

Cycle A

Year 5 Curriculum Map – Autumn Term 2

Well Being:

As **Mindful Learners** we will be we will be learning about forgiveness and friendships, understanding embarrassment.

As **Active learners** we will be developing individual shots in netball and other ball games.

As **Gymnasts** we will be applying and developing a broader range of skills, learning how to use them in different ways and linking them to actions and sequences of movement, collaborating and performing with each other and developing flexibility, strength, technique, control and balance.

As **Members of Society**, we will learn about the importance of relaxation and sleep; understanding how to cope with failure; learning how to set goals and how to achieve goals.

As **Open-Minded Learners** we will be learning about how different religions help contribute to reducing racism in today's society.

World:

As **Scientists** we will be learning how living things differ, recognising how organisms adapt to live in their habitats, learning what fossils can tell us and about the concept of evolution.

As **Linguists** we will be learning British Sign Language.

As **Historians** we will be exploring the impact of WWII. We will look the different phases in the Battle of Britain, making deductions about the Blitz from photographs and describing how children may have felt when they were evacuated.

As **Communicators** we will be practicing their speaking and acting skills with their parents being the large audience for their assembly. Also, we will be using spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

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 the style of the author to complete sections of stories, using the plot and theme from a text to plan and write our own contemporary version, exploring texts in detail, and writing balanced arguments and non-chronological reports.

As **Mathematicians** we will be learning about multiples-factors, common factors, prime numbers, square numbers, cube numbers, multiply by 10, 100, and 1,000, divide by 10, 100 and 1,000, multiples of 10, 100 and 1,000, measuring perimeter, calculating perimeter, finding the area of rectangles, compound shapes and irregular shapes.

As **Artists** we will be exploring retrofuturism and developing our drawing skills to create images within this theme.

As **Musicians** we will create performances for our year group assembly on the Victorians, as well as practising and performing Christmas carols in the church. We will be reciting songs with structure and extending our understanding of the notation of rhythm and pitch.

As **Technicians** we will be designing and making our own 3D maze adventure game before assessing the effectiveness of our own and other's creations.

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ENGLISH: (Writing)

Writing

Film-unit: Dreamgiver

- Write character and setting descriptions
- Comparing characters
- Writing descriptively using the 5 senses

Book- Macbeth

- Comparison of short film to book
- Newspaper features and writing a news report
- Timelines
- Witness statements

Whole-school write: Give a little love

- Detailed inference
- Designing house and discussing acts of kindness
- Writing a narrative

ENGLISH: (Reading):

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

Grammar:

- Colons and Semi Colons
- Speech- inverted commas
- Reported and direct speech
- Use relative clauses
- Sentence endings ?!...
- Apostrophes for contraction and possession

Maths:

Multiplication and division:

- Square numbers
- Cube numbers
- Multiplying by 10, 100, 1000
- Dividing by 10, 100, 1000
- Multiples of 10, 100, 1000

Fractions:

- Find fractions equivalent to a unit fraction
- Find fractions equivalent to a non-unit fraction
- Recognise equivalent fractions
- Converting improper fractions to mixed numbers
- Converting mixed numbers to improper fractions
- Compare fractions less than 1
- Order fractions less than 1
- Compare and order fractions greater than 1
- Add and subtract fractions with the same denominator
- Add fractions within 1
- Add fractions with a total greater than 1
- Add to a mixed number
- Add two mixed numbers
- Subtract fractions
- Subtract from a mixed number

Phonics / Spelling / Handwriting:

ACTIVE Maths:

Multiplication and division:

- Using known knowledge of factors and multiples, squares and cubes

Fractions:

- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- Compare and order fractions whose denominators are all multiples of the same number.
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.

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SCIENCE:

Evolution and Inheritance

- See how organisms can be bred to ensure characteristics in their young. Research how an organism adapts to live in its habitat. Explore how living things are adapted to suit their environments.
- Recognise that fossils allow us to study things that have lived in the past and provide evidence of evolution.
- Recognise that living things produce offspring of the same kind but vary.

HUMANITIES:

History: The Impact of WWII on the people of Britain

- Identify the different phases in the Battle of Britain
- Make deductions about the Blitz from photographs
- Describe how children may have felt when they were evacuated

COMPUTING:

Using the Data Detectives tool to work with large datasets to analyse complex data and answer questions.

ART/DESIGN & TECHNOLOGY:

Drawing: I need space

- Explore the purpose and effect of imagery.
- Understand and explore decision making in creative processes.
- Test and develop ideas using sketchbooks.
- Produce art related to the concept of space and retro futurism.

RELIGIOUS EDUCATION:

What can be done to reduce racism? Can religion help?

- Understand the challenges racism presents to human communities and consider different religious responses.
- Consider how racism can be confronted and prejudice reduced
- Explain links between following the Golden Rule and being anti-racist.
- Express own vision for justice and equality.

PHYSICAL EDUCATION (Dance / Gymnastics):

Gymnastics Counter balance/ counter tension
Games Invasion Games Tactics

PHYSICAL EDUCATION (Games / Swimming):

Dance – Using visual media

To be able to compose, perform and analyse dance using visual media.

PSHE:

Health and Well Being

- Learning about the importance of relaxation and sleep
- Understanding how to cope with failure
- learning how to set goals and how to achieve goals
- Taking precautions while in the sun
- Healthy meals and ingredients
- Learning about different emotions and possible ways of dealing with a difficult situation.

MUSIC:

Children will be studying and learning songs from Charanga.

BRITISH SIGN LANGUAGE: (Pilot year)

- Greetings
- Finger** spelling- names
- School**/classroom signs
- Transport
- Affirmation** signs