

Year 5 Summer Term 2022 – Curriculum Map

Theme - The GRAND Greeks

Golden thread - What did the Greeks do for us?

Spectacular Starter Greek vases	Marvellous Middle Kew Gardens	Fantastic Finale Greek day
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Curriculum area	Focus	Context/Cross curricular links/content
English	<p>Reading- word reading Apply growing knowledge of suffixes to read aloud and understand the meaning of new words met</p> <p>Reading- Comprehension Distinguish between statements of fact and opinion Retrieve, record and present information from non- fiction Provide reasoned justifications for their views</p> <p>Writing – Transcription Use further suffixes and understand the guidance for adding them Use a thesaurus</p> <p>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</p> <p>Writing – Composition Plan writing Consider how authors have developed characters and settings in narratives that have been read, listened to or seen performed Draft and write Use further organisational and presentational devices to structure text and to guide the reader Evaluate and edit Ensure correct subject and verb agreement when using singular and plural Distinguish between the language of speech and writing Choose the appropriate register Perform own compositions using appropriate intonation ,volume and movement so that meaning is clear to the reader</p> <p>Writing – Vocabulary, grammar and punctuation</p>	<p>Book ‘The Adventures of Odysseus’ Hugh Lupton</p> <p>Fact file – Cyclops – Dictogloss - Introduce to genre of fact file - Presentation of information - Consider audience and purpose - Include key details - Effective vocabulary</p> <p>Fact file (independent writing) – create own mythical monster - Presentation of information - Consider audience and purpose - Include key details -Effective vocabulary</p> <p>Letter to loved one (Ch. 1) – (must include drama to engage children in the content from the text) Odysseus to Penelope explaining why he’s gone to war - Emotive language - Recall main events and supporting details - Consider the characters’ perspective - Magpie effective vocabulary - Consistent verb tense</p> <p>Retell from a different perspective (independent writing) – write in role as the Cyclops - Effective vocabulary - Main events and supporting details - Write in role using a character’s voice - Apply spelling and punctuation skills from earlier in the year (Y5 targets)</p> <p>Description (independent writing) – short description of the storm - Descriptive language – imagery and</p>

	<p>Use relative clauses beginning with who, which , where, when, whose, that or with an implied relative pronoun</p> <p>Use a colon to introduce a list</p> <p>Punctuate bullet points consistently</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>figurative language - Use Music and Art to inspire writing - Create an image for the reader</p> <p>Poem for Two Voices – Land of the Dead class poem - Pencil drawing to visualise the scene (links to Art) - Use emotive language - Magpie effective vocabulary - Create an image for the reader</p> <p>Poem for Two Voices – Song of the Spheres – Odysseus and the Sirens - Use context clues to work out unknown words -Visualise a scene -Use emotive language -Create an image for the reader</p> <p>Description (independent writing) – describe the whirlpool - Visualise a scene - Create an image for the reader - Use effective vocabulary - Apply spelling and grammar skills from earlier in the year (Y5 targets)</p> <p>Summary retelling – use story maps to retell Odysseus’s journey back to Ithaca - Effective language -Identify main events and supporting details</p> <p>Retell a scene – write as a character other than Odysseus in the battle scene - Effective language - Identify main events and supporting details</p> <p>Book review ‘The Adventures of Odysseus’ - write a review of the text - Class teacher publish reviews on Amazon (anonymously) to provide a strong purpose for writing</p> <p>Book ‘Skysteppers’ by Katherine Rundell</p> <p>See English National Curriculum Appendix for specific spelling, vocabulary, grammar and punctuation</p>
Maths	<p>Number (decimals)</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling.</p>	<p>Revision of key concepts in preparation for Year 6:</p>

