

## Year Five Curriculum Map

### Spring Term

#### Mathematics

##### Multiplication & division

Multiply numbers up to 4 digits by a one- or two-digit number

Divide numbers up to 4 digits by a one-digit number

##### Fractions

Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams

##### Statistics

Solve comparison, sum and difference problems using information presented in a line graph

Complete, read and interpret information in tables, including timetables

##### Perimeter & Area

Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres

Calculate and compare the area of rectangles and estimate the area of irregular shapes

##### Decimals & percentages

Read and write decimal numbers as fractions [for example,  $0.71 = 71/100$ ]

Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents

Round decimals with two decimal places to the nearest whole number and to one decimal place

Read, write, order and compare numbers with up to three decimal places

Solve problems involving number up to three decimal places

Recognise the per cent symbol (%) and write percentages as a fraction with denominator 100, and as a decimal

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

#### Reading

**Key text:** The Highwayman by Alfred Noyes

**Key text:** Wolf Brother by Michelle Paver

**Key text:** Queen of the Falls by Chris Van Allsburg (read aloud)

#### Writing

**Task:** To write a letter in role as Bess and a response from Tim the Ostler - after intercepting the above (The Highwayman).

**Task:** To write a non-chronological report (Science)

**Task:** Writing to inform - survival guide (Wolf Brother)

**Task:** To write a narrative in the style of Michelle Paver (Wolf Brother)

## RE

### Skills

Pupils should be able to:

#### Prayer

Explain beliefs about prayer from Judaism and Islam.  
Make clear connections between belief about God and the practice of prayer.  
Explain differences between the ways Jews and Muslims pray.  
Raise questions about prayer and God and explore varied answers.  
Explain the importance of prayer to Muslims, Jewish people and those who do not pray.

#### Salvation

Explain how Salvation fits within the 'big story' of the Bible.  
Explain what Christians mean when they say that Jesus' death was a sacrifice.  
Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.  
Show how Christians put their beliefs into practice.  
Weigh up the value and impact of ideas of sacrifice in their own lives and the world today

### Knowledge

Pupils should know:

#### Prayer

What is a prayer?  
In what ways can prayer be helpful?  
What happens in Islamic prayer and what does this show us about Muslims beliefs and way of life?  
How and why do Jewish people like to pray and worship?  
Why some people pray every day and others not at all?

#### Salvation

Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.  
The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.  
Christians today trust that Jesus did rise from the dead, and so is still alive today.  
Christians remember and celebrate Jesus' last week, death and resurrection.

## Science

| Working Scientifically                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>Pupils should be able to:</p> <p><b>Living things and their habitats</b></p> <p>Compare the life cycles of a mammal, an amphibian, an insect and a bird.<br/>           To observe changes over time (plants in a local environment and animals).<br/>           Describe the life process of a-sexual and sexual reproduction in some plants.<br/>           Describe the process of sexual reproduction in animals<br/>           Grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs.<br/>           To label, draw and dissect a flower.<br/>           Study the work of an animal behaviourist – David Attenborough.</p> | <p>Pupils should know:</p> <p><b>Living things and their habitats</b></p> <p>The different stages of a mammal, amphibian, insect and bird life cycle.<br/>           That a-sexual reproduction in plants involves one parent and sexual reproduction needs two.<br/>           A-sexual reproduction produces genetically identical offspring.<br/>           That plants have both female and male parts.<br/>           The key vocabulary for the female/male parts of a flower (stamen, ovary...)<br/>           The role of the different parts in a-sexual and sexual reproduction.<br/>           What pollination is and types of pollinators.</p> |

## History

| Skills | Knowledge |
|--------|-----------|
|        |           |

## Geography – Sow, Grow and Farm

| Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>Pupils should be able to:</b></p> <p>Describe the different types of land use in the UK.</p> <p>Explain how soil type, climate and topography determine the type of farming.</p> <p>To carry out a geographical enquiry on the location of an allotment.</p> <p>To explore the positive and negative impacts of modern farming techniques.</p> <p>To identify the tasks and challenges farmers face throughout the year,</p> <p>Name and locate the world's biomes and climate zones explain their common characteristics.</p> <p>To explain how climate affects land use in North and South America.</p> <p>To identify some of the problems and solutions of farming in Peru.</p> <p>Describe the process, location and use of transport networks across the UK.</p> | <p><b>Pupils should know:</b></p> <p>That farming is growing crops and rearing livestock and there are three main types (arable, pastoral and mixed).</p> <p>That the type of farming depends on the climate, soil and topography.</p> <p>Allotments are small pieces of land that individuals can rent for growing things.</p> <p>That the location of an allotment depends on soil, drainage, transport links and local facilities.</p> <p>The modern farming techniques that some farmers use (irrigation, pesticides) and the negative impact this can have on the environment.</p> <p>That the type of work farmers do changes with the seasons.</p> <p>The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical.</p> <p>North/South America are divided into regions based on their features/climate which determines the farming type.</p> <p>The climate in California is suitable for citrus fruits and they are grown and transported from the US.</p> <p>The Peru climate is ideal for growing coffee; however, it is a difficult process. Fairtrade supports farmers in Peru to earn a better living.</p> <p>The distance food travels are known as a food mile. Food is transported across the world which can contribute to climate change and add to pollution.</p> |

