

YEAR 5 CURRICULUM MAP 2021-2022

		Autumn	Spring	Summer
Reading	Word reading	NC Appendix 1 (NC p 43) Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.		
	Comprehension	Texts include: wide range of fiction (including fairy stories, myths and legends, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non-fiction texts and reference books / text books Apply knowledge of morphology & etymology when reading new words. Reading & discuss a broad range of genres & texts. Identifying & discussing theme. Make recommendations to others. Learn poetry by heart. Draw inference & make predictions. Discuss authors' use of language. Retrieve & present information from non-fiction texts. Formal presentations & debates		
Writing	Transcription	(NC Appendix 1) Spelling programme: Use dictionaries. Distinguish between homophones and other words which are often confused. Use hyphens to avoid ambiguity Use a thesaurus. Use further prefixes, suffixes homophones, silent letters, etc.		
	Composition	Writing focusing on audience, purpose and form Use a thesaurus. Legible, fluent handwriting. Plan writing to suit audience & purpose. Develop character, setting and atmosphere in narrative. Use organisational & presentational features. Use consistent appropriate tense. Proof-reading. Perform own compositions - Recount-biography and autobiography; written in chronological order - Non- chronological comparative report – compares and contrasts two subjects - Persuasion – one point of view – opening statement/ stance, supporting evidence, closing statement Also a wide range of other writing opportunities		
	VGP	NC Appendix 2 Use expanded noun phrases. Use modal & passive verbs. Use relative clauses. Use commas for clauses. Use brackets, dashes & commas for parenthesis		
Speaking and Listening		Give well-structured explanations. Command of Standard English. Consider & evaluate different viewpoints. Use appropriate register. Rights Respecting Article 13 (freedom of expression) – free to express thoughts and opinions.		
Maths		Number/Calculation Secure place value to 1,000,000. Use negative whole numbers in context. Use Roman numerals to 1000 (M) Use standard written methods for all four operations. Confidently add & subtract mentally. Use vocabulary of prime, factor & multiple. Multiply & divide by powers of ten. Use square and cube numbers. Geometry & Measures Convert between different units. Calculate perimeter of composite shapes & area of rectangles. Estimate volume & capacity. Identify 3-d shapes. Measure & identify angles. Understand regular polygons. Reflect & translate shapes Data Interpret tables & line graphs. Solve questions about line graphs Fractions Compare & order fractions. Add & subtract fractions with common denominators, with mixed numbers. Multiply fractions by units. Write decimals as fractions. Order & round decimal numbers. Link percentages to fractions & decimals.		
Science		GSK Project Children Challenging Industry What is our place in the universe? - Earth and Space -Earth relative to the Sun, Moon relative to the Earth -Earth's rotation/ Day and Night/ Seasons	Can you feel the force? - Forces - Gravity/ Air resistance/ Water resistance/ Friction Could you be the next CSI investigator? – Properties and changes of materials -Dissolving/ Evaporating/ Filtering/ Reversible and irreversible changes	Do all animals and plants start life as an egg? – Living things and their habitats -Life cycles of plants and animals -Birth, growth, development and reproduction How different will you be when you are as old as your grandparents? Animals (including Humans) -Changes as humans develop from birth to old age Rights Respecting Article 24 (right to health and health care.)
		Working Scientifically – on going across the year		
Computing		Scratch Activities – Slug Trail, Maths Quiz, Crab Maze Lego we do – coding ICT – Powerpoint – Mayans Rights Respecting Article 13 (freedom of expression) –to access all kinds of information as long as it is within the law. Digital imagery / video – Oriental Museum Spreadsheets – Japan population	Introduction to Microbits Block coding Use of apps to support programming Alex app on iPads – control LA Light Bot on iPads – sequencing and debugging ICT – Creative Book Builder app – Museum English link News broadcast – iPads – Escomb Anglo-Saxon Church	Kodu – Create racing game / add scoring system / add extra game options Begin to understand how data passes around the internet. Rights Respecting Article 17 (access to information from the media) ICT – Website design Information leaflet on Deforestation – publisher Photo manipulation – pixir
		E- Safety – on going across the year Rights Respecting Article 17 (access to information from the media)		

