

Cycle A

Year 5 Curriculum Map – Spring Term 2

Well Being:

As **Mindful Learners** we will be learning about a range of skills to resist peer pressure and developing some assertiveness skills.

As **Athletes** we will be learning about shooting and keeping (netball, basketball, hockey, football and rugby).

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 be understanding what happens when someone breaks the law as well as understanding what prejudice and discrimination are and why and how they should be challenged. We will also look at how reducing the use of materials and energy helps the environment, and what individuals can do to support this.

As **Open-Minded Learners** we will be continuing our learning on whether it is better to express beliefs in arts and architecture or in charity and generosity.

World:

As **Scientists** we will building on our knowledge of light, including how it travels, considering what we can change about shadows and how light is reflected.

As **Historians** we will be learning about the Viking and Anglo- Saxon struggle for the kingdom of England. We will be choosing reliable sources of information to find out about the past, giving own reasons why changes may have occurred, backed up by evidence, describe 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 be performing a cinquain to an audience and providing peer assessment of our performances.

As **linguists** we will be using British Sign Language to communicate families, transport and direction.

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 detailed instructions with a clear introduction and conclusion, showing how persuasive writing can be adapted for different audiences and purposes, writing non-chronological reports and linking to our theme learning.

As **Mathematicians** we will be adding fractions, fractions within 1, 3 or more fractions, mixed numbers, subtracting fractions, mixed numbers, 2 mixed numbers, multiplying unit, non- unit fractions and mixed numbers by an integer, finding fractions of an amount, using fractions as operators, working with decimals up to 2 decimal points, decimals as fractions, understanding thousandths, thousandths as decimals, rounding decimals, ordering and comparing decimals, understanding percentages, converting percentages to fractions and decimals.

As **Artists** we will be creating portraits using a range of different media.

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 learn to create formulae to model and solve a given problem including text variables. We will also be using spreadsheets to plan a cake sale.

Cycle A

Year 5 Curriculum Map – Spring Term 2

ENGLISH: (Writing):

The Lighthouse (film unit)

- Newspaper report
- First person narrative

Nevermoor (Book focus)

- Figurative language
- Poetry
- Formal and informal letters

Antarctica (Theme learning)

- Non-fiction
- Non-chronological reports
- Research

Phonics / Spelling / Handwriting:

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
- Understand and use VIPERS skills

Grammar

- Synonyms and Antonyms
- Homophones
- Prefixes
- Suffixes
- Plurals
- Secure spelling patterns
- Use a thesaurus
- Have legible, fluent handwriting
- Plan writing to suit audience & purpose
- Use consistent appropriate tense

Maths:

Fractions:

- Add and subtract fractions
- Add fractions within 1
- Add 3 or more fractions
- Add mixed numbers
- Subtract fractions
- Subtract mixed numbers
- Subtract 2 mixed numbers
- Multiply unit fractions by an integer
- Multiply non- unit fractions by an integer
- Multiply mixed numbers by integers
- Fraction of an amount
- Using fractions as operators

Decimals & Percentages

- Decimals up to 2 decimal points
- Decimals as fractions
- Understand thousandths
- Thousandths as decimals
- Rounding decimals
- Order and compare decimals
- Understand percentages
- Percentages as fractions and decimals
- Equivalent F.D.P

ACTIVE Maths:

- Converting fractions to decimals
- Adding decimals
- Converting decimals with different denominators
- Ordering decimals
- Converting decimals and fractions into percentages

Cycle A

Year 5 Curriculum Map – Spring Term 2

SCIENCE: Light

- Understanding how light travels
- What we can change about a shadow
- What affects the size of a shadow?
- How light is reflected

British History- Were the Vikings raiders, traders or something else?

- Explain where the Vikings came from and why they invaded Britain
- Name Viking trade routes and explain why they were important
- Identify the differences between Viking sagas

COMPUTING:

Introduction to Python and Spreadsheets
Simple programming involving input and output

ART: Painting & mixed media

Portraits

Outline a portrait drawing with words, varying the size, shape and placement of the words to create interest

RELIGIOUS EDUCATION:

Is it better to express your beliefs in arts and architecture or in charity and generosity?

Show understanding of the value of sacred buildings and art. Suggest reasons why some believers see generosity and charity as more important than buildings and art.

PHYSICAL EDUCATION (Dance / Gymnastics):

Gymnastics - Flight

PSHE:

Health and Well-being: Drugs and Alcohol

Learning about drugs, alcohol and tobacco and the influences that others have on us; how to deal with a emergency.

PHYSICAL EDUCATION (Games / Swimming):

Invasion Games Teamwork and formations

PSHE (Show Racism the Red Card):

Consequences of Hate

How hate and prejudice escalates
Recognise their role in the prevention of hate escalating
Consider their role in their fight against racism

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