



## Curriculum Map

### Year 5 Autumn Term

Subject	Content
<b>Religious Education</b>	<p><b>Creation</b></p> <ul style="list-style-type: none"><li>• recognise that we are made in the image and likeness of God</li><li>• have an understanding of the creation story</li><li>• hear the words of the Canticle of Creation</li></ul> <p><b>Miracles &amp; the Sacrament of the Sick</b></p> <ul style="list-style-type: none"><li>• know a number of miracles that Jesus performed and identify how his actions brought change to people's lives</li><li>• know about some places of pilgrimage</li><li>• understand that the Sacrament of the Sick is an important celebration for those that are ill</li><li>• research some of the messages of the Old Testament</li><li>• learn the story of the birth of John the Baptist</li></ul> <p><b>Advent</b></p> <ul style="list-style-type: none"><li>• prepare to remember the first Coming of Christ and prepare for his second coming during Advent</li><li>• know and discuss the messages of those who have proclaimed the coming of Christ</li><li>• know the main features of the Christmas story from Matthew's Gospel</li></ul>
<b>Literacy</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"><li>• read a range of texts fluently and accurately</li><li>• identify language within the text that is different from that in everyday use</li><li>• can dramatise and perform a story for others, using a narrator if necessary</li><li>• use appropriate voices for characters and adapt a story telling voice when needed</li><li>• compare how different news is presented in different formats</li><li>• skim materials and note down different views and</li></ul>

arguments

- distinguish between fact and opinion
- pause appropriately in response to punctuation and/ or meaning
- justify predictions made by referring to the story
- considers different formats and approaches to book reviews

### **Writing**

#### **Minimum standards**

- All writing is recorded in a fluent joined cursive script in all subjects with urgent address of incorrect letter size, position.
- All standard 5 punctuation correctly used
- Paragraphs used in all pieces of writing

All writing genres can be applied at any time during the year regardless of the main teaching focus for each term.

Historical stories. Plan their writing by:

- Understanding that specific vocabulary is required for writing historical stories
- Understanding that facts can be learnt from a fiction book
- Discussing anachronisms in historical stories
- Recognising that sentences contain one or more clauses
- Investigating the use of commas in sentences.

Stories with flashbacks. Plan their writing by:

- Discussing the techniques used to show that a character is having a flashback
- Identifying devices used to provide flashback information
- Write sentences including relative clauses
- Understand what is meant by an anachronism.

Dialogue poems. Plan their writing by:

- Identifying the characters in the dialogue poem
- Identifying and define the idioms used in poems

- Studying the language used including contractions and dialect
- Preparing a poem for a class performance.

Chronological reports. Plan their writing by:

- Discussing features of chronological reports
- Explain the use of hyphens
- Evaluate their own and others' writing
- Write sentences using the perfect form of verbs

Significant authors. Plan their writing by:

- Understanding expanded noun phrases
- Describing different sentence types: simple, compound & convex
- Drawing inferences and predict what will happen next in a significant author's work
- Comparing book structures

Free form poems. Plan their writing by:

- Understanding the use of adjectives, verbs and adverbs in poetry
- Understanding the value and purpose of punctuation in poetry
- Understanding the use of preposition phrases which modify nouns
- Understanding alliteration, rhyme and assonance.

### **Grammar, Punctuation and Spelling**

- reorder simple sentences, noting the changes which are required in word order and verb forms and discuss the effects of changes
- construct sentences in different ways while maintaining the meaning
- understand the basic conventions of modern English and consider when and why standard English is used
- discuss, edit and proof read work for clarity and correctness, e.g by creating more complex sentences, using a range of connectives, simplifying clumsy