	<p>Recall decimal fraction equivalents for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$ and for multiples of these proper fractions.</p> <p>Reason about the location of any number with up to 2 decimal places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.</p> <p>Geometry – properties of shapes Use the properties of rectangles to deduce related facts and find missing lengths and angles Know that angles are measured in degrees, estimate and compare acute, obtuse and reflex angles Draw given angles and measure them in degrees Identify angles at a point and one whole turn, angles at a point on a straight line and half a turn, other multiples of 90 degrees</p> <p>Measurement Convert between different units of metric measure (eg km and m, cm and m, l and ml) Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints Use all four operations to solve problems involving measure using decimal notation, including scaling Estimate volume and capacity Solve problems involving converting between units of time</p> <p>Fractions Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts. Find non-unit fractions of quantities.</p> <p>Multiplication and division Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors. Multiply any whole number with up to 4 digits by any one-digit number using a formal written method. Divide a number with up to 4 digits by a one-digit number using a formal written method and interpret remainders appropriately for the context.</p>	
Computing	<p>Data and Information – Flat-File Databases Create multiple questions about the same field Explain how information can be recorded Order, sort, and group my data cards Navigate a flat-file database to compare different views of information Explain what a 'field' and a 'record' is in a database</p>	<p>Data and Information – Flat-File Databases Creating a paper-based database Computer databases Using a database Using search tools</p>

	<p>Choose which field to sort data by to answer a given question</p> <p>Programming – Selection in Quizzes Explain how selection is used in computer programs Relate that a conditional statement connects a condition to an outcome Explain how selection directs the flow of a program Design a program which uses selection Create a program which uses selection Evaluate my program</p> <p>e-safety Know that the same principles apply to online relationships as to face -to -face relationships Know that the internet can be a negative place eg trolling, bullying which can have a negative impact on mental health</p>	<p>Comparing data visually Databases in real life</p> <p>Programming – Selection in Quizzes Exploring conditions Selecting outcomes Asking questions Planning a quiz Testing a quiz Evaluating a quiz</p> <p>e-safety 3D scheme Core theme 2 Unit 4 lesson 5</p>
<p>Science</p>	<p>Animals including human Describe the difference in the life cycles of mammals, an amphibian, insect and a bird. Describe the life processes of reproduction in some plants and animals</p> <p>Forces Write a persuasive paragraph to Natural History Museum recovery team giving recommendations. Explain that unsupported objects fall to 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 levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p>Animals including humans Identifying Recognise when identifying and classifying will be helpful to answer questions Pattern Finding Record data appropriately Research Start to notice when information and data is based on opinions rather than facts Observation Present data in line graphs Fair Test</p> <p>Forces Identifying Use more than one piece of scientific evidence to identify and classify things Pattern Finding Recognise patterns in results Draw valid conclusions from data about patterns and recognise their limitations Evaluate how well patterns have been looked for Research Recognise how data has been collected Draw valid conclusions from research Talk about and explain research using scientific</p>

		<p>knowledge and understanding</p> <p>Observation Use equipment accurately without support Record data appropriately</p> <p>Fair Test Recognise when variables need to be controlled and when a fair test is the best way to answer a question Identify casual relationships Present data in line graphs Recognise the significance of the results of fair tests</p>
Humanities	<p>History Accurately sequence the key events , objects, themes , societies, periods and people within and across topic using key dates and period labels Make comparisons between different times in the past Construct informed questions and responses that involve thoughtful selection of historical terms Reach a valid conclusion based on devising and answering questions relating to historical enquiry Provide valid reasons why some changes and developments were important within particular eras. Place several valid causes and effects in an order of importance relating to events and developments Identify different interpretations for events, developments and people in a range of era studied</p>	<p>Ancient Greece (see also English planning)</p> <p>Focus on Leadership, Daily life, Innovation and Religion</p>
Music	<p>Instrument tuition Singing Hold and sustain pitch in a round or canon Hold and sustain tempo in a round or canon Rhythm Improvise to a simple tune Recognise aurally a simple rhythm being read Instrumental work Begin to recognise musical notation in relation ti an ostinato (3-4 notes) Listening and appraising Have awareness of different genres of music</p>	<p>Kingston Music Service</p> <p>Charanga Year 5 Unit 5- Dancing in the street</p>
DT	<p><u>Celebrating culture and seasonality</u> Prior learning Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients. Designing Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. Use words, annotated sketches and information and communication technology as appropriate to</p>	<p>Greek food</p>