History	<p>Who were the Mayans and what have we learnt from them? Maya Gods Maya numbers and writing Maya food and technology – legacy Rights Respecting Article 14 (freedom of thought, belief and religion)</p>		<p>Were the Anglo-Saxons really smashing? - Anglo-Saxon invasions; settlements; kingdoms; names and places; art and culture and Christian conversion Rights Respecting Article 14 (freedom of thought, belief and religion) Escomb Church Visit</p>			
Geography		<p>Why is Japan known as the Land of the Rising Sun? - What are Japan's primary exports -The way of the Samurai -To understand how the Japanese culture is different to our own. Rights Respecting Article 14 (freedom of thought, belief and religion)</p>			<p>Why is Brazil in the news again? - What do we already know about Brazil? - What natural resources is Brazil famous for?</p>	<p>Why should the rainforests be important to us all? -Locate world's countries in South America -environmental regions Physical and human characteristics Deforestation Rights Respecting Article 29 (goals of education) Respect the environment.</p>
Geographical skills and fieldwork – on going across the year						
D.T.	<p>Electrical Systems - Electronic Greetings Cards</p>		<p>Mechanical systems - Making a pop-up book</p>		<p>Food -What could be healthier?</p>	
Art and Design	<p>Design for a purpose -specification, range of techniques</p>		<p>Formal elements of art – Architecture -observation, perspective</p>		<p>Every picture tells a story -symmetry ink prints</p>	
	<p>Create sketchbooks to record observations Rights Respecting Article 31 – running through Art and Design and Design and Technology Curriculum (leisure, play and culture) Take part in a wide variety of cultural and artistic activities.</p>					
Music	<p>How does music bring us together? Getting started with music tech</p> <p>How does music connect us with our past? Emotions and musical styles</p>		<p>How does music improve our world? Exploring key and time signatures</p> <p>How does music teach us about our community? Introducing chords</p>		<p>How does music shape our way of life? Words, meaning and expression</p>	
MFL	<p>All about me</p> <p>Songs and Games</p>		<p>Celebrations</p> <p>Portraits</p>		<p>The Four Friends</p> <p>Growing Things</p>	
P.E.	<p>Dance - Making the grade</p> <p>Games - Handball</p>	<p>Games- Grid rugby and Tag Rugby – Durham Box 2B Fit</p>	<p>Dance – Country Dancing</p> <p>Gymnastics Partner Work</p>	<p>Unit 5 Tasks 1 & 2</p> <p>Games- runners</p>	<p>Swimming</p> <p>Games- Cricket (was what a racket)</p>	<p>Athletics- 3 jump challenge</p> <p>OAA – Crystal star challenge</p>

PSHE	<p>TP 1 – Can I set goals for me? TP2 – How does alcohol damage my health? TP3 – Can my mind get ill?</p>	<p>TP4 – How do I make a choice? TP5 – Should my heart rule my head? TP6 – Why is change so scary?</p>	<p>TP7 – what is peer pressure? TP8 – What if I am uncomfortable? TP9 – What is loss?</p>	<p>TP10 – Is my relationship unhealthy? TP11 – What’s a relationship commitment? TP12 – What is a stereotype?</p>	<p>TP13 – What is prejudice? TP14 – How do I challenge someone’s views? TP15 – What is debt?</p>	<p>TP16- Who pays tax and what does it do? TP17 – Who chooses who runs our country? TP18 – Can I save money and the environment?</p>
R.E.	<p>Why is Moses important to Jewish people? Article 14: You have the right to choose your own beliefs.</p> <p>Why do Jewish people go to the synagogue? Article 20: you must be looked after by people who respect your religion, traditions and language</p> <p>What are the themes of Christmas? Article 14: You have the right to choose your own beliefs.</p>		<p>What do Christians believe about God? Article 14: You have the right to choose your own beliefs.</p> <p>Why is the Last Supper so important to Christians? Article 14: You have the right to choose your own beliefs.</p>		<p>How are Jewish beliefs expressed in the home? Article 30: you have the right to learn and use the traditions, religion and language of your family.</p> <p>Why do people use rituals today? Article 14: You have the right to choose your own beliefs.</p>	
<p>Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2020 for all maintained schools Rights Respecting Article 14 (freedom of thought, belief and religion)</p>						