



Curriculum Map

Year 5 Summer Term

Subject	Content
Religious Education	<p>Easter</p> <ul style="list-style-type: none">• know that the Easter Vigil is the Church's Celebration of the Resurrection of Christ• know the structure of the Vigil, and will understand the meaning attached to some of the symbols used during the Vigil• be able to discuss the importance of Christian belief in eternal life. <p>Pentecost</p> <ul style="list-style-type: none">• know about the transformation of the Apostles of Jesus through the gift of the Holy Spirit• know that the Holy Spirit is included in the Church's belief in the Holy Trinity• be able to discuss some of the qualities of the Holy Spirit• The work of the Apostles have a knowledge of the work of the Apostles after Pentecost• understand some reasons why they were so keen to proclaim the Resurrection of Christ to the world <p>Marriage and Holy Orders</p> <ul style="list-style-type: none">• know that Marriage and Holy Orders are Sacraments of Commitment• recall the promises made in Marriage, and key tasks of the Archbishop, Priests and Deacons.• explain the meaning of the Body of Christ as a term for roles and responsibilities of the Church.
Literacy	<p>Reading</p> <ul style="list-style-type: none">• identify key points when reading appropriate texts and understand the significant ideas, themes, events and characters• gather evidence from the text to justify opinions

- use inference and deduction to work out the characteristics of different people from a story
- compare fictional accounts in historical novels with a factual account
- compare the language in older texts with modern standard English
- appreciate bias in persuasive writing, including articles and advertisements

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.

Playscripts

- create a playscript that follows the usual pattern of scripting
- to write a script that includes stage directions, technical terms, good match between character and dialogue and development of characters and relationships
- use standard and non-standard English appropriately
- create a play script that sustains interest

Poetry

- write modern and classic poems
- knowledge of sound and rhyme patterns
- deliberately position words and phrases
- make a link between the poem and the title

Film review

- write a film review that hooks the reader with a strong first sentence about the film
- give an opinion as the reviewer
- mentioned the strengths and weaknesses including the plot, acting and costumes

Grammar, Punctuation and Spelling

- use connectives to link clauses within sentences and to link sentences in longer texts
- investigate clauses through identifying the main clause in a sentence and investigating sentences which contain more than one clause
- ensure that when using pronouns, it is clear to what or

	<p>who they refer</p> <ul style="list-style-type: none"> • aware of the differences between spoken and written language <p>Spelling errors of high frequency words in free writing consistently corrected by adults and child expected to repeat.</p>
Mathematics	<ul style="list-style-type: none"> • order a set of positive and negative numbers • multiply hundreds, tens and units using a standard written method • divide hundreds, tens and units using standard written methods • round a 1- or 2- place decimal number to its nearest whole number • mentally add or subtract decimal numbers • find percentages of quantities • recognise what must be added to a decimal number to make the next whole number • add two or more decimal numbers using standard written methods • recognise that from one addition or subtraction fact, three other related facts can be found • subtract a 2-place decimal using a standard written method • explore patterns in the sum of more than two even/odd numbers • introducing square numbers • measure the capacity of several containers, using a measuring jug • suggest suitable units and tools to measure different times • use a timetable effectively • calculate angles on a straight line • estimate an angle in degrees • recognise acute and obtuse angles in shapes • recognise the distinction between 'impossible', 'unlikely', 'likely' and 'certain'
Science	<p>Physics</p> <p>Forces and mechanical devices</p> <ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between Earth and the falling object • identify the effects of air resistance, water resistance and friction • recognise that some mechanisms, including levers pulleys and gears, allow a smaller force to have a greater effect
Computing	We are game developers

	<ul style="list-style-type: none"> • create original artwork and sound for a game • design and create a computer program for a computer game, which uses sequence, selection, repetition and variables • detect and correct errors in computer game • use iterative development techniques (making a testing a series of small changes) to improve a game <p>We are bloggers</p> <ul style="list-style-type: none"> • become familiar with blogs as a medium and a genre of writing • create a sequence of blog posts on a theme • incorporate additional media • comment on the posts of others • develop a critical, reflective review of a range of media, including text
<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> <p>Summer 1: Food Glorious Food Main focus: Music We will use our knowledge of rhythm, timbre and pitch to compose and play together as an ensemble.</p> <ul style="list-style-type: none"> • sing confidently and expressively with attention to dynamics and phrasing, with good intonation and a sense of occasion • identify and control different ways percussion instruments make sounds • develop control of dynamics and tempo in singing and playing • play accompaniment parts on glockenspiel, bass drum or cymbal • identify how a mood is created by music and lyrics • develop the skills of listening to others in ensemble playing <p>Summer 2: Environment Main focus: Geography -Local traffic – an environmental issue We will look at issues concerning traffic improvement schemes and the impact it could have on local people and the environment.</p>

	<ul style="list-style-type: none"> • use 8 compass points • compare maps with aerial photographs • draw a sketch map using symbols and a key • gather information about an area using photographs, maps and plans • collect opinions using interviews and questionnaires • identify how people affect the environment and give reasons for their own views about the environment • recognise that other people may have reasons for thinking differently • use primary and secondary sources of evidence in investigations • analyse evidence and draw conclusions
Physical Education	<p>Athletics</p> <ul style="list-style-type: none"> • choose the best pace for a running event, so that they can sustain their running and improve on a personal target • show control at take off in jumping activities • show accuracy and good technique when throwing for distance • understand how stamina and power help people to perform well in different athletic activities • identify good athletic performance and explain why it is good <p>Outdoor and adventurous activities</p> <ul style="list-style-type: none"> • find solutions to problems and challenges • plan, implement and refine strategies they use • work increasingly well in a group or in a team where roles and responsibilities are understood <p>Invasion Games</p> <ul style="list-style-type: none"> • pass, dribble and shoot with control • use tactics to help a team keep the ball and take it towards the opposition's goal • mark opponents and help each other in defence • pick things that could be improved in performances and suggest ideas and practices to make them better
PSHE	<ul style="list-style-type: none"> • demonstrate an increased knowledge of rights and responsibilities within a society • show an awareness of the idea of collective and individual responsibility to find solutions • participate and show concern for their community. <p>E Safety</p> <ul style="list-style-type: none"> - copyright when sourcing images for work - developing safe search habits - considering personal implications of video games, including violent games