

# Chase Side Primary School

## Year 5 Curriculum Map – Term Summer 2



### Well Being:

As **Mindful Learners** we will be learning about and discussing changing schools.

As **Athletes** we will be setting targets and improving performance in running, jumping and throwing activities.

As **Members of Society** we will be exploring foreign currency, what influences spending and saving money.

As **Open-Minded Learners** we will be considering about the challenges of climate justice issues and about how different religious and spiritual ways of life can contribute to the urgent human need to stop spoiling the environment and the Earth.

### World:

As **Scientists** we will be learning about Changing Materials by comparing and grouping together everyday materials on the basis of their properties, including their solubility and response to magnets, understanding that some materials will dissolve in liquid to form a solution, describing how to recover a substance from a solution and using knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

As **Linguists** we will be revising talking and writing about months of the year, seasons and the weather, using Early Start Spanish.

As **Geographers** we will be locating the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

As **Communicators** we will be carrying out a debate in English after generating evidence and specific viewpoints

### Future:

As **Readers** we will be decoding and understanding new words, developing strategies to overcome areas of uncertainty, reading and discussing a broad range of genres and texts, identifying and discussing themes within a book, and understanding and using VIPERS skills.

As **Writers** we will be writing in role based on a book study, creating characters and writing story openings and endings, writing a magazine article.

As **Mathematicians** we will describing position, drawing on a grid, learning about position in the first quadrant, translation, translation with coordinates, line of symmetry, completing a symmetric figure, reflection, reflection with coordinates. We will be using kilometres, kilograms and kilometres, millimetres and millilitre, metric units, imperial units, converting units of time, timetables and comparing and estimating volume and capacity.

As **Artists** we will be producing creative work exploring our ideas and recording our experiences, becoming proficient in drawing, painting and other art, craft and design techniques, evaluating and analysing creative works using language of art, craft and design.

As **Musicians** we will be listening and responding to a range of music and embedding foundations of interrelated dimensions of music.

As **Technicians** we will be learning the key features of a word processing document. We will be developing our skills to edit a document including text formatting and images.

## ENGLISH: (Writing & Reading)

Whole school writing unit

The eye of the storm (Film unit)  
- writing alternative endings

Titanium (film unit)

- Secure spelling patterns
- Use a thesaurus
- Have legible, fluent handwriting
- Plan writing to suit audience & purpose
- Use consistent appropriate tense

### Grammar

-Adverbial Phrase  
-Determiners  
-Prepositions

### Reading

- To decode and understand new words  
-Develop strategies to overcome areas of uncertainty  
- Reading & discuss a broad range of genres & texts  
- Identifying & discussing themes within a book  
-Understand and use VIPERS skills

## SCIENCE: Separating Mixtures and Changing Materials

### Content

- compare and group together everyday materials on the basis of their properties, including their solubility 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

## PSHE:

### Living in the wider world

Foreign currency - What influences spending? - Saving money - Changing schools

## MUSIC:

Charanga: music programme  
Reflect, Rewind & Replay (The history of music, look back and consolidate your learning, learn some of the language of music)

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### HUMANITIES:

Geography: ***Geographical skills and fieldwork***

#### Building Skills in Geography

GSF1: Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied  
GSF2: Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.

GSF3: Extend to 6 figure grid references with teaching of latitude and longitude in depth.

GSF4: Expand map skills to include non-UK countries.

GSF5: Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## Environment

*How do humans adapt their lives to suit the environment?*

### RELIGIOUS EDUCATION:

#### Green religion? How and why should religious communities do more to care for the Earth?

- Does the Earth belong to God? Or to humanity? Or to every living thing?
- What do Muslims think and do about caring for the earth and working to improve the environment?
- What do Christians think and do about caring for the earth and working to improve the environment?
- What do Hindu people think and do about caring for the earth and working to improve the environment?
- What have we been learning about the different ways to make religions 'greener'?

### PHYSICAL EDUCATION:

**Games** – Striking/fielding games: Role of bowler, wicket keeper, backstop, fielder and batter  
**Athletics** – Set targets & improve performance in running, jumping and throwing activities  
**Outdoor adventurous** – Enfield year 5 unit



CHASE SIDE  
PRIMARY SCHOOL  
'Stronger together'

## MATHS:

### Position and direction:

describe position,  
Draw on a grid  
Position in the first quadrant  
Translation  
Translation with coordinates  
Line of symmetry  
Complete a symmetric figure  
Reflection  
Reflection with coordinates

### Measurement: Converting units and Volume

Kilometres  
Kilograms and kilometres  
Millimetres and millilitres  
Metric units  
Imperial units  
Converting units of time  
Timetables  
What is volume?  
Compare volume  
Estimate volume and capacity

## COMPUTING:

5.8- Word processing

## ART / DESIGN & TECHNOLOGY:

Art- Form- Damian Hirst **Printing/Pattern**

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## SPANISH:

Year 5 pupils are taught full Spanish lessons from September-February  
Revision of talking and writing about months of the year, seasons and the weather. Use the programmes and games on Early Start Spanish 1: 16. What's the weather like? - Early Start Spanish 2: 8. What's the weather like?