



Curriculum Map

Year 5 Spring Term

| Subject | Content |
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| Religious Education | <p>Christmas</p> <ul style="list-style-type: none">• know the main features of the Christmas Story• understand some of the difficulties faced by the different characters in the story <p>Baptism</p> <ul style="list-style-type: none">• be able to reference Gospel accounts of the Baptism of Jesus• be able to describe, sequence, and explain many of the signs, symbols and actions in the Sacrament of Baptism <p>Parables and saying of Jesus</p> <ul style="list-style-type: none">• know some important Parables and Sayings of Jesus• understand the Kingdom of God was part of the language Jesus used to explain his preaching about welcoming and accepting God's presence through him• be able to think of some ways in which the Church lives out this teaching of Jesus <p>Lent</p> <ul style="list-style-type: none">• know that Lent is a Season of Change for Christians to become more like Christ• understand some things that damage human relationships, and the consequences of giving in to temptations that are wrong.• recognise that the Sacrament of Reconciliation is the Church's celebration of God's forgiveness of sin. |
| Literacy | <p>Reading</p> <ul style="list-style-type: none">• begin to find meaning beyond the literal, for example, how impressions of people are conveyed, through choice of detail and language• respond to the tension in a story• read ahead to determine direction and meaning of a story• inference and deduction to work out what characters are like from evidence in the text• exploring figurative language and how it conveys meaning |

- explore the relationship between a poet and the subject of a poem
- identify how a writer sets out to persuade

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 Level 4 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.

Non-chronological report

- create a non-chronological report
- write an opening statement
- give clear explanations where needed
- use longer and more complex sentences

Instructions

- write a set of instructions including a title to catch the eye
- include a list of requirements for equipment at the beginning
- list all steps in chronological order

Fables, myths and legends

- write a fable, including a moral at the end
- write a myth set in ancient times
- the myth includes powerful imagery, magical powers and strange frightening creatures
- write a legend about people
- the legend includes brave heroic characters with a distinction between honour and dishonour

Stories from other cultures

- identify differences between the style of writing in stories from other countries
- identify the differences in patterns of relationships, customs and attitudes with particular reference to the way characters act and interact.

Grammar, Punctuation and Spelling

- use the term preposition appropriately and understand the function of prepositions in sentences
- understand the need for punctuation as an aid to the

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| | <p>reader e.g. commas to mark grammatical boundaries</p> <ul style="list-style-type: none"> • further punctuation marks: colon, semi-colon, dashes, brackets <p>Spelling errors of high frequency words in free writing consistently corrected by adults and child expected to repeat.</p> |
| <p>Mathematics</p> | <ul style="list-style-type: none"> • multiply and divide any positive integer up to 10000 by 10 or 100 • multiply two numbers by doubling one and halving the other • multiply by 25, using the fact that $4 \times 25 = 100$ • mentally multiply a 3 digit multiple of 100 by a 2 digit multiple of 10 • introduce the use of brackets • divide by 8 by halving, and halving again • order a set of decimal numbers • recognise the equivalence between decimals and fractions • find differences mentally by counting up from smaller to larger numbers • subtract thousands using standard written methods • make decisions and choose a suitable strategy for mental subtraction • find all pairs of factors of any number up to 100 • understand and use the formula in words, 'length times breadth' for the area of a rectangle • rehearse 'polyhedron' and 'tetrahedron' and introduce 'octahedron' • recognise the position of shapes after given rotations • draw and describe polygons based on the coordinates of their vertices • data handling (interpreting and analysing line graphs) • perimeter (what are they learning?) |
| <p>Science</p> | <p>Biology</p> <p>Life Cycles and Reproduction</p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age • describe how your heart works and how it is affected by exercise • describe how tobacco, alcohol and other drugs can harm your body • plan and carry out investigations and know the importance of taking repeat findings • present results in bar charts and line graphs • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants |

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| | and animals |
| Science | <p>Chemistry</p> <p>Properties & Changes of Materials</p> <ul style="list-style-type: none"> • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity, (electrical and thermal), 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 • give reasons based on evidence from comparative and fair tests • demonstrate that dissolving, mixing and changes of state are reversible changes • some changes result in the formation of new materials, and this kind of change is not usually reversible • changes associated with burning and the action of acid in bicarbonate of soda |
| Computing | <p>We are artists</p> <ul style="list-style-type: none"> • develop an appreciation of the links between geometry and art • familiar with tools and techniques of a vector graphics package • understand turtle graphics • experiment with tools available, refining and developing work • develops some awareness of computer-generated art, in particular fractal-based landscapes <p>We are web developers</p> <ul style="list-style-type: none"> • develop research skills to decide what information is appropriate • understand some elements of how search engines select and rank results • question the plausibility and quality of information • develop and refine ideas and text collaboratively • develop understanding of E Safety and responsible use of technology |

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| <p>Creative Curriculum</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>Spring: Water Main focus: Art -People in action We will explore how to convey movement in drawings work using water sports as a theme.</p> <ul style="list-style-type: none"> • make drawings to record figure shapes in active poses • draw sequences of action to show movement • record the ways in which visual effects can be used to show movement • compare ideas, methods and approaches in their own and others' work and say what they think and feel about them • use a variety of source material for their work including photographic images • to investigate methods and approaches used by others to show figures and forms in movement |
| <p>Physical Education</p> | <p>Net/Wall (including tennis)</p> <ul style="list-style-type: none"> • use forehand, backhand and overhead shots increasingly well in the games they play • use the volley in tennis • understand the need for tactics • play collaboratively with a partner • apply rules consistently and fairly • identify appropriate exercises and activities for warming up • recognise how games makes their bodies work <p>Striking and fielding</p> <ul style="list-style-type: none"> • strike a bowled ball • use a range of fielding skills including catching, throwing, bowling and intercepting with growing control and stability • identify their own strengths and suggest practices to help them improve |
| <p>PSHE</p> | <ul style="list-style-type: none"> • explore simple moral dilemmas, understanding the effects of peer pressure • know some of the challenges faced by people with disabilities and shows a growing awareness of the diversity within our community |

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| | <p>ESafety</p> <ul style="list-style-type: none">● safe searching and evaluating the quality of online content● consider the importance of protecting personal information as well as recognising that they are sharing their own copyrighted work with an audience● consider the reliability and bias of online content● how to contribute positively to a shared resource● how to use search engines safely and effectively |
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