

Year 5 Curriculum Map 2020-2021

Class	Autumn	Spring	Summer
English Texts	<p>CLPE - Here We Are Recovery Curriculum</p> <p>Farther (Picture Book)</p> <p>The Giant's Necklace Horrible Histories - Smashing Saxons</p> <p>The Long Walk Shackleton's Journey</p>	<p>War Boy Poetry - Charles Causley</p> <p>Adventures of Odysseus</p>	<p>Varjack Paw Poetry Charles Causley</p>
English	<p><u>Writing Opportunities</u></p> <p>The Giant's Necklace - Journalistic Writing - Narrative Writing – focus on description and writers techniques Horrible Histories - Smashing Saxons -Explanatory texts The Long Walk -Diary entry -Letter - Narrative Parallel story – show not tell following the techniques used by Layton Shackleton's Journey - Recount -Biography</p> <p><u>Punctuation</u></p> <p>Review/ Consolidation Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials Use of commas for subordinate clauses. Use of inverted commas and other punctuation to indicate direct</p>	<p><u>Writing Opportunities</u></p> <p>War Boy -Discussion/argument - Biography -Letter -Diary -Journalistic writing -Persuasion Adventures of Odysseus -Letter -Diary -Journalistic writing -Narrative writing – focus on descriptive element and writer techniques. Another challenge for Odysseus</p> <p><u>Punctuation</u></p> <p>Introduce brackets, dashes or commas to indicate relative clauses. Noun, which/where/who Consolidate brackets, dashes or commas to indicate parenthesis. Introduce use of commas to clarify meaning or avoid ambiguity – commas in lists, fronted adverbials, subordinate clauses and parenthesis.</p>	<p><u>Writing Opportunities</u></p> <p>Varjack Paw Recount (diary entries) -Journalistic Writing -Narrative (written from another point of view)</p> <p><u>Punctuation</u></p> <p>Consolidate brackets, dashes or commas to indicate relative clauses. Use of commas to clarify meaning or avoid ambiguity consistently in a variety of texts. Consistently punctuate relative clauses and parenthesis correctly using brackets, dashes or commas.</p> <p><u>Grammar</u></p> <p>words with the /ee/ sound spelt ei after c words ending in –able and –ible words ending in –ably and – ibly</p>

	<p>speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] Introduce brackets, dashes or commas to indicate parenthesis. Outside. (Inside.)</p> <p style="text-align: center;"><u>Grammar</u></p> <p>Revision/consolidation The grammatical difference between plural and possessive – s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] words containing the letter-string ough</p>	<p style="text-align: center;"><u>Grammar</u></p> <p>Verb prefixes [for example, dis–, de–, mis–, over– and re–] Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p>	
Reading	<p>Reciprocal Reading Focus Texts:</p> <ul style="list-style-type: none"> - Further reading from Michael Morpurgo - The White Horse of Zennor - Non-Fiction - organisation / structure to support reading - Poetry 	<p>Reciprocal Reading Focus Texts:</p> <ul style="list-style-type: none"> - Further Reading from George Layton - The Fib - Non-Fiction - organisation / structure to support reading - Poetry 	<p>Reciprocal Reading Focus Texts:</p> <ul style="list-style-type: none"> - Further reading from Michael Morpurgo / George Layton - Non-Fiction - organisation / structure to support reading - Poetry
Maths	<p>Recap of Y4 Objectives (Recovery Curriculum)</p> <p>Numbers to 100 000 Comparing numbers with 100 000</p>	<p>Mixed numbers Improper fractions Conversion of fractions Adding and subtracting fractions Fractions of a set Word problems</p>	<p>Addition of decimals Subtractions of decimals Multiplication of decimals Division of decimals Estimation Word problems involving decimals</p>

