

Year 5 Curriculum Map 2020-2021

Class	Autumn	Spring	Summer
English Texts	<p>Farther (Picture Book)</p> <p>The Giant's Necklace</p> <p>The Long Walk</p> <p>Shackleton's Journey</p>	<p>Varjak Paw</p> <p>War Boy</p> <p>Poetry - Charles Causley</p> <p>Adventures of Odysseus</p>	<p>Street Child</p> <p>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</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>Varjak Paw Recount (diary entries) - Journalistic Writing -Narrative (written from another point of view)</p> <p><u>Punctuation</u></p> <p>Introduce brackets, dashes or commas to indicate relative clauses.</p>	<p><u>Writing Opportunities</u></p> <p>Street Child – Discussion/argument Journalistic writing - Letters and diary entries, newspaper reports Narrative writing – descriptions and comparisons, writing from different viewpoints (What life was like for the street child, what life was like for adults)</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</p>

	<p>fronted adverbials Use of commas for subordinate clauses. Use of inverted commas and other punctuation to indicate direct 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>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 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>	<p>variety of texts. Consistently punctuate relative clauses and parenthesis correctly using brackets, dashes or commas.</p> <p style="text-align: center;"><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>Reading</p>	<p>Reciprocal Reading Focus Texts:</p> <ul style="list-style-type: none"> <li>- Further reading from Michael Morpurgo - The White Horse of Zennor</li> <li>- Non-Fiction - organisation / structure to support reading</li> <li>- Poetry</li> </ul>	<p>Reciprocal Reading Focus Texts:</p> <ul style="list-style-type: none"> <li>- Further Reading from George Layton - The Fib</li> <li>- Non-Fiction - organisation / structure to support reading</li> <li>- Poetry</li> </ul>	<p>Reciprocal Reading Focus Texts:</p> <ul style="list-style-type: none"> <li>- Further reading from Michael Morpurgo / George Layton</li> <li>- Non-Fiction - organisation / structure to support reading</li> <li>- Poetry</li> </ul>

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Maths	Place Value Addition and Subtraction Statistics Multiplication & Division Area & Perimeter	Multiplication & Division Fractions Decimals & percentages	Decimals Properties of Shape Position and Direction Converting Units Volume
Science	<b>Out of this World</b> Earth and Space  <b>Material World</b> Properties and changes of materials	<b>Circle of Life</b> Living things and their habitats  <b>Lets get moving</b> Forces	<b>Growing up and Growing old</b> Animals, including humans  <b>Super scientists</b>
History	<b>What happened when the Romans left Britain? (The Anglo-Saxons)</b> <i>NC ref: Britain's settlement by the Anglo Saxons and Scots</i> <b>Focus:</b> 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 Bede/Durham Cathedral through RE Northern Saints curriculum	<b>Anglo Saxon and Viking stories</b> <b>Focus:</b> 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.	<b>Were the Vikings really vicious? (Vikings to 1066)</b> <i>NC Ref: The Viking and Anglo Saxon struggle for England to 1066</i> <b>Focus:</b> Chronology and key features, making a supported judgement, use of primary sources to test an interpretation.
Geography	<b>Where could we go? Fantastic Journeys.</b> Focus: key countries and features of the world. Regions, tropics, hemispheres, time zones Longitude/Latitude.	<b>Where has my food come from?</b> 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.	<b>What shapes my world?</b> Processes and key features shaping places and human experiences Focus: weather, water, tectonics, biomes and climate zones
Art	<b>Henri Rousseau</b> <b>Painting – Tiger in a Tropical Storm</b>	<b>Leonardo Da Vinci</b> <b>Hatching and Cross Hatching</b>	<b>Brian Brown</b> <b>Wire Sculpture</b>

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DT	<p><b>Mechanical systems</b> Focus: Cams</p>	<p><b>Textiles</b> Focus: Combining different fabric shapes</p>	<p><b>Structures</b> Focus: Frame structures</p>
Computing	<p><b>Computer Science</b> To create an algorithm <b>Digital Literacy</b> To create secure passwords To understand 'spam' and the problems it can cause <b>IT</b> To improve word processing skills</p>	<p><b>Computer Science</b> To debug a program <b>Digital Literacy</b> To use search engines effectively <b>IT</b> To improve multimedia presentation skills</p>	<p><b>Computer Science</b> To test coding <b>Digital Literacy</b> To understand the impact of edited images online <b>IT</b> To improve word processing skills</p>
PE	<p><b>Invasion Games</b> Grid Rugby Netball  <b>Gymnastics</b> Acrobatic Gym  <b>SAQ</b></p>	<p><b>Dance</b>  <b>Gymnastics</b> Assess level 3-4  <b>Strike/field</b> Cricket</p>	<p><b>Net/Wall games</b> Tennis <b>Outdoors</b> Where am I?  <b>Athletics</b> Take aim <b>Strike/field</b> Rounders</p>
RE	<p><b>Why is Moses important to Jewish people?</b>  <b>Why do Jewish people go to the synagogue?</b>  <b>What are the themes of Christmas?</b></p>	<p><b>What do Christians believe about God?</b>  <b>Why is the Last Supper so important to Christians?</b></p>	<p><b>How are Jewish beliefs expressed within the home?</b>  <b>Why do people use rituals today?</b></p>
French	<p>Introduction  Unit C</p>	<p>Les Quatre Amis</p>	<p>Scene de Plage</p>

<p>Music</p>	<p><b>Our Community</b> 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><b>Solar System</b> 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><b>Life Cycles</b> 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><b>Keeping Healthy</b> From body popping and gospel singing the children are put through their paces to put together a performance using new musical techniques.</p>	<p><b>At the movies</b> 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><b>Celebration</b> A lively celebration for the children to perform.</p>
<p>PSHE</p>	<p><b>Living in the wider world</b> Rights and Responsibilities</p> <p><b>Relationships</b> Conflict, anti-bullying, friendships</p>	<p><b>Health and well being</b> Mental health, sleep, outdoor benefits, balanced lifestyle, safe use of mobile phones</p> <p><b>Living in the wider world</b> Bullying and discrimination</p>	<p><b>Relationships</b> Positive, healthy relationships Seeking support Consent</p> <p><b>Health and well being</b> Personal identity Habits Emergency and First Aid Lucinda and Godfrey - RSE</p>