

Year Five Curriculum Map

Autumn Term

Mathematics

Place Value

Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit

Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000

Interpret negative numbers in context

Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000

Solve number problems and practical problems that involve all of the above

Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Addition & Subtraction

Add and subtract whole numbers with more than 4 digits, including using formal written methods

Add and subtract numbers mentally with increasingly large numbers

Use rounding to check answers to calculations

Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Multiplication & Division

Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers

Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers

Establish whether a number up to 100 is prime and recall prime numbers up to 19

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 and cubed

Fractions

Compare and order fractions whose denominators are all multiples of the same number

Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths

Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number

Add and subtract fractions with the same denominator and denominators that are multiples of the same number

Reading

Key text: Holes by Louis Sachar

Key text: The Visitor by Ian Serrailler

Key text: Farther by Graham Baker-Smith

Key text: Varjak Paw by S.F Said (read aloud)

Writing

Task: To write a diary entry from a characters' perspective. (Holes)
Writing to persuade and inform – a promotional leaflet and an inspection report on Camp Green Lake. (Holes)

Task: Writing a narrative in third person in order to entertain (The Visitor).

Task: Writing a letter in role of the father/son. (Farther)

Task (History): To write a non-fiction report about the Shang Dynasty.

RE

Skills

Pupils should be able to:

God

Explain connections between biblical texts (Psalm 103, Isaiah 6:1-6) and Christian ideas of God, using theological terms.

Make connections between Bible texts studied (Proverb 6: 16-19) and what Christians believe about God.

Explore how biblical ideas and teachings about God might make a difference in the world.

Gurdwara

Recognise and explain what happens in a Gurdwara and other community buildings where people share their lives.

Make links between Sikh ideas of God and service to others and the work of the Gurdwara.

Give examples of how some Sikh people might remember God in different ways.

Ask and answer questions about Sikh worship.

Incarnation

Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Analyse Gospel and prophecy texts (Isaiah 7,9, 11 and Micah 5), using technical terms.

Explain how Christians put their beliefs about Jesus' Incarnation into practice whilst celebrating Christmas.

Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.

Explain how Jesus, as the Messiah, is important in the world today.

Knowledge

Pupils will know that:

God

Christians believe God is omnipotent, omniscient and eternal – ensuring a sound understanding of the vocabulary.

Christians believe God is both holy and loving but can be angered by sin and injustice.

Christians do not all agree about what God is like, but try to follow his path.

Gurdwara

To know what a Gurdwara is.

To recognise the importance of the building in Sikh religion.

To understand the role that the Gurdwara plays within the community.

Incarnation

Jesus was Jewish.

Christians believe Jesus is God in the flesh.

They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.

The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) Christians see Jesus as their Saviour.

Science

Working Scientifically	Knowledge
Earth and Space To raise scientific questions. To draw scientific diagrams/simple models of the solar system with labels and keys. To compare the time of day through internet links. Properties and changes of materials To describe and report changes of state using scientific language To observe changes over time with e.g using ice to explore thermal conductors/insulators. To test and group materials (metal, wood and plastic) based on scientific evidence (hardness, solubility...). To recover a substance from a solution (salt)	Pupils should know: Earth and Space The movement of the Earth relative to the sun The movement of the moon relative to the Earth That the sun, Earth and moon are approximately spherical bodies The idea of the Earth's rotation to explain night and day and the apparent movement of the sun across the sky. Properties and changes of materials The process of dissolving and how some materials can be recovered from a solution. How a mixture is best separated with different techniques e.g. filtering, sieving and evaporating The uses of everyday materials based on scientific evidence The different properties of materials, and how to classify them

History – Dynamic Dynasties

Skills	Knowledge
Pupils should be able to: Articulate and organise important information and detailed historical accounts using topic related vocabulary. Compare and contrast the Bronze age across two or more periods. Explore the validity of a range of historical reports from the period Use evidence to explore the excavations at Yinxu and what they tell us about Shang society. Create an in-depth study of the characteristics and importance of religious beliefs. Describe the significance and impact of the social hierarchy in everyday life. Explain the significance of the influential military leader Fu Hao. Study a feature (Bronze, Silk and Jade) during the Shang period. Explain why some legacies of Ancient China are still significant today e.g. writing and paper.	Pupils should know: Shang Dynasty – the earliest ruling dynasty in the recorded history of China and it lasted from 1600-1046 BC. That excavations at Yinxu provided evidence about how people lived and worshipped. The importance of oracle bones in Shang society, The religious beliefs of the Shang, the importance of their gods and the afterlife. The importance and uses of Bronze, Jade and Silk in the Shang Dynasty. The structure of the social hierarchy in society. That warfare was a way of life for the Shang (focus on Fu Hao). That social class affected all areas of living conditions e.g. dwellings, occupation and diet. The defeat of the King Di Xin signalled the end of the Shang Dynasty. The political and technological developments of following Dynasties (Zhou, Qin and Han). The legacy of Ancient China can still be seen today (Confucianism, writing and inventions).

Geography

Skills

Pupils should be able to:

Identify the location and explain the function of the Prime Meridian and different time zones including day and night.