| PE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Pupils should be able to:</b></p> <p><b>Dance</b> To create a dance using a random structure and perform the actions showing quality and control. To understand how changing the dynamics of an action changes the appearance of the performance. To understand and use relationships and space to change how a performance looks. To work with a group to create poses and link them together using transitions. To use choreographing devices when working as a group. To copy and repeat movements in the style of Rock 'n' Roll and work collaboratively</p> <p><b>Basketball</b></p> <p>To develop protective dribbling against an opponent.<br/>To be able to move into space to support a teammate.<br/>To choose when to pass and when to dribble.<br/>To be able to track an opponent and use defensive techniques to win the ball.<br/>To be able to perform a set shot and a jump shot.</p> <p><b>Swimming</b></p> <p>Harborne baths – Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronized swimming sequence. Pupils take part in team games, collaborating and communicating with others.</p> | <p><b>Pupils should know:</b></p> <p>Learn different styles of dance, working individually, as a pair and in small groups. Think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. Work safely with each other and show respect towards others.</p> <p>Develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Use attacking skills to maintain possession as well as defending skills to gain possession.</p> <p>Work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. Develop understanding of the importance of fair play and honesty while self-managing games, as well as developing ability to evaluate their own and others' performances.</p> |
| Art                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Artist: Andy Warhol</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Art form: Print making</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Use tools in a safe way. Continue to gain experience in overlaying colours. Start to overlay prints with other media. Show experience in a range of mono print techniques. Use print as a starting point to embroidery. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>To know about the work of Andy Warhol and use this to inform their designs.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## DT

**Area:** Textiles

**Brief:** Combining different fabric shapes

Skills

Knowledge

**Pupils should be able to:**

Create a simple design brief for their product.  
 Carry out basic stitches, joins and finishing techniques.  
 Make and use simple pattern pieces.  
 Select appropriate materials to create a product.  
 Create increasingly complex patterns and templates with more than one part that are accurately measured.  
 Use a needle and thread to join and decorate fabric.  
 Identify the most effective finishing techniques in order to maximise the aesthetic value of the product.

**Pupils should know:**

A 3-D textile product can be made from a combination of accurately made pattern pieces/shapes and different fabrics.  
 Fabrics can be strengthened, stiffened and reinforced.  
 How parts of fabric are joined.  
 How to strengthen and stiffen a product.  
 What fasten to choose and why.  
 How to work safely with the tools and equipment.

## PSHE, Citizenship, Relationships

| Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p>Pupils should be able to:</p> <p><b>Keeping safe:</b><br/>           Give examples of things that might influence a person to take risks online.<br/>           Understand the amount of people that smoke the UK</p> <p><b>Rights and Respect:</b><br/>           Give examples of rights and responsibilities I have (ones that relate to me)<br/>           Give examples of things I am responsible for to keep myself healthy<br/>           Explain that local councils have to make decisions about how money is spent and provide examples of some things they have to allocate money for</p> | <p>Pupils should know:</p> <p>Keeping safe:<br/>           What online safety is and how to manage risk online<br/>           Norms around use of legal drugs (tobacco and alcohol)</p> <p>Rights and Respect:<br/>           Rights and responsibilities towards the community/environment and how they change<br/>           Rights and responsibilities relating to their health<br/>           How to make decisions with spending, lending and borrowing</p> |

## Music (Charanga)

|                                                                    |
|--------------------------------------------------------------------|
| <b>Title:</b> Make You Feel My Love<br>The Fresh Prince of Bel-Air |
| <b>Style:</b> Pop Ballads<br>Old-School Hip-Hop                    |
| <b>Theme:</b> Pop Ballads<br>Old-School Hip-Hop                    |
| <b>Performance:</b>                                                |

## Computing

### Skills

Pupils should be able to:

#### Selection in physical computing

To control a simple circuit connected to a computer

To write a program that includes count-controlled loops

To explain that a loop can stop when a condition is met

To explain that a loop can be used to repeatedly check whether a condition has been met

To design a physical project that includes selection

To create a program that controls a physical computing project

#### Flat-file databases

To use a form to record information

To compare paper and computer-based databases

To outline how you can answer questions by grouping and then sorting data

To explain that tools can be used to select specific data

To explain that computer programs can be used to compare data visually

To use a real-world database to answer questions

### Knowledge

Pupils should know:

#### Selection in physical computing

What a microcontroller is (Crumble controller).

How to connect and program components (LEDs and motors).

About conditions as a means of controlling the flow of actions.

#### Flat-file databases

How flat-file databases can be used to organise data in records.

How to use the tools within a database to order and answer questions about data.

How to create graphs and charts from their data to help solve problems.

## French

### Skills

Pupils should be able to:

1.
  - (a) Recognise words for food and drink and name the items accurately, by holding up a flash card, object or making a gesture.
  - (b) Pronounce the food and drink vocabulary accurately.
  - (c) Ask politely for items for items of food and drink, using suitable phrases.
  - (d) Understand names of food and drinks items when they read them in a text.
  - (e) Label food and drink items, using matching or linking activities.
  - (f) Devise and participate in a dialogue or role play, in groups of two or three.
2.
  - (a) Ask how much something costs.
  - (b) Understand prices and select money or card appropriately.
  - (c) Say prices correctly when asked in a dialogue.
  - (d) Role-play buying food and drink or changing money.
3.
  - (a) Ask and answer questions about dates of festivals.
4.
  - (a) Pronounce the vocabulary accurately.
  - (b) Use spoken French to identify the Christmas items when shown real objects or pictures.
  - (c) Select key words and phrases when listening to stories on a Christmas theme.
  - (d) Participate in singing songs or reciting poems on a Christmas theme.

### Knowledge

Pupils should know:

1. How to ask for certain drinks and snacks.
2. To understand how to use euros. To use items of food and drink and money in dialogues.
3. Learn dates and names of significant festivals.
4. Additional Christmas vocabulary.