



Aspiring to achieve our best: moving forward together!

Heathcoat Primary School Curriculum Map: Year 5 2020 - 21

Year 5	Autumn Term		Spring term		Summer term	
	1	2	1	2	1	2
Topic	Forces How do volcanoes affect the lives of people on Hiemaey?	Earth, Sun, Moon and Space. How is climate change affecting the world?	Ice Bear Art <u>Living things and their habitats</u> Describe the life process of reproduction in some plants.	Islamic Civilisation What is a River?	Biscuit Project- Persuasive writing -Instruction writing recipe Speaking & Listening linked to marketing their biscuit for the School Summer Fete. <u>Properties and changes of materials</u>	Anglo Saxon & Vikings <u>Animals, including humans</u> Describe the changes as humans develop to old age.
English Including reading, writing, phonics/spelling and grammar	<i>Jungle Survival Handbook</i> by Jen Green (3 weeks) Linked to Geography on volcanoes (instruction) <ul style="list-style-type: none"> Imperative verbs Punctuation Adverbial phrases Mouth-Organ Boys (Fiction) Story from another culture <ul style="list-style-type: none"> Speech (dialogue within the text) 	<i>Everest</i> by Alexandra Stewart; illustrated by Joe Todd-Stanton (4weeks) Link to the Moon landing <ul style="list-style-type: none"> Expanded noun phrases Fronted adverbials and subordination Varied verb tenses Use of passive voice, past perfect and modal verbs. Bethlehem – a Christmas Poem by Carol Ann Duffy	The Ice Bear by Jackie Morris Narrative/myth Increasing their familiarity with a wide range of books, including myths, legends and traditional stories. <ul style="list-style-type: none"> Cohesion between sentences. Correct punctuation and use of exclamation and question marks and correct location for a full stop. Linking the 	Kensuke’s Kingdom by Michael Morpurgo- extract from this book Narrative <ul style="list-style-type: none"> Link the setting to the character’s feelings and actions, and develop this over the course of the story. Show, rather than tell, how the character feels, through dialogue and action. Choose verbs as well as adjectives to describe the atmosphere and create a designed impact on the reader. 	Reggae, Reggae Sauce persuasive advert to link with our biscuit topic Straw into Gold: Fairy tales re-spun by Hilary McKay Fiction (Fairy tale) 3 weeks <ul style="list-style-type: none"> Retell a fairy tale or part of a fairy tale in which a setting is thoughtfully described. Present ideas and select vocabulary 	How to Live Like a Stone Age Hunter by Anita Ganeri- adapt to Anglo-Saxons (recount/information text/instructions in first and third person) to write a dual-voiced text that shifts between degrees of formality <ul style="list-style-type: none"> write more informally in first person showing feelings and using contractions and short sentences for



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		<p>The children write a short sequence in a lyrical way about their home during Christmas time.</p> <ul style="list-style-type: none"> *Adverbial phrases * Expanded noun phrases * Semi-colons 	<p>character's feelings with setting</p> <ul style="list-style-type: none"> • Use of adverbials and modal verbs to show possibility. <p>Heathcoat Ridgeback Non-chronological text</p> <ul style="list-style-type: none"> • Varied openers and conjunctions to link sentences. • Adverbials for place with prepositional phrases. • Use of parenthesis () • Relative clauses to add more detail to descriptions • Apostrophes for possession. 	<ul style="list-style-type: none"> • Use adverbials of <i>how/where/when</i> to link ideas within paragraphs. • Use adverbials, pronouns and repeated nouns to create cohesion between the different paragraphs of the plot. • Devices to build cohesion Degrees of possibility using adverbs and modals Brackets and dashes Colons <p>The Lost Words by Jackie Morris (poetry)</p> <ul style="list-style-type: none"> • Use poetic devices of alliteration, onomatopoeia, repetition to create images and interesting sounds • Explain vocabulary choices and word combinations in terms of the desired effect on the reader, using terminology related to poetry • Structure poems in appropriate ways 	<p>carefully to describe a character, e.g. by 'showing, not telling'.</p> <p>* Revision of grammar and vocabulary, including that from previous years, to inform authorial choice and create atmosphere:</p> <p>compounding in lists; coordinated clauses; adverbials; noun phrases; choice of determiners; sentence length; vocabulary choice.</p>	<p>impact.</p> <ul style="list-style-type: none"> • Write more formally to provide extra information using the passive and second person *Include a set of instructions to show the reader how to live like the character using commands, questions and adverbials to provide sufficient information to be able to follow them * Use parenthesis to provide extra information, deciding which would be the best punctuation to demarcate it <p>Eats, Shoots and Leaves (non-fiction)</p> <ul style="list-style-type: none"> • Understanding the varied devices of punctuation
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				<ul style="list-style-type: none"> • Use punctuation to avoid ambiguity and link ideas to create clear images • Develop drafting and editing skills to fully engage with the process of crafting poems • Expanded noun phrases • Commas to clarify meaning or avoid ambiguity in writing <p>Use brackets, dashes or commas for parenthesis</p>		
Maths	5.1 Number Sense 5.2 Additive Reasoning 5.3 Multiplicative Reasoning (wk1)	5.3 Multiplicative Reasoning (wk2&3) 5.4 Geometric reasoning 5.5 Number Sense	5.6 Additive Reasoning 5.7 Number Sense	5.8 Multiplicative Reasoning 5.9 Geometric Reasoning	5.10 Number Sense 5.11 Additive Reasoning 5.12 Number Sense (wk1)	5.12 Number Sense (wk2&3) 5.13 Multiplicative Reasoning 5.14 Geometric Reasoning
Science	<u>Forces</u> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.	<u>Earth and space</u> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as	<u>Living things and their habitats</u> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.	<u>Properties and changes of materials</u> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and	<u>Animals, including humans</u> Describe the changes as humans develop to old age.	



