

Year 5 Spring Term 2024 – Curriculum Map

Theme - Tremendous Tudors

Golden Thread - What was life like in the 16th Century?

Spectacular Starter Tudor self portrait	Marvellous Middle Shakespearean workshop	Fantastic Finale Hampton Court Palace visit
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Curriculum area	Focus	Context/Cross curricular links/content/engagement
English Ongoing main skills Paragraphing Planning writing effectively Creating cohesion Spelling and punctuations Sentence openers Varying sentence structure Precise vocabulary	Reading- word reading Apply growing knowledge of prefixes to read aloud and understand the meaning of new words met Reading- Comprehension Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve understanding Drawing inferences, such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Writing – Transcription Use further prefixes and understand the guidance for adding them Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Writing – handwriting and presentation Write legibly, fluently and with increasing speed Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters Choose writing implement that is best suited for a task Writing – Composition Plan writing Note and develop initial ideas, drawing on reading and research where necessary Draft and write Précising longer passages Use a wide range of devices to build cohesion across paragraphs Evaluate and edit Ensure the consistent and correct use of tense throughout a piece of writing Proof read for spelling and punctuation errors Writing – Vocabulary, grammar and punctuation	'Spy Master' by Jan Burchett and Sara Yogler Retelling an event from another perspective – the yeomen chasing Jack. Letter writing – informal letter to Brother Matthew about getting a job with Thomas Cromwell. Writing in role – a diary entry in role as Jack when he becomes a spy for Thomas Cromwell. Analysing viewpoints e.g. conscience alley, role on the wall, freeze frames and thought tapping. 'A Midsummer Night's Dream' by William Shakespeare Poetry Context clues to work out unknown words - Figurative and literal language - Performance poetry Play script - Context clues to work out unknown words - Use adverbials in stage directions - Use commas, colons and brackets to punctuate a script Performance – retelling scenes from the play 'Varmints' by Helen Ward News report – write a news flash about a 'varmint' outbreak. Balanced argument – construct a balanced argument on whether the 'varmint' should surrender.

	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use semi-colons or dashes to mark boundaries between independent clauses</p> <p>Learn the grammar for year 5 in National Curriculum</p> <p>Use and understand the grammatical terminology in National Curriculum accurately and appropriately in discussing their writing and reading</p>	<p>See English National Curriculum Appendix for specific spelling, vocabulary, grammar and punctuation</p>
<p>Maths Ongoing main skills</p> <p>Multiply Divide Add Subtract Convert Solving Reasoning Identify Explore</p>	<p>Number – multiplication and division</p> <p>Multiply numbers up to four digits by a 1- or 2-digit number using a formal written method, including long multiplication for 2-digit numbers</p> <p>Divide up to four digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context</p> <p>Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes</p> <p>Number - fractions</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</p> <p>Number - Decimals and percentages</p> <p>Read, write, order and compare numbers with up to 3 decimal places</p> <p>Read and write decimal numbers as fractions</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>Solve problems involving numbers up to 3 decimal places</p> <p>Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place</p> <p>Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per 100”, and write percentages as a fraction with denominator 100, and as a decimal fraction</p> <p>Measurement - Perimeter and area</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square</p>	<p>Using ‘Whiterose’ scheme of learning and ‘Power Maths’ textbook</p>

	metres (m ²), and estimate the area of irregular shapes Statistics Solve comparison, sum and difference problems using information presented in a line graph Complete, read and interpret information in tables,	
Computing	Computer Systems: Sharing information Explain that computers can be connected together to form systems Recognise the role of computer systems in our lives Recognise how information is transferred over the internet Explain how sharing information online lets people in different places work together Contribute to a shared project online Evaluate different ways of working together online Programming: Repetition in games Develop the use of count-controlled loops in a different programming environment Explain that in programming there are infinite loops and count controlled loops Develop a design which includes two or more loops which run at the same time Modify an infinite loop in a given program Create a project that includes repetition	Computer Systems: Sharing information Google Forms Programming: Repetition in games Scratch
Science	Properties and changes of materials Identifying Use a series of tests to sort and classify materials Draw valid conclusions when sorting and classifying Pattern Finding Recognise when variables cannot be controlled and when pattern seeking will help answer my questions Decide how detailed my data needs to be and which equipment to use to make measurements as accurate as possible Talk about and explain cause and effect patterns using scientific knowledge and understanding Research Recognise how data has been obtained Present findings in a suitable format Talk about and explain research using scientific knowledge and understanding Recognise that some scientific questions may not have been answered definitively Observation Recognise that when observing changes over time will help answer questions Use equipment accurately without support Record data appropriately Represent data inline graphs	Properties and changes of materials Choose the appropriate material for a lunch box. Compare and group properties on the basis of their properties (hardness, solubility, transparency, magnetism and conductivity – electrical and thermal) Know that some materials will dissolve and describe how to recover them from a solution Use knowledge of solids, liquids and gases to separate mixtures of materials Give reasons for particular uses of materials Demonstrate that dissolving, mixing and changes of state are reversible Explain that some changes are irreversible and result in the formation of new materials

