

# Curriculum Map for Y5

Term	Term 1 (Autumn 1)	Term 2 (Autumn 2)	Term 3 (Spring 1)	Term 4 (Spring 2)	
<p style="text-align: center;"><b>Power Of Reading Text</b></p>					
	<p>Re-tell a folk tale. Instruction text based on a folk tale.</p> <ul style="list-style-type: none"> <li>* punctuation for brackets, dashes and commas</li> <li>* build cohesion within paragraphs</li> <li>* verb tenses accurate</li> <li>* select appropriate vocab and grammar</li> <li>* full range of punctuation taught in KS1 and KS2</li> <li>* integrate dialogue</li> </ul>	<p>Write a non-chronological report.</p> <p>Write a discussion piece.</p> <ul style="list-style-type: none"> <li>* relative clauses</li> <li>* a range of clause structures</li> <li>* use adverbs to add detail</li> <li>* use adverbials of time and place to build cohesion</li> <li>use expanded noun phrases</li> </ul>	<p>Write a story based on themes of the book – trust and friendship.</p> <ul style="list-style-type: none"> <li>* use simple devices to structure the writing</li> <li>* use adverbs for detail</li> <li>* select appropriate vocab and grammar</li> <li>* use expanded noun phrases</li> </ul>	<p>Write a news report.</p> <ul style="list-style-type: none"> <li>* relative clauses</li> <li>* a range of clause structures</li> <li>* Build cohesion across paragraphs</li> <li>* using adverbials to link paragraphs</li> <li>* verb tenses accurate</li> <li>* use prepositional phrases</li> <li>use full range of punctuation taught at KS1 and KS2</li> <li>* simple devices to organise writing</li> </ul>	<p>Complete a story told from one character's point of view.</p> <ul style="list-style-type: none"> <li>* use of phrases</li> <li>* descriptive atmosphere</li> <li>* characterisation</li> <li>* verb tenses accurate</li> <li>* use punctuation taught in KS1 and KS2</li> <li>* use full range of punctuation taught at KS1 and KS2</li> </ul>





				<p>punctuation for parenthesis (brackets, dashes and commas )</p>	
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Reading	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet</p>	<p>identifying how language, structure and presentation contribute to meaning</p>	<p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p>recommending books that they have read to their peers, giving reasons for their choices</p>	<p>preparing to read and show through volume and clarity</p>
	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>reading books that are structured in different ways and reading for a range of purposes</p>	<p>identifying and discussing themes and conventions in and across a wide range of writing</p>	<p>understanding by:</p>
	<p>predicting what might happen from details stated and implied</p>	<p>distinguish between statements of fact and opinion</p>	<p>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p>	<p>making comparisons within and across books</p>	<p>checking sense and their own explanation of words</p>
	<p>retrieve, record and present information from non-fiction</p>	<p>others' ideas and challenging views courteously</p>	<p>provide reasoned justifications for their views</p>	<p>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on</p>	

Speaking and listening				<p>the topic and using notes where necessary</p>
	<p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p>	<p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>	<p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p>	<p>gain, maintain and monitor the interest of the listener(s)</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p>

Science topic/ objectives	<p><b><u>Earth &amp; Space</u></b></p> <p>a) describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>b) describe the movement of the Moon relative to the Earth</p> <p>c) describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>d) use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p><b><u>Forces</u></b></p> <p>a) explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>b) identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>c) recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p><b><u>Properties &amp; Changes of materials</u></b></p> <p>a) 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</p> <p>b) know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering,</p>	<p><b><u>Animals (including humans)</u></b></p> <p>describe the changes as humans develop to old age</p>
History				<p><b><u>Islamic Civilisations</u></b></p> <p>A study of early Islamic Civilisations, including how they developed and what they contributed to the world, with an emphasis on early Baghdad.</p>
Geography	<p><b>HT1</b> Human &amp; physical Geography: Natural Diasters</p> <p><b>HT2: Map work</b></p>			



DT		Cooking and Nutrition: Learning a simple bolognese recipe and adapting it to improve nutritional content	Electrical Systems: Doodlers  Exploring series circuits and introducing motors and motorised products	
Computing E Safety throughout	 <p><b>iWeb</b> Exploring web design and construction</p>	 <p><b>iCrypto</b> Cryptography Exploring data encryption</p>	 <p><b>iModel</b> Exploring 3D digital modelling Designing and constructing 3D models</p>	 <p><b>iDraw</b> Vector drawing Exploring how images are made from shapes and lines</p>
PHSCE	<p><b>Families and relationships Y5</b></p> <p>Developing an understanding of families, including marriage and what to do if someone feels unsafe in their family; learning that dealing issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our individual positive attributes.</p>	<p><b>Health and wellbeing</b></p> <p>Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation</p>	<p><b>Y5 Safety and the changing body</b></p> <p>Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.</p>	<p><b>Y5 Citizenship</b></p> <p>An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community</p>
Music	Singing		Looping and Remixing	
RE	UC Christianity- Creation	Sikhism	UC Christianity- God	Judaism