



**Year 5 Curriculum Map - Spring 1**

<p style="text-align: center;"><b>English</b></p> <p><u>The London Eye Mystery</u></p> <ul style="list-style-type: none"> <li>Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form.</li> <li>Note and develop initial ideas, drawing on reading</li> <li>Draft and write by selecting appropriate grammar and vocabulary.</li> <li>Use a range of devices to build cohesion within and across paragraphs.</li> <li>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation.</li> <li>Proof-read for spelling and punctuation errors.</li> <li>Assessing the effectiveness of their own and others writing.</li> </ul> <p><u>Guided Reading – The Firework-Maker’s Daughter</u></p> <ul style="list-style-type: none"> <li>To explain my views.</li> <li>To predict what may happen in a story by thinking about what has happened up to now.</li> <li>To show how words, phrases and structure all contribute to make different meanings in texts I read.</li> <li>To become familiar with a range of books.</li> <li>To read and discuss a range of fiction, poetry, plays, non-fiction and reference books.</li> <li>To understand books are set out in different ways for different purposes.</li> <li>To participate in discussions about books I have read by listening to others’ ideas.</li> <li>To ask questions about what I have read.</li> <li>To check my understanding of a text through discussion and exploring the meaning of words.</li> <li>To see that characters do the things they do because of their feelings.</li> </ul>	<p style="text-align: center;"><b>Mathematics</b></p> <p><u>Fractions</u></p> <ul style="list-style-type: none"> <li>To divide whole numbers to create fractions.</li> <li>To create mixed numbers and improper fractions when dividing whole numbers.</li> <li>To convert between mixed numbers and improper fractions.</li> <li>To find equivalent fractions.</li> <li>To compare and order fractions, including mixed numbers and improper fractions.</li> <li>To make number pairs with fractions.</li> <li>To add unlike fractions by finding a common denominator.</li> <li>To simplify fractions.</li> <li>To subtract fractions with different denominators.</li> <li>To multiply fractions by whole numbers and fractions.</li> <li>To multiply mixed numbers by whole numbers.</li> <li>To solve problems involving adding, subtracting, multiplying and dividing fractions.</li> </ul> <p><u>Decimals</u></p> <ul style="list-style-type: none"> <li>To read and write decimals.</li> <li>To compare tenths and hundredths written as decimals.</li> <li>To order and compare decimals.</li> <li>To order and compare decimals of amounts.</li> <li>To write fractions as decimals.</li> <li>To add and subtract amounts in decimals.</li> <li>To solve money problems.</li> </ul>	
<p style="text-align: center;"><b>Science</b></p> <p><u>Space – Properties of Materials</u></p> <ul style="list-style-type: none"> <li>To test materials for magnetism, transparency and hardness.</li> <li>To test materials for electrical conductivity by creating circuits and testing whether different materials can conduct electricity or not.</li> <li>To plan, investigate and evaluate an insulating heat experiment by testing the temperature of water when wrapped in different layers of materials around beakers.</li> <li>To consider the use of everyday materials, e.g. plastic, wood and metal.</li> </ul>	<p style="text-align: center;"><b>RE</b></p> <p><u>What Spiritual Pathways to Moksha are Written in Hindu Scriptures?</u></p> <ul style="list-style-type: none"> <li>To understand the Hindu concept of different pathways to the same goal.</li> <li>To understand the dilemma of choosing the right pathway in a Hindu holy book.</li> <li>To explore different pathways to moksha in Hindu narrative.</li> <li>To explore bhakti yoga as a pathway to moksha in Hindu community practice.</li> <li>To explore following the pathway of love and devotion as part of Hindu living.</li> </ul>	<p style="text-align: center;"><b>PE</b></p> <p><u>Indoor: Gymnastics</u></p> <ul style="list-style-type: none"> <li>Perform symmetrical and asymmetrical balances.</li> <li>Develop the straight, forward, straddle and backward roll.</li> <li>Explore different methods of travelling, linking actions in both canon and synchronisation.</li> <li>Perform progressions of inverted movements.</li> <li>Explore matching and mirroring using actions both on the floor and on apparatus.</li> <li>Create a partner sequence using apparatus.</li> </ul> <p><u>Indoor: Dance</u></p> <p><b>PREPARATION FOR DANCE FESTIVAL</b></p> <ul style="list-style-type: none"> <li>To create a dance using a structure and perform the actions showing quality and control.</li> <li>To understand how changing dynamic changes the appearance of the performance.</li> </ul>