	<p>Interpret changes in the data</p> <p>Fair Test Plan a fair test, selecting most suitable variables to measure, change and keep the same Decide which equipment to use to make my measurements as accurate as possible Use equipment accurately to collect observations Draw valid conclusions based on data</p>	
Humanities	<p>History Explain the progression of a trend over time Demonstrate the appropriate use of historical terms. Make reasoned judgements in response to questions Evaluate the reliability of a range of sources</p> <p>Geography Outline the key aspects of a river Observe, measure, record and present information Explain how rivers are made</p>	<p><u>Tudors</u> Timeline of key events Reliable sources on life of Anne of Cleves Progression over time of Tudor London to modern London</p> <p><u>Water cycle</u> Features of a river The uses of a river in the Tudor times and now</p>
Music	<p>Instrument tuition Singing Perform solo with increased confidence Perform in a group with awareness of others</p> <p>Rhythm Compose a rhythm in simple time Compose a rhythm in compound time</p> <p>Instrumental work Show dynamics on a tuned instrument</p> <p>Listening and Appraising Identify improvements in own music</p>	<p>5J - Kingston Music Service - Trumpets</p> <p>5M and 5S – Charanga scheme</p> <p>Recognise that different notes can be played together to form a chord. Hold and sustain pitch and tempo in a round or canon. Recognise basic notation in relation to an ostinato (covered in lessons 2 and 3) Describe the pitch, dynamics and tempo within a piece of music. Show an awareness of different genres of music.</p>
DT	<p>More Complex Switches and circuits Prior learning Understanding of the essential characteristics of a series circuit and experience of creating a battery-powered, functional, electrical product. Initial experience of using computer control software and an interface box or a standalone box, e.g. writing and modifying a program to make a light flash on and off.</p> <p>Designing Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost. Generate and develop innovative ideas and share and clarify these through discussion.</p>	<p>Electric board game/buzzer game.</p>

	<p>Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams.</p> <p>Making Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment.</p> <p>Evaluating Continually evaluate and modify the working features of the product to match the initial design specification. Test the system to demonstrate its effectiveness for the intended user and purpose. Investigate famous inventors who developed ground-breaking electrical systems and components.</p> <p>Technical knowledge and understanding Understand and use electrical systems in products. Apply understanding of computing to program, monitor and control products. Know and use technical vocabulary relevant to the project.</p>	
Art	<p>Explore how Hans Holbein's work is produced and the processes needed to accurately reflect historical figures/events. Appreciate how art inspires and engages others. Show an understanding of artistic heritage. Produce increasingly accurate drawings of people</p>	<p>Tudor self-portraits Whitehall Mural and Tudor portraits of Henry VIII, Edward VI, Anne of Cleves, Anne Boleyn – Hans Holbein</p>
Exploring cultures (Religious Education)	<p>Sikhism Summarise the key beliefs Explain the role of Guru Nanak Evaluate the concept of equality Explain the 5K symbols Compare Sikh worship with other religions</p> <p>Christianity Summarise why Easter story is significant to Christians Explore the symbols associated with Easter</p>	<p>Research Create group presentations Compare aspects of Sikhism with other religions Learn about the langar and sewa – where else do we see such ideas?</p>
Personal Social Health Economic Education	<p>Health and Well-Being Health (Puberty; Healthy lifestyles) Know the characteristics and mental and physical benefits of an active lifestyle Understand the importance of making changes in adopting a more healthy lifestyle Safety (Tobacco & substance misuse) Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking Health (Synergy between physical, emotional & mental health)</p>	<p>3D PSHE Grand Bricks</p>

	<p>Know that mental well-being is a normal part of daily life, in the same way as physical health</p> <p>Know about the basic synergy between physical, emotional and mental health</p> <p>Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p> <p>Relationships</p> <p>Collaboration (Confidentiality; Listening in relationships)</p> <p>Understand that there are many situations in which collaboration is necessary</p> <p>Understand the need to develop team work skills</p> <p>Recognise that there are many roles within a community</p> <p>Understand the need to collaborate in a group situation</p> <p>Recognise that there are many roles within a community</p> <p>Understand the need to collaborate in a group situation</p>	
Physical Education	<p>Spring term 1</p> <p>Swimming</p> <p>Net wall games</p> <p>Anticipate the travel path of a ball</p> <p>Know and understand where best to stand in preparation for receiving a ball</p> <p>Move quickly and easily around a narrow playing area</p> <p>Know and understand that it is advantageous to keep the ball inside the playing area</p> <p>Use a basic tennis scoring system</p> <p>Know and understand a basic tennis scoring system</p> <p>Continue to develop fundamental movement skills and become increasingly competent and confident</p> <p>Enjoy communicating, collaborating and competing with each other</p> <p>Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise own success</p> <p>Spring term 2</p> <p>Swimming</p> <p>Striking and fielding</p> <p>Bowl for a team player to readily attempt to hit the ball</p> <p>Know and understand that, in cricket, multiple fielders attempt to stop the batter's play</p> <p>Continue to implement and develop a broader range of skills, learning how to use them in different ways</p> <p>Enjoy communicating, collaborating and competing with each other</p> <p>Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise own success.</p> <p>Understand what makes a performance effective and apply these principles to own and others' work</p> <p>Become more competent, confident and expert in techniques, and apply them across different sports and activities.</p> <p>Develop the confidence and interest to get involved in exercise, sport and activities outside school</p>	<p>Specialist swimming teacher</p> <p>Using 'Fit for Sport' scheme</p> <p>Net wall games units 7, 8 and 9</p> <p>Striking and fielding unit 6</p>
Modern Language	<p>Broaden vocabulary to use a range of present tense verbs to describe activities</p> <p>Link ideas with key greeting phrases</p>	<p>Describe greetings in Spanish</p> <p>Identify and use the Spanish alphabet to spell</p>

(Spanish)	Write phrases from memory and adapt these to create new sentences	Use correct greeting for different scenarios Learn numbers 0-30 Colours In Spanish
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