

Year 5 Curriculum Map

Mexico and the Mayans	Out of this World	
<p>English: PoR text- The Midnight Fox</p> <ul style="list-style-type: none"> ♣ To broaden understanding of writers' use of language and build a varied vocabulary. ♣ To write in role in order to explore and develop understanding of character. ♣ To write a range of texts in role based on fictional experiences. ♣ To write an argument. ♣ To write newspaper reports. <p>Maths: read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers</p> <ul style="list-style-type: none"> ♣ 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. <p>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents read, write, order and compare numbers with up to three decimal places round decimals with two decimal places to the nearest whole number and to one decimal place multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 convert between different units of metric measure compare and order fractions whose denominators are all</p>	<p>English: PoR text- Cosmic Disco</p> <p>To use art as a stimulus for writing • To use poetry as a stimulus for art • To explore how language and structural devices are used in poetry to create powerful responses. • To explore ways in which we can use our voices, facial expressions and body language to perform poetry.</p> <p>Maths</p> <p>calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes</p> <ul style="list-style-type: none"> ♣ identify 3-D shapes, including cubes and other cuboids, from 2-D representations <p>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 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. know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <ul style="list-style-type: none"> ♣ draw given angles, and measure them in degrees (o) ♣ identify: ♣ angles at a point and one whole turn (total 360o) ♣ angles at a point on a straight line and 2 1 a turn (total 180o) ♣ other multiples of 90o <p>Science:</p> <p>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <ul style="list-style-type: none"> ♣ describe the movement of the Moon relative to the Earth ♣ describe the Sun, Earth and Moon as approximately spherical bodies ♣ 	

multiples of the same number
identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
add and subtract fractions with the same denominator and denominators that are multiples of the same number

History: Research the ancient civilization of the Mayans, including lifestyle and key beliefs. Offer historical opinions as to why the Mayans 'disappeared'.

Geography: Use map skills to locate cities and countries of the world and identify lines of latitude and longitude. Compare geographical features of Mexico and the UK including climate, size, land use etc.

Art/Design Technology: Design and make a Mayan inspired mask using mouldable materials. Prepare and cook healthy Mexican food.

Citizenship: Learn about the systems and forms of government in Mexico.

ICT/Computing: Use and search the internet effectively and safely- for project on travel writing in Mexico. Opportunities offered for communication and collaboration through internet. Use search technologies effectively, evaluating effectiveness of digital content. How to use technology safely, respectfully and responsibly.

use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

History: Find out about key historical space events e.g. Moon landing, Space race. Research key figures related to space e.g. Yuri Gagarin, Neil Armstrong. Find out about historical space disasters.

Geography: Plot launch sites on world maps- Russia and North America in particular. Research countries with space programmes.

Design Technology: Work in groups to create a model solar system.

Art: Use coloured chalks and shading/texture to create the atmospheric landscape of different planets.

PSHE: Consider moral implications of funding space programmes at the expense of third world countries. Consider issues of Science vs Religion.

Music: Music

Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music

- Internalise, understand, feel, know how the dimensions of music work together. Find and compose a song's pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol.

- Singing - sing, learn about singing and vocal health. Continue to learn about working in a

Science: Animals, including humans 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.

Languages:

Unit 1: Salut Gustave!

- Greelings and personal information
- Talking about sisters and brothers
- Saying what people have and have not using 3rd person 'avoir'
- Saying what people are like using 3rd person 'être' including negatives



Unit 2: À l'école

- School subjects
- Talking about likes and dislikes at school
- Asking and saying the time
- Talking about timings of the school day

Music: Music

Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music

- Internalise, understand, feel, know how the dimensions of music work together. Find and compose a song's pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol.
- Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.
- Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.
- Improvisation- explore and create own responses,

group/band/ensemble.

- Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.
- Improvisation- explore and create own responses, melodies and rhythms.
- Composition - create own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol.
- Perform/Share - work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.

French:

Unit 5: En vacances

- Asking and saying where you're going on holiday
- Expressing opinions about holidays
- Talking about what you're going to do on holiday
- Talking about holiday plans (consolidation)



PE: OAA

Completing orienteering course, developing problem solving skills

Dance: Create and perform a dance with 3 sections Use movement and dynamics to express and communicate contrasting moods

RE: Islam

What does the Qur'an reveal to Muslims about Allah and his guidance?

melodies and rhythms.

- Composition - create own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol.

- Perform/Share - work together in a group/band/ensemble and perform to each other and an audience.
Discuss/respect/improve your work together.

