Curriculum Map Yr5

English:

Genres

- Writing narratives
- Narrative Texts
- Setting description
- Fables Myths and Legends
- Stories from other cultures
- Dictionaries
- Play scripts
- Diary Writing
- Instructions
- Reports
- Explanation
- Recounts
- Persuasion
- Letters
- Prepare poems and play scripts to read aloud and to perform

Writing: Key Objectives

- Plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own.
- Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.
- Draft and write by beginning to use some organisational and presentational devices to structure text and to guide the reader [for example, headings, and bullet points].
- Evaluate and edit by beginning to use the correct tense throughout a piece of writing.
- Beginning to proof-read for spelling and punctuation errors.
- Develop their understanding of the concepts set out in English Appendix 2 by using modal verbs or adverbs to indicate degrees of possibility.
- Use grammatical terminology for Year 5 converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
- Use grammatical terminology for Year 5 understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly].
- Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing.

Reading: Key Objectives

- Apply their initial knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
- Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Understand what they read by beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Beginning to retrieve, record and present information from non-fiction.
- Begin to participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Beginning to provide reasoned justifications for their views.

Spoken language: at a level appropriate to Year 5 -

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and build vocabulary and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions and explanations
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Mathematics

Number Place Value: Key Objectives

- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.

Calculations: Key Objectives

- 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.
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Fractions: Key Objectives

- Compare and order fractions whose denominators are all multiples of the same number.
- Read and write decimal numbers as fractions [for example, 0.71 = 71/100].
- Read, write, order and compare numbers with up to three decimal places.
- Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25

Measurement, Space and Statistics: Key Objectives

- Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
- 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.
- Draw given angles, and measure them in degrees (°).
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- Complete, read and interpret information in tables, including timetables.

Art and Design

- Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
- Paint, Collage, Sculpture, Draw, Print Textiles, Digital Media, Mixed Media
- Develop & share ideas in a sketchbook in finished products.
- Improve mastery of techniques.
- Learn about great artists, architects & designers in history.

Computing

- Design and write programmes that accomplish specific goals to control an external device
- Combine sequences of instructions to turn devices on and off
- Use logical reasoning to explain how a simple algorithm works to detect and correct errors
- Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web and the opportunities they offer for communication and collaboration
- Use search engines effectively; be discerning in evaluating digital content; recognise the potential risks of using internet communication tools (such as scams and phishing) and understand that some material on the internet is copyrighted
- Discuss the positive and negative impact of the use of ICT in my own life, use technology respectfully and responsibly and know different ways I can get help if I am concerned
- Understand not to publish other peoples' pictures on the internet without their permission; know that content once put online is extremely difficult to remove
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Science

Work scientifically

- I can plan types of enquiry
- I can control variables in an enquiry
- I can precisely measure using a range of equipment
- I can record data and results using scientific diagrams and labels
- I can draw a conclusion
- I can explain causal relationships in enquiry
- I can read spell and pronounce scientific vocabulary

Biology

Animals and Humans

- Describe the changes and development from birth to old age in animals and humans

All Living Things

- Look at the life cycle of animals and plants.
  Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird
  Describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death).
- Look at reproduction in plants and animals, & human growth & changes.
  Describe the life processes of reproduction in some plants and animals.

Chemistry

Materials

- Examine the properties of materials using various tests.
- Look at solubility and recovering dissolved substances.
- Separate mixtures.
- Examine changes to materials that create new materials that are usually not reversible.
  Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets.
  Understand how 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, including through filtering, sieving and evaporating.
  Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
  Demonstrate that dissolving, mixing and changes of state are reversible changes.
  Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidisation and the action of acid on bicarbonate of soda.

Physics

Forces & Magnetism

- Look at the effect of gravity and drag forces.
- Look at transference of forces in gears, pulleys, levers & springs.
  Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
  Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.
  Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.
  Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.

Earth and Space

- Look at the movement of the Earth and the moon.
- Explain day and night.
  Describe the Sun, Earth and Moon as approximately spherical bodies.
  Use the idea of the Earth's rotation to explain day & night.

Sound (link to music)

- Find patterns between the pitch of a sound and features of the object that produced it.
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.