	<p>develop and communicate ideas.</p> <p>Making Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose.</p> <p>Evaluating Carry out sensory evaluations of a range of relevant products and ingredients. Record evaluations using e.g. tables/graphs/charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. Understand how key chefs have influenced eating habits to promote varied and healthy diets.</p> <p>Technical knowledge and understanding Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Know and use relevant technical and sensory vocabulary.</p>	
Art	<p>Build on previous knowledge of using carving implements to create patterns. Show greater control of these implements to sketch detail. Use shape, form, model and construct malleable and rigid materials. Work with creativity and experimentation with an increased awareness of design. Use artistic vocabulary to make well considered observations and judgements. Explore the texture of a surface using colour</p>	Sculpture - Greek vases using clay
Exploring cultures (Religious Education)	<p>Judaism Revisit the story of Moses' life in Egypt and learn what happened after the Exodus Investigate how and why Sukkot is celebrated Interpret the key features of a synagogue and the role of the Rabbi Investigate how Shabbat is celebrated in the synagogue.</p> <p>Rules and Guidelines Examine why there are rules and guidelines in society Contrast the rules of the major religion</p>	
Relationship and Health Education	<p>Health and well being Know what constitutes a healthy diet (including understanding calories and other nutritional content) Know about the different food groups and their related importance as part of a balanced diet Develop an awareness of their own dietary needs Know the principles of planning and preparing a range of healthy meals Know what constitutes a healthy diet (including understanding calories and other nutritional content) • Know how to cook and apply the principles of</p>	<p>3D scheme Core theme 1 unit 2 lessons 1,2 and 3 Core theme 2 unit 4 lesson 1 Core theme 2 unit 2 lessons 1,2 and 3 Core theme 1 unit 5 lesson 5</p> <p>Health Education – puberty (support from school health team)</p>

	<p>nutrition and healthy eating</p> <ul style="list-style-type: none"> • Prepare and cook with a variety of ingredients, using a range of cooking techniques <p>Know concepts of basic first-aid, for example dealing with common injuries, including head injuries</p> <p>Relationships</p> <p>Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>Know about and understand the importance of touch in a range of contexts</p> <p>Know the difference between appropriate and inappropriate touches</p> <p>Know how to recognise and report feelings of being unsafe or feeling bad about any adult</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 individuality and celebrate differences</p> <p>Identify and challenge stereotypes, including LGBT and other minority groups</p>	
<p>Physical Education</p>	<p>Summer term 1</p> <p>Athletics</p> <p>Identify which method of throwing is the most effective</p> <p>Know and understand the importance of throwing and following through</p> <p>Develop an understanding of how to improve in different physical activities and sport</p> <p>Learn how to evaluate and recognise own success</p> <p>Gymnastics</p> <p>Link and perform 8 sequential elements</p> <p>Know and understand the terms 'asymmetrical', 'symmetrical', 'mirroring' and 'matching'</p> <p>Link a sequence to include elements at 3 different levels</p> <p>Know and understand how to perform at different levels</p> <p>Link and perform 10 sequential elements</p> <p>Know and understand the term 'flight'</p> <p>Summer term 2</p> <p>Outdoor adventure</p> <p>Set and follow a pace to complete a physical challenge within a time limit</p> <p>Know and understand how 'orient' a map to show their direction of travel</p> <p>Direct single and groups of blindfolded people around areas and obstacles without physical contact</p> <p>Know and understand what a 'rope maze' is, and how to make and lead someone around it</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</p>	<p>Using 'Fit for Sport' scheme</p> <p>Athletics unit 10</p> <p>Gymnastics unit 11</p> <p>Outdoor adventure units 6 and 7</p> <p>Dance units 5 and 6</p>

	<p>how to evaluate and recognise own success</p> <p>Dance Copy and perform a famous dance routine Know and understand the name of a famous dance and a series of patterns and steps within the dance Remember and perform a made-up dance Know and understand what constitutes a dance 'pattern' and the term 'dance phrase' Develop an understanding of how to improve Learn how to evaluate and recognise own success</p>	
Modern Language (Spanish)	<p>Talk about likes and dislikes with food, using "me gusta/ no me gusta"</p> <p>Use high frequency verbs</p> <p>Present first person (yo, me)</p> <p>Articles and determiners (el, la, los, las/ un, una, unos, unas)</p> <p>Phonics and pronunciation: j, ch, ñ, ll and rr</p>	<p>In Spanish La Fruta -10 fruit names - singular and plurals - I like/dislike Using Language Angels scheme</p>