PE: Invasion game skills through hockey:
playing games requiring hitting and dribbling,
developing into small-sided competitive games
Net and wall games

Developing racket and ball skills, developing
into small, individual competitive games

Gymnastics:

Counterbalance

Arabesque

Cartwheeling

RE: Why is the gospel such good news for
Christians?

Invaders

English: PoR text- East o' the Sun and West o' the Moon

consider the distinctive qualities of a traditional tale from the northern European tradition
explore the contribution that illustrations make to the development of the tale's theme
develop and extend their descriptive vocabulary
compare different versions of the tale with one another
make links to other similar quest and transformation stories

Maths: ♣ multiply and divide numbers mentally drawing upon known facts

♣ 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, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
♣ solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number
multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
use all four operations to solve problems involving measure

History: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ♣ Scots

Wild Waters

English: PoR text- Shackleton's Journey

- To appreciate why stories are memorable and characters exciting
- To consider how particular situations make individuals behave as they do
- To explore dilemmas, empathising with characters
- To learn about the differences between information and fiction texts.
- To produce a range of writing to respond to text through role play and dramatisation.

Maths: 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
identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
♣ know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers
♣ establish whether a number up to 100 is prime and recall prime numbers up to 19
♣ multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers

History: Investigate why settlers throughout history have chosen to live near rivers. Investigate historical significance of certain rivers e.g. Nile.

Geography: Locate rivers around the world and in the UK – naming cities/counties, countries, continents where they are found. Look at the physical features of rivers linked to the water cycle. Conduct fieldwork in the local

The Olympics: Travels to Tokyo

English: PoR text- Running on Empty

To engage children with a story with which they will empathise • To engage and respond to an emotive and gripping story with memorable characters • To explore how an author creates, shapes and develops characters throughout a novel • To draw inferences about characters' feelings, thoughts and motives from their actions • To explore themes and issues, and develop and sustain ideas through discussion • To develop creative responses to the text through drama, storytelling and artwork • To write in role in order to explore and develop empathy for characters • To write with confidence for real purposes and audiences • To appreciate a range of narrative structure through which to tell stories

Maths: use the properties of rectangles to deduce related facts and find missing lengths and angles
♣ distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
♣ solve problems involving converting between units of time solve comparison, sum and difference problems using information presented in a line graph
♣ complete, read and interpret information in tables, including timetables.
read Roman numerals to 1000 (M) and recognise years written in Roman numerals

History: Children will have an overview of the history of the Olympics from The Ancient Greek Olympics to the modern day and beyond. Children will order dates chronologically on a timeline.

Geography: Children will use world maps to locate countries and cities that have competed in or

invasions from Ireland to north Britain (now Scotland) ♣ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ♣ Anglo-Saxon art and culture ♣ Christian conversion – Canterbury, Iona and Lindisfarne

Geography: Use atlases, pictures and the internet to establish routes taken by the invaders and discuss the issues they faced showing an understanding of causes and consequences of the end of the Roman occupation in Britain.

Design Technology: Research skills to develop an understanding of life in an Anglo-Saxon village. Develop knowledge of nets and structures to plan. Design and reproduce an Anglo Saxon settlement.

Art: Design and make an Anglo-Saxon shield. Use observational skills and a range of artistic techniques to draw houses and artefacts.

Citizenship: Discuss issues around immigration. How has the culture of the UK been enriched by invasion/immigration? Give examples of this. How can different cultures live together harmoniously?

Other Subject Links:



Languages:

PE:
Swimming for stamina.

Swimming

environment. Study of people and places – why do people live near rivers.

Design Technology: Competition to design and build a bridge – selecting, joining and combining materials to make the strongest structure possible.

Art: Artist study on the work of Monet and his piece 'Water Lillies.'

PSHE/Citizenship: Consider issues of floods and other natural disasters caused by water – what is the impact of flooding on people and communities.

ICT/Computing: Use spreadsheets to organise and present data linked to the bridge challenge.

Other Subject Links:

Science: Science: Properties and 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, including through filtering, sieving and evaporating ♣ 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

hosted the Olympic Games in previous years. Children will conduct an in-depth study of Tokyo including the impact of the Olympics on the environment and people of the city.

Design Technology: Design and plan an Olympic Park using existing and previous designs as inspiration.

Citizenship: Find out about the Paralympic Games – why it was formed and why it is important. Research the rules involved in categorising the sports and disabilities to ensure that the games are fair.

ICT/Computing: Use coding to create a script for a programme

French:



PE:

Dance- Create and perform a dance based on styles from other cultures

Use movement and dynamics to express and communicate contrasting moods
Striking and fielding: develop batting a fielding techniques, developing into small-sided competitive games.

Water safety and survival skills

including changes associated with burning and the action of acid on bicarbonate of soda.

