



**Year 5 Curriculum Map - Autumn 1**

<b>English</b>		<b>Mathematics</b>	
<p><u>Shackleton's Journey</u></p> <ul style="list-style-type: none"> <li>To predict what may happen in a story based on illustrations.</li> <li>To develop initial ideas.</li> <li>To use the correct tense throughout a piece of writing.</li> <li>To proof-read for spelling and punctuation errors.</li> <li>To find and make notes on information from a non-fiction text.</li> <li>To use some organisational and presentational devices to structure text and to guide the reader.</li> <li>To propose changes to vocabulary, grammar and punctuation to enhance writing.</li> <li>To use dictionaries to check the spelling and meaning of word.</li> <li>To perform compositions, beginning to use appropriate intonation, volume so that meaning is clear.</li> <li>To plan the structure of my writing by thinking about the audience and using other similar writings as a model.</li> <li>To add description to develop settings and atmosphere.</li> <li>To justify opinions with reasoning and evidence.</li> <li>To draft writing by selecting appropriate grammar and vocabulary.</li> <li>To be able to use persuasive language.</li> <li>To be able to identify the audience and purpose of writing.</li> <li>To use a range of devices to build cohesion within paragraphs.</li> <li>To summarise for effect.</li> </ul> <p><u>GR – Kensuke's Kingdom</u></p> <ul style="list-style-type: none"> <li>To explain my views.</li> <li>To be able to use some of the words and word parts that are understood already to think about what new words mean and sound like.</li> <li>To check understanding of a text through discussion and exploring the meaning of words.</li> <li>To summarise a number of paragraphs.</li> <li>To become familiar with a range of books.</li> <li>To participate in discussions about books read by listening to others' ideas.</li> </ul>		<p><u>Place Value</u></p> <ul style="list-style-type: none"> <li>To read and write numbers to 1,000,000.</li> <li>To compare numbers to 1,000,000.</li> <li>To make and solve number patterns.</li> <li>To round numbers.</li> </ul> <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> <li>To use the counting on method to add.</li> <li>To use the counting backwards method to subtract.</li> <li>To add and subtract within 1,000,000.</li> </ul> <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> <li>To find multiples of a number.</li> <li>To find factors and common factors of a number.</li> <li>To identify prime numbers.</li> <li>To find square and cube numbers.</li> <li>To multiply and divide by 10,100 and 1000</li> <li>To multiply 2 and 3 digit numbers by a single digit.</li> <li>To multiply and divide 3 and 4 digit numbers.</li> <li>To multiply a 3-digit number by up to a 2-digit number.</li> <li>To divide with remainders.</li> </ul>	
<b>Science</b>	<b>RE</b>	<b>PE</b>	
<p><u>Forces</u></p> <ul style="list-style-type: none"> <li>To identify the effects of friction by testing movement on different surfaces.</li> <li>To identify the effects of air resistance and investigate this by conducting a parachute investigation.</li> <li>To identify the effects of water resistance by timing the rate of movement of different objects in water.</li> <li>To explore the effect gravity has on objects and how gravity was discovered</li> <li>To recognise that some mechanisms, including levers,</li> </ul>	<p><u>Why is the gospel good news for Christians?</u></p> <ul style="list-style-type: none"> <li>To explore the Christian concept of 'good news' and understand why they want to share it.</li> <li><i>Why is Jesus good news for Christians?</i></li> <li>To explore how Christians value the gospel in biblical practice and in church practice.</li> </ul>	<p><u>Outdoor: Football</u></p> <ul style="list-style-type: none"> <li>To apply ball control skills to move around a pitch.</li> <li>To select the appropriate skill, choosing when to run and when to pass.</li> <li>To move into space to support a teammate abiding by the rules.</li> <li>To use defending skills to gain possession.</li> <li>To work as a defending unit to prevent attackers from scoring.</li> <li>To use a variety of attacking skills to beat a defender.</li> <li>To apply rules, skills and tactics learnt to play in a tag rugby tournament.</li> </ul>	

<p>pulleys and gears, allow a smaller force to have a greater effect by exploring and designing a simple mechanism.</p> <ul style="list-style-type: none"> <li>To explore and design mechanisms.</li> </ul>		<p><u>Indoor: OAA</u></p> <ul style="list-style-type: none"> <li>Develop confidence through frequent returns to base for assurance.</li> <li>Develop basic map orientation</li> <li>Practice thumbing the map</li> <li>Practice following a short loop course.</li> </ul>
<p><b>History</b></p> <p>N/A this term</p>	<p><b>Geography</b></p> <p><u>Eastern Europe – Russia</u></p> <ul style="list-style-type: none"> <li>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of European countries.</li> <li>To 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 of South America in the context of comparing landscapes, climates, towns and planning a trip to eastern Europe.</li> <li>To describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food minerals and water in the context of nuclear power generation and Chernobyl.</li> </ul>	<p><b>Computing</b></p> <p><u>Programming B – Selection in Quizzes</u></p> <ul style="list-style-type: none"> <li>To explain how selection is used in computer programs.</li> <li>To relate that a conditional statement connects a condition to an outcome.</li> <li>To explain how selection directs the flow of a program.</li> <li>To design, create and evaluate a program which uses selection.</li> </ul>
<p><b>Art &amp;DT</b></p> <p><u>D&amp;T : Super Seasonal cooking</u></p> <ul style="list-style-type: none"> <li>Understand seasonality and know where and how a variety of ingredients are reared caught and processed.</li> <li>I can taste and evaluate seasonal foods and recognise that sometimes we need to try a new food a few times to find out if we like it.</li> <li>Select from a wider range of ingredients, according to their functional properties and aesthetic qualities.</li> <li>I can generate, evaluate and refine recipe ideas.</li> </ul>	<p><b>French</b></p> <p><u>Greetings, Classroom &amp; Revision</u></p> <ul style="list-style-type: none"> <li>To revise different ways of greeting someone.</li> <li>To revise classroom commands and to ask questions.</li> <li>To identify and pronounce letters of the alphabet.</li> <li>To prepare a fact-file on France or a chosen French region. (E.g. Geography, population, traditions, food, culture, wildlife.)</li> </ul>	<p><b>Music</b></p> <p><u>Melody and Harmony in Music</u></p> <ul style="list-style-type: none"> <li>To explore <i>allegro</i> tempo.</li> <li>To look at 4/4 time signature.</li> <li>To understand A minor has no sharps or flats in the key signature.</li> <li>To explore minims, dotted crotchets, crotchets and quavers.</li> <li>To listen and respond to orchestral and gospel music.</li> <li>To follow a stave of music.</li> <li>To play a part on the glockenspiel.</li> <li>Singing.</li> </ul>
<p style="text-align: center;"><b>PSHE and Resilience</b></p> <p><u>Health &amp; Wellbeing – Physical</u></p> <ul style="list-style-type: none"> <li>To know the definition of drugs and can describe some of the things drugs do.</li> <li>To understand some of the effects and dangers of alcohol.</li> <li>To understand that caffeine is a legal drug that has to be managed sensibly.</li> <li>To know the dangers of smoking and have skills to help me resist the temptation to smoke.</li> </ul>		