Design and Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding, and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.

Design

- Use research & develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model & communicate their ideas: discussion, annotated sketches, cross-sectional & exploded diagrams, prototypes, pattern pieces & comp. aided design.

Make

- Select from & use a wider range of tools & equipment to perform practical tasks: cutting, shaping, joining & finishing accurately.
- Select from & use a wider range of materials & components, inc. construction materials, textiles & ingredients, according to their functional properties & aesthetic qualities.

Evaluate

- Investigate and analyse a range of existing products.
- Evaluate their ideas & products against their own design criteria & consider others' views to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world.

Technical Knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.
- Understand and use electrical systems in their products such as series circuits, incorporating switches, bulbs, buzzers and motors.
- Apply their understanding of computing to programme, monitor and control their products.

Cooking and Nutrition

- Understand & apply principles of a healthy & varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Languages

- In the chosen modern language:
  - Speak
  - Read
  - Write

Asking and answering simple questions about self and familiar surroundings, Colours. Directions. Weather

- Look at the culture of the countries where the language is spoken.

Music

- Play & perform in solo and ensemble contexts using voice & instruments with increasing accuracy, control & expression.
  Sing or play from memory with confidence.
  Perform solos or as part of an ensemble.
  Sing or play expressively and in tune.
  Hold a part within a round.
  Sing a harmony part confidently and accurately.
  Sustain a drone or a melodic ostinato to accompany singing.
  Perform with controlled breathing (voice) and skillful playing (instrument).
- Improvise and compose music using the inter-related dimensions of music separately and in combination.
  Create songs with verses and a chorus.
  Create rhythmic patterns with an awareness of timbre and duration.
  Combine a variety of musical devices, including melody, rhythm and chords.
  Thoughtfully select elements for a piece in order to gain a defined effect.
  Use drones and melodic ostinati (based on the pentatonic scale).
  Convey the relationship between the lyrics and the melody.
  Use digital technologies to compose, edit and refine pieces of music.
- Listen with attention to detail and recall sounds with increasing aural memory.

Curriculum Map Yr5

Hungerford Primary Academy
learn to love and love to learn

Choose from a wide range of musical vocabulary to accurately describe and appraise music including:
Pitch; dynamics; tempo; timbre; texture; lyrics and melody; sense of occasion; expressive; solo; rounds; harmonies; accompaniments; drones; cyclic patterns; combination of musical elements and cultural context.
Describe how lyrics often reflect the cultural context of music and have social meaning.

- Use & understand the basics of the staff & other notations.
Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.
Read and create notes on the musical stave.
Understand the purpose of the treble and bass clefs and use them in transcribing compositions.
Understand and use the # (sharp) and ♭ (flat) symbols.
Use and understand simple time signatures.
- Appreciate & understand a wide range of high quality live & recorded music from different traditions & from great musicians & composers.
- Develop an understanding of the history of music.

Geography

- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the 8 points of a compass, 4- and 6- figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

History

- *Britain's settlement by Anglo-Saxons and Scots*
For example: Roman withdrawal from Britain in c.AD 410 and the fall of the western Roman Empire / Scots invasions from Ireland to North Britain (now Scotland) / Anglo-Saxon invasions, settlements and kingdoms, place names and village life / Anglo Saxon art and culture / Christian conversion – Canterbury, Iona and Lindisfarne
- *The Viking and Anglo-Saxon struggle for the Kingdom of Britain to the time of Edward the Confessor*
This could include: Viking raids and invasion, ways of life and trade / Resistance by Alfred the Great and Athelstand, the First King of England / Anglo-Saxon laws and justice / Edward the Confessor and his death in 1066

Personal Development

- Discuss and learn techniques to improve in the eight areas of 'success'.
- Study role models who have achieved success.
- Study those who have lost success and relate this to the eight areas of 'success'.

Physical Education

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- **Swimming and water safety:**
In particular, pupils should be taught to:
- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

Religious Education

- Study the beliefs, festivals and celebrations of Christianity.
- Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.
- Study three of the major six religions not studied in depth in order to get a brief outline.
- Study other religions of interest to pupils.