		<ul style="list-style-type: none"> <li>To understand and use relations and space to change how a performance looks.</li> </ul>
<p align="center"><b>History</b></p> <p align="center">N/A this term</p>	<p align="center"><b>History</b> <b><u>Shang Dynasty</u></b></p> <ul style="list-style-type: none"> <li>To identify who the Ancient Shang people were and where they lived.</li> <li>To use maps and atlases to locate Shang cities.</li> <li>To learn about the role of the king, the religious beliefs and their rituals.</li> <li>To learn about how oracle bones were used in divination ceremonies.</li> <li>To examine a range of artefacts and draw conclusions about what they can teach us.</li> </ul>	<p align="center"><b>Computing</b> <b><u>Creating Media – Vector Drawing</u></b></p> <ul style="list-style-type: none"> <li>To recognise that vector drawings are made using shapes.</li> <li>To experiment with the shape and line tools. To move, resize, and rotate objects I have duplicated.</li> <li>To use the zoom tool to help me add detail to my drawings.</li> <li>To copy a part of my drawing by duplicating several objects.</li> <li>To recognise when I need to group and ungroup objects.</li> <li>To create a vector drawing for a specific purpose.</li> </ul>
<p align="center"><b>Art &amp; DT</b></p> <p><b><u>D&amp;T : Structures</u></b></p> <ul style="list-style-type: none"> <li>To investigate free standing structures.</li> <li>To apply my understanding of structures.</li> <li>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures in the context of strengthening, reinforcing and stabilising a cardboard tube.</li> <li>To use a wider range of tools and equipment to perform practical tasks accurately.</li> <li>To select from and use materials and components to make a marble run.</li> <li>To evaluate and improve my design and technology work.</li> </ul>	<p align="center"><b>French</b></p> <p><b><u>Family</u></b></p> <ul style="list-style-type: none"> <li>To be able to talk and write about family using descriptive language.</li> <li>To be able to say how old my siblings are.</li> <li>To understand how to make an adjective agree with the noun it is describing.</li> </ul>	<p align="center"><b>Music</b> <b><u>Composing and Chords</u></b></p> <ul style="list-style-type: none"> <li>To explore <i>allegro</i> tempo (at a brisk speed – 155bpm)</li> <li>To look at 2/4 time signature.</li> <li>To understand G major and that there is one sharp in the key signature.</li> <li>To explore dotted minims, minims, dotted crotchets, crotchets and quavers.</li> <li>To listen and respond to South African pop and orchestral music.</li> <li>To follow a stave of music.</li> <li>To play a part on the glockenspiel.</li> <li>Singing.</li> </ul>
<p><b>PSHE and Resilience</b></p> <p><b><u>Relationships - Emotional</u></b></p> <ul style="list-style-type: none"> <li>I can identify what positively and negatively affects my mental and emotional health</li> <li>I have explored the idea that choices can have positive, neutral and negative consequences.</li> <li>I have reflected on and celebrated my achievements and I can set high aspirations and goals.</li> <li>I have thought about how it feels to not meet my goals and how to respond.</li> <li>I can use vocabulary to enable me to explain both the range and intensity of my feelings to others.</li> <li>I can ask for help clearly from appropriate people should I need to.</li> <li>I can identify some of the issues I will face when I change schools</li> <li>I can identify those issues, which I am looking forward to and those, which I am not looking forward to.</li> </ul>		