	<p>constructions</p> <p>Spelling errors of high frequency words in free writing consistently corrected by adults and pupils expected to repeat.</p>
<p><b>Mathematics</b></p>	<p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>• read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</li> <li>• count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</li> <li>• round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</li> <li>• solve number problems and practical problems that involve all of the above</li> </ul> <p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>• multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li> </ul> <p><b>Fractions (including decimals and percentages)</b></p> <ul style="list-style-type: none"> <li>• read and write decimal numbers as fractions [for example, <math>0.71 = \frac{71}{100}</math>]</li> <li>• recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> <li>• round decimals with two decimal places to the nearest whole number and to one decimal place</li> <li>• read, write, order and compare numbers with up to three decimal places</li> <li>• solve problems involving number up to three decimal places</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</li> <li>• solve problems involving converting between units of time</li> </ul> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>• add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>• add and subtract numbers mentally with increasingly large numbers</li> <li>• use rounding to check answers to calculations and</li> </ul>

	<ul style="list-style-type: none"> <li>• determine, in the context of a problem, levels of accuracy</li> <li>• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation including scaling</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• solve comparison, sum and difference problems using information presented in a line graph</li> <li>• complete, read and interpret information in tables including timetables</li> </ul>
<b>Science</b>	<p><b>Physics</b></p> <p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>• describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>• describe the movement of the moon relative to the Earth</li> <li>• describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>• use the idea of the Earth’s rotation to explain day and night and the apparent movement of the Sun across the sky</li> <li>• do a survey based on the Solar System</li> <li>• draw a graph based on the survey</li> </ul>
<b>Computing</b>	<p><b>We are architects</b></p> <ul style="list-style-type: none"> <li>• create a sculpture using Sketchup</li> <li>• create a virtual gallery</li> <li>• put art work in to a virtual gallery</li> <li>• create a virtual tour of a gallery</li> </ul> <p><b>We are cryptographers</b></p> <ul style="list-style-type: none"> <li>• send and receive messages in semaphore</li> <li>• learn about and use Morse code</li> <li>• create secret messages and crack codes</li> <li>• find out the importance of having a secure password</li> <li>• learn how to stay safe on the web</li> </ul>

<p><b>Creative Curriculum</b></p>	<p>We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music.</p> <p>Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects. (See Creative Curriculum Two Year Cycle).</p> <hr/> <p><b>Autumn 1:</b> Community  <b>Main Focus:</b> Music  We will explore cyclic rhythm patterns inspired by African drumming, leading to composing a piece based on the theme of community in Birmingham.</p> <ul style="list-style-type: none"> <li>• sings with increasing control of breathing, posture and projection</li> <li>• can identify the meter of songs through recognising the pattern of strong and weak beats</li> <li>• can sustain cyclic rhythm patterns keeping to a steady beat</li> <li>• can improvise rhythm patterns and compose in a group to convey ideas about Birmingham</li> </ul>
	<p><b>Autumn 2:</b> Celebrations  <b>Main Focus:</b> Design Technology</p> <ul style="list-style-type: none"> <li>• generates ideas and identifies a purpose for a product</li> <li>• uses ICT when developing and testing out design ideas</li> <li>• cuts, joins and decorates with care and accuracy to ensure a quality finish</li> <li>• evaluates their contribution to the Christmas Village against the original design specification</li> </ul>
<p><b>Physical Education</b></p>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• plan and perform dance</li> <li>• compose motifs and plan dances creatively and collaboratively in groups</li> <li>• perform different styles of dance clearly and fluently</li> <li>• organise personalised warm up and cool down exercises</li> <li>• show an understanding of safe exercising</li> <li>• recognise and comment on dances showing an understanding of style</li> <li>• suggest ways to improve their own and others work</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• developing safe entries into water including submersion</li> <li>• rotation skills and water safety knowledge</li> <li>• developing the understanding of buoyancy through a range of skills</li> </ul>

	<ul style="list-style-type: none"><li>• refining kicking technique for all strokes</li></ul>
<b>PSHE</b>	<ul style="list-style-type: none"><li>• expresses own views confidently and listens, showing respect for the views of others</li><li>• identifies and explains how to manage the risks in different familiar situations connected to personal safety</li></ul>