



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 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.

Tales from other cultures. Plan their writing by:

- Identifying features of play scripts
- Recognising and identifying direct and indirect (reported) speech
- Study the use of the subjunctive verb form
- Investigating synonyms and antonyms of adjectives

Persuasive writing. Plan their writing by:

- Identifying features used to engage and entertain the reader
- Identifying modal verbs used in persuasive texts
- Writing a blurb about a story to persuade other children to read it.

Recounts. Plan their writing by:

- Identifying features of recounts.
- Understanding the use of perfect verb forms to mark relationships of time and cause
- Understanding how to add detail to text by use of adverbials
- Identifying devices that authors use to persuade the

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| | <p>reader to continue reading</p> <p>Classic poems. Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying features that the poets use to interest and engage the reader • Writing a review of their favourite classic poem • Write a poem in the style of a classic poet <p>Grammar, Punctuation and Spelling</p> <ul style="list-style-type: none"> • use the term preposition appropriately and understand the function of prepositions in sentences • understand the need for punctuation as an aid to the reader e.g. commas to mark grammatical boundaries • 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> | <p>Addition and subtraction</p> <ul style="list-style-type: none"> • add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • add and subtract numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why <p>Measurement</p> <ul style="list-style-type: none"> • use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation including scaling • measure and calculate the perimeter <p>Statistics</p> <ul style="list-style-type: none"> • solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables, including timetables |

Fractions (including decimals and percentages)

- compare and order fractions whose denominators are all multiples of the same number
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]
- read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- recognise the per cent symbol (%) and understand that per cent relates to “number of parts per hundred”, and write percentages as a fraction with denominator 100, and as a decimal
- identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths

Multiplication and division

- identify multiples and factors, including finding all factor pairs
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one-digit number using a formal written method
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign

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| | <p>Geometry: properties of shapes</p> <ul style="list-style-type: none"> • identify 3-D shapes, including cubes and other cuboids, from 2-D representations • know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • draw given angles, and measure them in degrees ($^{\circ}$) • Identify: <ul style="list-style-type: none"> – angles at a point and one whole turn (total 360°) – angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) – other multiples of 90° • 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 |
| <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 and animals |
| <p>Science</p> | <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, |

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| | <p>and this kind of change is not usually reversible</p> <ul style="list-style-type: none"> • 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 |
| Creative Curriculum | <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: Leaders Main focus: Art and Design Textiles We will learn sewing skills and incorporate collage and stitching effects in a set of story textile pictures.</p> <ul style="list-style-type: none"> • can join fabrics in different ways including stitching • chooses media of different textures and sound to create a 'talking textile', communicating ideas in a story • investigates the effects of colour, shape and texture in textile materials uses research and sketching to investigate the work of a famous artist <p>Gymnastics</p> |

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| | <ul style="list-style-type: none"> • make up longer, more complex sequences, including changes of direction, level and speed • develop their own solutions to a task by choosing and applying a range of compositional principles • combine and perform gymnastic actions, shapes and balances • show clarity, fluency, accuracy and consistency in their movements • in small groups, prepare a sequence to be performed to an audience • understand the importance of warming up and cooling down • say, in simple terms, why activity is good for their health, fitness and wellbeing • show an awareness of factors influencing the quality of a performance and suggest aspects that need improving |
| Physical Education | <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 |
| PSHE | <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 |