



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 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.

Information text. Plan their writing by:

- Discussing features of information texts
- Punctuating a list using a colon, semi-colons and bullet points
- Linking writing style to audience and purpose
- Identifying cohesive devices and plan to use these

Narrative poems. Plan their writing by:

- Investigating historical vocabulary used in poem
- Writing sentences including adverbials
- Describing the structure of a stanza in a poem
- Understanding the use of the perfect form to bring attention to the consequences of a prior event

Instructions and explanations. Plan their writing by:

- Listing features of explanation texts and instruction texts
- Adding correctly punctuated parentheses to simple

	<p>sentences</p> <p>Non-chronological reports and journalistic writing. Plan their writing by:</p> <ul style="list-style-type: none"> • Listing features of no-chronological reports • Using colons and semicolons (and bullet points) in sentences • Identifying the passive form of some active sentences • Understanding what is meant by a paragraph <p>Poetry study. Plan their writing by:</p> <ul style="list-style-type: none"> • Reading, preparing and performing a poem • Identifying expanded noun phrases • Identifying figurative language <p>Modern classic fiction. Plan their writing by:</p> <ul style="list-style-type: none"> • Developing an awareness of verb choice and make good choices • Recognising and use fronted adverbials and modal verbs in own writing • Recognising authorial intent in their own writing <p>Grammar, Punctuation and Spelling</p> <ul style="list-style-type: none"> • 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 who they refer • 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	<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

	<p>addition and subtraction)</p> <ul style="list-style-type: none"> • 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>Fractions (including decimals and percentages)</p> <ul style="list-style-type: none"> • <i>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, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]</i> • add and subtract fractions with the same denominator and denominators that are multiples of the same number • <i>solve problems involving number up to three decimal places</i> <p>Measurement</p> <ul style="list-style-type: none"> • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes • estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] <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 <p>Geometry: properties of shapes</p> <ul style="list-style-type: none"> • 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
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

	<ul style="list-style-type: none"> • 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	<p>We are game developers</p> <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
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> <p>Summer 1: Food Glorious Food</p> <p>Main focus: Music</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 • play the simpler accompaniment parts on glockenspiel, bass drum or cymbal • identify how a mood is created by music and lyrics <hr/> <p>Summer 2: Environment</p> <p>Main focus: Geography -Local traffic – an environmental issue</p> <ul style="list-style-type: none"> • identify how people affect the environment and recognise ways people try to begin to account for their

	<p>own views about the environment</p> <ul style="list-style-type: none"> • recognise that other people may have reasoning for thinking differently • use primary and secondary sources of evidence in investigations • analyse evidence and draw conclusions • use photos for investigations • use 8 compass points • compare maps with aerial photographs
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>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>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.