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	<p>Rounding numbers to the nearest ten and hundred Estimation Factors Multiples Multiplication by 1 and 2 digit numbers Division by 1 digit numbers Word problems involving multiplication and division Presenting and interpreting data from tables and line graphs Naming angles Measuring angles Drawing angles Turns and right angles (link to compass points)</p>	<p>Understanding tenths, hundredths and thousandths Comparing decimals Rounding decimals Fractions and decimals</p>	<p>Drawing perpendicular and parallel lines Horizontal and vertical lines Squares and rectangles Time – seconds Time – 24hr clock Area and perimeter of squares and rectangles Area and perimeter of composite shapes Word problems involving area and perimeter Identifying symmetrical shapes and lines of symmetry Making symmetrical shapes Identifying tessellations</p>
Science	<p>Out of this World Earth and Space</p> <p>Material World Properties and changes of materials</p>	<p>Circle of Life Living things and their habitats</p> <p>Lets get moving Forces</p>	<p>Growing up and Growing old Animals, including humans</p> <p>Super scientists</p>
History	<p>What happened when the Romans left Britain? (The Anglo-Saxons) <i>NC ref: Britain's settlement by the Anglo Saxons and Scots</i> Focus: Key features of Anglo Saxon Britain (s/c/r/e), chronology (sequence and duration), consequences and significance. Use of information texts and historian's interpretations. Link with visit to</p>	<p>Anglo Saxon and Viking stories Focus: Key features of Saxon and Viking stories. To make comparisons between the two stories and find common themes e.g. heroes and villains/magic/violence etc. Chn then produce their own Saxon/Viking Story in the same style.</p>	<p>Were the Vikings really vicious? (Vikings to 1066) <i>NC Ref: The Viking and Anglo Saxon struggle for England to 1066</i> Focus: Chronology and key features, making a supported judgement, use of primary sources to test an interpretation.</p>

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	Bede/Durham Cathedral through RE Northern Saints curriculum		
Geography	Where could we go? Fantastic Journeys. Focus: key countries and features of the world. Regions, tropics, hemispheres, time zones Longitude/Latitude.	Where has my food come from? Origins of key foods. Focus: trade links, natural resources, fieldwork, thematic maps, industry, farming, employment. Possible link to local fieldwork to conduct survey/questionnaire and impact evaluation.	What shapes my world? Processes and key features shaping places and human experiences Focus: weather, water, tectonics, biomes and climate zones
Art	Observational Drawings Anglo Saxon Architecture	Miro Drawing and Sculpture Flat yet sculptural drawing and construction	Festival Feast Picnic Drawing Sculptural Balance
DT	Mechanical systems Focus: Cams	Textiles Focus: Combining different fabric shapes	Structures Focus: Frame structures
Computing	Computer Science To create an algorithm Digital Literacy To create secure passwords To understand 'spam' and the problems it can cause IT To improve word processing skills	Computer Science To debug a program Digital Literacy To use search engines effectively IT To improve multimedia presentation skills	Computer Science To test coding Digital Literacy To understand the impact of edited images online IT To improve word processing skills
PE	Invasion Games Grid Rugby Netball Gymnastics	Dance Gymnastics Assess level 3-4	Net/Wall games Tennis Outdoors Where am I?

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	<p>Acrobatic Gym</p> <p>SAQ</p>	<p>Strike/field Cricket</p>	<p>Athletics Take aim Strike/field Rounders</p>
RE	<p>Why is Moses important to Jewish people?</p> <p>Why do Jewish people go to the synagogue?</p> <p>What are the themes of Christmas?</p>	<p>What do Christians believe about God?</p> <p>Why is the Last Supper so important to Christians?</p>	<p>How are Jewish beliefs expressed within the home?</p> <p>Why do people use rituals today?</p>
French	<p>Introduction</p> <p>Unit C</p>	<p>Les Quatre Amis</p>	<p>Scene de Plage</p>
Music	<p>Our Community Looking at changes through time. The children are given opportunities to compose and perform music inspired by their local community, both past and present.</p> <p>Solar System Musical journey through the solar system, exploring how the universe inspired a number of composers. The children learn a song and compose pieces linked to space.</p>	<p>Life Cycles Exploring the life cycle with music by a number of composers. The wide variety of musical moods, styles and genres inspires singing, performing and composing using new techniques and structures.</p> <p>Keeping Healthy From body popping and gospel singing the children are put through their paces to put together a performance using new musical techniques.</p>	<p>At the movies Exploring music from the 1920s animated movies to present day. Children learn techniques for creating soundtracks and film scores, and they compose their own movie music.</p> <p>Celebration A lively celebration for the children to perform.</p>
PSHE	<p>Beano Recovery Curriculum</p> <p>Mental Health Recovery Curriculum - What is mental health?</p> <p>Living in the wider world</p>	<p>Health and well being</p> <p>Living in the wider world</p>	<p>Relationships</p> <p>Health and well being</p>

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