**YEAR 5 CURRICULUM PLAN 2018/19**

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|  | ***Autumn*** | **Spring** | **Summer** |
| ***Theme*** | **Settlers / Savage Saxons / Invaders!** | Enrichment week – WW1 (100 years) <https://www.bbc.co.uk/programmes/p01n4ny7>  | **Dickensian Christmas** | **Why On Earth?** | Science week – Kites / Airplanes ***(Year 5 - Forces)*** | **Mayan Maythem** | **I Love Where I Live** | **We’re All Going on a Summer Holiday** |
| **English** | Narrative writing based on Beowulf [Character / setting descriptions and stories based around heroism]. Non-chronological report writing based on Anglo Saxons. Newspaper writing and report writing on invasions. Punctuation work on commas and brackets. Spelling work based Year 5 word lists and –able/-ible suffix. | Narrative writing based on A Christmas Carol [Character descriptions and paragraphing in story writing]. Newspaper writing and report writing. Grammar work on relative clauses. Spelling work based Year 5 word lists and homophones. | Non-fiction writing based on persuasive structures. Texts - If the World was a Village; Moonshot (space); The Salmon Princess (Alaska Cinderella Story).Grammar work based on modal verbs, paragraphs and development of speech and common mistakes in grammatical structure and tense. | Narrative writing based on The Hero Twins: Against the Lord of Death (A Mayan Myth) or The Great Kapok Tree. Non-fiction writing based on Instructional writing or explanation. Punctuation work based on using a wide range of punctuation for cohesion and development of sentences. Spelling work based Year 5 word list and silent letters. | Narrative writing based on The Penderwicks and Traditional tales (alternative versions). Punctuation work based on using a wide range of punctuation for cohesion and development of sentences. Spelling work based Year 5 word list and silent letters. | Narrative writing based on Swallows and Amazons. Instructional writing or explanation. Grammar work based on adverbials to join paragraphs. Spelling work based on prefixes & suffixes. Punctuation work on verbs, fronted adverbial phrases and tense. Grammar work based on thematic paragraphs and development of plurals linked to the use of apostrophes and common mistakes. |
| **Maths** | * 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, 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; 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; 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;
 | * 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; 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 numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
* measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
 | multiply and divide numbers mentally drawing upon known facts; divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context; 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 (2) and cubed (3); solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes; solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign; solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates;  | * 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; multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams; read and write decimal numbers as fractions; 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 understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal; solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 4/5 etc and those fractions with a denominator of a multiple of 10 or 25.
 | * convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre); understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints; 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 cm3blocks to build cuboids (including cubes)] and capacity [for example, using water]; solve problems involving converting between units of time; use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
 | * identify 3-D shapes, including cubes and other cuboids, from 2-D representations; know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles; draw given angles, and measure them in degrees (0); identify angles at a point and one whole turn (total 3600); identify angles at a point on a straight line and ½ a turn (total 1800)  other multiples of 900; 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; identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know tha t the shape has not changed; solve comparison, sum and difference problems using information presented in a line graph; complete, read and interpret information in tables, including timetables.
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| **Humanities** | * - Saxons (two units) Pupils to learn about the period of history around the Anglo-Saxons. Learning about Anglo-Saxon invasions, settlements and kingdoms: place names and village life and Anglo-Saxon art and culture.
 |  | - How is Alaska changing?- Why on Earth?* Using maps to focus on North America

Develop knowledge and understand of geographical similarities and differences of a region in a North American country. Identify human (including land use, economic activity including trade, and the distribution of natural resources including food, minerals and water) and physical geography (rivers and mountains) in these countries.  | - Rivers* 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.

- Mayans (two units) A non-European society that provides contrasts with British history – Mayan civilization c. AD 900 | - Local History- Local area studyName and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. | - Sustainable Tourism understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America |
| **Art and Design** | - Weaving. Pupils to use a range of tools and equipment to perform practical tasks accurately. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.*
 | * - William Morris. Pupil will create sketches to record their observations and use them to review and revisit ideas and continue to improve their mastery of art and design techniques, including drawing and painting. Learn about great artists, architects and designers in history.
* - Dickensian Xmas (Toy and Hat)
	1. Pupils will generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Be able to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
 | - Art from other culturesPupil will create sketches to record their observations and continue to improve their mastery of art and design techniques, including drawing and sculpture with a range of materials. | - Blooming artPupil will create sketches to record their observations and continue to improve their mastery of art and design techniques, including drawing and sculpture with a range of materials. | - Mapping it outPupil will create sketches to record their observations and continue to improve their mastery of art and design techniques, including drawing and sculpture with a range of materials.- On the Road (Emergency vehicles & Traffic lights)* 1. Pupils will generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Be able to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
 | - Kandinsky 3D artworkPupil will create sketches to record their observations and continue to improve their mastery of art and design techniques, including sculpture with a range of materials.- Summer Holiday (flip flops and airline meal) Pupils to understand and apply the principles of a healthy and varied diet; be able to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques and investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. |
| **Science** | Materials and properties (grouping and sorting) compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets 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  | Forces – Enrichment week explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.  | Earth and Spacedescribe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. | Materials and properties (changing states) 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 and the action of acid on bicarbonate of soda.know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution  | Life Cycles (animals and plants) describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird & describe the life process of reproduction in some plants and animals. | Human changes (linked to PSHEC) describe the changes as humans develop to old age.  |
| **Physical** | Dance – Saxon DanceGames - Football | Gym – Spinning and Turning | Dance – Space (Planets)Gym - Flight | Gym - BridgesDance - Bhangra Dance (<https://www.bbc.com/education/topics/z7x3cdm/resources/1>)  | OAA – orienteering Games - Basketball | Games - RoundersAthletics – sports Day |
| **R.E.** | BIG QUESTION: What sort of King was Jesus? | BIG QUESTION: What would Jesus do? | BIG QUESTION: What did Jesus do to save human beings? | BIG QUESTION: Was Jesus the messiah? | BIG QUESTION: What is it like to be a Muslim in Britain today? | BIG QUESTION: If God is everywhere why go to church? |
| **I.C.T.** | Pupils will develop programming skills through coding and debugging coding. Topic: King Arthur | Pupils will learn about different network and how they work. Improve research skills using the World Wide Web. Topic: Railway Children | E-safety unit and developing pupils’ understanding of how the internet works. Topic: Shackleton & the South Pole | Pupils will develop programming skills through coding and debugging coding. Topic: Mayan Myths  |  | Pupils will develop skills in using a database. Searching and collating information for a improved database. Topic: Michael Morpurgo |
| **Music** | Pupils will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | Pupils will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | * Pupils will improvise and compose music for a range of purposes using the inter-related dimensions of music
 | * Pupils will listen with attention to detail and recall sounds with increasing aural memory
* use and understand staff and other musical notations
 | * Pupils will learn to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
* develop an understanding of the history of music.
 | Pupils will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression |
| **French** | Family. Pupils will increase knowledge of member of the family and be able to describe family members. |  | Clothes. Pupils will discuss the seasons of the year and appropriate clothing for different weathers | Body. Pupils will continue to learn names for body parts. Discuss adjective including size and colour.  |  | In the Town. Pupils will learn to describe position and directions to be able to write simple descriptions.  | Weather. Pupils will be able to make simple descriptions of the weather and describe the season of the year.  | Year 5 recap. Pupils will recap the year and consolidate the new vocabulary they have learnt.  |