

Chase Side Primary School

Year 5 Curriculum Map – Term Summer 1



Well Being

As **Mindful Learners** we will consider the lives of students in schools abroad.

As **Athletes** we will set targets and improve our performance in running, jumping and throwing activities.

As **Members of Society** we will explore different communities, democracy, government and politics, political campaigns and media influence.

As **Open Minded Learners** we will be making connections between different places of worship within different faith groups and consider whether people are more important than the place.

World:

As **Scientists** we will be comparing and grouping together everyday materials on the basis of their properties, including their hardness, transparency, and conductivity (electrical and thermal), and give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

As **Linguists** we will be revising colours we like/ dislike and discussing colours used in paintings of various Spanish artists.

As **Historians** we will be learning about the impact that the Elizabethan period had in Britain by choosing reliable sources of information to find out about the past, giving own reasons why changes may have occurred, backed up by evidence, describing similarities and differences between some people, events and artefacts studied, describing how historical events studied affect/influence life today, and making links between some of the features of past societies. (e.g. religion, houses, society, technology.)

As **Communicators** we will continue to develop our confidence in speaking in front of others and perform learning that has taken place.

Future:

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

As **Writers** we will be composing a biographical account based on research, developing skills on engaging and audience through writing, creating atmosphere through description of settings, and creating developed characters.

As **Mathematicians** we will be counting forwards and backwards in steps of powers of 10, read Roman Numerals, identifying multiples and factors, including finding all factor pairs of a number, and common factors of two numbers, recognising and using square numbers and cube numbers, and the notation for squared (2) and cubed (3), establishing if a number up to 100 is prime and recall primes numbers up to 19, converting between different units of metric measure, measuring and calculating the perimeter of composite rectilinear shapes in cm and m, drawing given angles and measure them in degrees using the properties of rectangles to deduce related facts and find missing lengths and angles, distinguishing between regular and irregular polygons based on reasoning about equal sides and angles.

As **Musicians** we continue our skills in playing classroom instruments, sing and play these instruments within a song

As **Technicians** we will be searching for information in a database before creating our own as well as learning what a concept map is before collaboratively making one.

As **Designers** we will be researching and developing design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

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ENGLISH: (Writing & Reading)

Recount

- Compose a biographical account based on research
- Link to computer skills used in We are Bloggers
- Format and display research to suit a specific audience

Book: Road's end & Who let the Gods out?

- One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term
- Detailed instructions with clear introduction and conclusion.
- Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes

Grammar

- Simple Present
- Simple Past
- Present and Progressive Past
- Present and Perfect past

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: Properties and Uses of Materials

Content

- compare and group together everyday materials on the basis of their properties, including their hardness, transparency, and conductivity (electrical and thermal)
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

PSHE:

Living in the wider world

Schools abroad - Different communities - Democracy, government and politics - Campaigns and media influence

MUSIC:

- Charanga: music programme
- Dancing in the Street (Motown)

HUMANITIES:

HISTORY: What impact did the Elizabethan period have?

Knowledge and understanding of events, people and changes in the past

- Choose reliable sources of information to find out about the past.
- Give own reasons why changes may have occurred, backed up by evidence.
- Describe similarities and differences between some people, events and artefacts studied
- Describe how historical events studied affect/influence life today.
- Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)

Journeys

The Story of Migration to Britain.

RELIGIOUS EDUCATION:

If God is everywhere, why go to a place of worship?

- What is a place of worship? What is it for?
- What is a Christian, Hindu and Jewish place of worship?
- Are people more important than the place?

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

MATHS: Number Place Value - Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 · Round any number up to 1 000 000 to the nearest 10,100,1000, 10 000 and 100 000 · Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. · Solve number problems and practical problems that involve all of the above

Multiplication and division · Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. · Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). · Establish if a number up to 100 is prime and recall primes numbers up to 19 · Solve problems involving multiplication and division including using their knowledge of factors and multiples squares and cubes · Multiply numbers up to 4 digits by a one or two digit number using short and long multiplication · Divide numbers up to 4 digits using short division and interpret remainders appropriately for the context · Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 · Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

Measurement Conversion Area and Perimeter · Convert between different units of metric measure · Measure and calculate the perimeter of composite rectilinear shapes in cm and m · 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 · Use all four operations to solve problems involving measure using decimal notation, including scaling

Geometry Angles 2D shape · Draw given angles and measure them in degrees · 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.

COMPUTING:

5.4- Data Bases

5.7- Concept

ART / DESIGN & TECHNOLOGY:

Design and Technology Mechanisms

To design a pop-up book

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

SPANISH:

Year 5 pupils are taught full Spanish lessons from Sep-Feb
Revision of talking about colours we like/dislike. Look and discuss the colours used in the paintings of artists: Joan Miro (Barcelona), Pablo Picasso (Málaga), Salvador Dalí (Figueres near Barcelona), Joaquín Sorolla (Valencia). Use the programmes and games on Early Start Spanish 1: 10. The colours (Los colores)