Knowledge

Pupils should know:

The Prime Meridian is an imaginary line that divides the Earth into hemispheres. Time at Greenwich is called GMT.

15 degrees west of Greenwich is one hour earlier than GMT.

15 degrees east is an hour later.

PE

Skills

Pupils should be able to:

Hockey –

To develop dribbling to beat a defender.

To develop sending the ball using a push pass.

To develop receiving the ball with control.

To develop receiving the ball with control. To develop using an open stick (block) tackle and jab tackle to gain possession of the ball.

Gymnastics –

To be able to perform symmetrical and asymmetrical balances.

To develop the straight, forward, straddle and backward roll.

To be able to explore different methods of travelling, linking actions in both canon and synchronisation.

Perform progressions of inverted movements and explore matching and mirroring.

To be able to create a partner sequence using apparatus.

Knowledge

Pupils should know:

How to communicate with my team and move into space to keep possession and score.

To dribble, pass, receive and shoot the ball with some control under pressure.

I was successful and what I need to do to improve.

To use tracking, tackling and intercepting when playing in defense.

To know what position to play and how to contribute when attacking and defending.

To follow rules of a game and play fairly.

Can create a sequence of performances with apparatus individually and with a partner

Lead a partner in a warm up

Use canon and synchronization, matching and mirroring with a partner

Use feedback to improve my work

Use strength and flexibility to improve my work

Work safely when learning a new skill.

Identify how physical activities can benefit health

Understand the need for tactics and when to use them

Understand the rules of the game and apply honestly.

DT

Area: Food

Brief: Celebrating culture and seasonality.

Skills

Knowledge

Pupils should be able to:

Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.
Accurately weigh and measure.
Follow a basic recipe.
Evaluate the work as it progresses and the final product against the intended purpose.

Pupils should know:

That food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.
That seasons may affect the food available.
How food is processed into ingredients that can be eaten or used in cooking.
How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.
That different food and drink contain different substances – nutrients, water and fibre – that are needed for health.

Art

Artist: Giorgio Morandi

Art form: Drawing

Skills

Knowledge

Work in a sustained and independent way to create a detailed drawing.
Develop a key element of their work: line, tone, pattern, texture.
Draw for a sustained period of time at an appropriate level.
Use different techniques for different purposes i.e. shading, hatching within their own work.
Begin to develop an awareness of composition, scale and proportion.

To know about the significance and techniques used in still-life drawing.
To know about an identified artist and use their work to inform their design.

PSHE, Citizenship, Relationships

Skills	Knowledge
Pupils should be able to: Me and My Relationships: To give a range of examples of our emotional needs and explain why they are important. Explain why these qualities are important Give examples of how to stand up for myself and be assertive Valuing Difference: I can give examples of different faiths and cultures and positive things about having these differences Understand that what is posted online is not always real	Pupils should know: Me and My Relationships: What feelings are and their emotional needs Different friendship skills – reducing compromise How to react to pressure Valuing Difference: The differences between religions and cultures How we can be influenced and feel pressured by social media

French

Skills	Knowledge
Pupils should be able to: - To ask and say the time with minutes, using the analogue clock. - To say and understand the names of some school subjects. - To link a school subject with a time and/or a day. - To incorporate previously learnt language.	Pupils should know how to: - Understand times when they hear them, holding up a flash card or making a gesture. - Pronounce times accurately. - Tell the time with minutes. - Understand times when they read them in texts. - Pronounce accurately the list of school subjects. - Show understanding of school subject vocabulary when they hear it, through flash cards and pictures. - Show understanding of school subject vocabulary when they hear it, by ticking a picture or choosing a card. - Spell the school subject vocabulary accurately using the correct definite article. - Say at what times a lesson takes place. - Show aural understanding of what times lessons take place, by linking a subject with a time phrase. - Show understanding of times of lessons from material that they read. - Communicate lesson times accurately in writing. - Show aural understanding when people or places are presented, y responding with oui/non or vrai/faux.

Music (Charanga)

Title: Livin' On A Prayer - Classroom Jazz

Style: Classic Rock - Bossa Nova and Swing

Theme: Rock Anthems-Jazz and improvisation

Performance: Vocal and instruments - Diwali performance/whole school

Computing

Skills

Pupils should be able to:

Sharing information

Explain that computers can be connected together to form systems

Recognise the role of computer systems in our lives

Use a search engine with accuracy

Recognise the role of computer systems in our lives

Recognise why the order of results is important, and to whom.

Video editing

Explain what makes a video effective

Use a digital device to record and capture a video using a range of techniques

Create a storyboard

Identify that video can be improved through reshooting and editing

Consider the impact of the choices made when making and sharing a video

Knowledge

Pupils should know:

Sharing information

The concept of a system and how components work together to perform a task.

The purpose and function of a search engine.

Why some searches, return more accurate results than others.

Video editing

What a video is and how videos are captured.

That different camera angles can be used for different purposes.

What a storyboard is and why it is used.

A variety of filming techniques and the importance of them.

How to import and edit a video using software.

How to export a video and why it is important to edit.