning points: identifying forces using arrows, investigating upthrust in different liquids, investigating air resistance
ICT	Control & Modelling Lego WeDo Using programming skills to make physical models move.	Animation, Using Literacy shed for animation clips Stop frame animation using Lego / Plasticene Silent movies	Programming Designing computer programmes. Use of Scratch to program and create movies.	Multimedia PowerPoints Multimedia – docu-drama using iPads	Spreadsheets Learning how to use Excel Databases Using databases to organise and search for information.	Using the internet Cyber safety Focussed research how to skim and scan texts iPads Imovie Greek films
RE	What difference does reading the Bible make to Christians?	What difference does reading the Qur’an make to Muslims?	What can the Sagrada Familia tell us about the Life of Jesus?	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 Games 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 other PE lessons this year the children will be covering gymnastics, dance, swimming and outdoor and adventurous activities.

Forest Schools and Cooking

Children will build on their forest schools experiences from Years 3 and 4 with another 6 weeks of outdoor activities. There is significant focus on team building, communication and creativity. Whilst one half of the class partakes in Forest Schools, the other half will be cooking a variety of savoury foods such as soup, flat breads, sausage rolls and fajitas. The two groups will swap over after 6 weeks.