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Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

response to magnets **Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution**
Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating **Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic** Demonstrate that dissolving, mixing and changes of state are reversible changes **Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.**



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<p>ICT</p>	<p>Internet safety Design and create a school values poster using publisher software to improve digital literacy. Creating and making games using Scratch software. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select,</p>	<p>Internet Safety Design and create a presentation using either PowerPoint or publisher to compare two plants linked with science Earth, sun and Moon topic. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including</p>	<p>Internet Safety Web developers and developing cyber safety. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Internet Safety We are bloggers. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns</p>	<p>Internet Safety Fusing geometry and art. Pattern making using Islamic decorations Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given</p>
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PE	<u>Circuits</u> <u>Volleyball</u>	<u>Circuits</u> <u>All out Rounders</u> <u>Bikeability</u>	<u>Real PE</u> <u>Social: Dynamic Balance</u>	<u>Real PE</u> <u>Physical: Static and dynamic balancing</u>	<u>Real PE</u> <u>Health and Fitness: Coordination and floor movement patterns.</u> Swimming.	<u>Real PE</u> <u>Personal: Agility, coordination with equipment.</u> Sport's Day
History			<u>Islamic Civilisation from AD 900</u>		<u>Britain's settlement by Anglo-Saxons and Scots</u>	



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			A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900.	Scots invasions from Ireland to north Britain (now Scotland) . Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture. <u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u> Viking raids and invasion. Resistance by Alfred the Great and Athelstan, first king of England. Anglo-Saxon laws and justice.		
Geography	<u>How do volcanoes affect the lives of people on Hiemaey (3wks)</u> <u>How is climate change Affecting the world? (3wks)</u>		<u>What is a River?</u>			
Music	<u>Music Express Programme: Journey into Space</u> (Listening and Appraising)			Biscuit Project – Jingle Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different media.		
RE	Unit U2.1 What does it	Unit U2.8 What does it	Unit U2.3 Why do	Unit U2.9 Why is the	Unit U2.4 How do Christians	Unit U2.10 What



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	mean for Christians to believe that God is holy and loving?	mean to be a Muslim in Britain today? [Tawhid/Iman/Ibadah]	Christians believe that Jesus is the Messiah? [Incarnation]	Torah so important to Jewish people? [God/Torah]	decide how to live? 'What would Jesus do?' [Gospel]	matters most to Humanists and Christians?
PSHE Jigsaw	Being me in my world	Celebrating differences	Dreams and goals	Healthy Me	Relationships	Changing Me
Art or DT	Building and erupting volcanoes with salt dough.	Marbling linked to Earth Sun and Moon	Ice Bear- pencil skills and water colours.		Anglo-Saxon –illuminated letters Biscuit Project	
French	High Street Asking for places and directions	High Street Understand a short story 'le petit Thomas' Christmas – L'arbre de Noel	Keeping Healthy-	Foods: Likes/Dislikes.	Keeping Healthy: food and eating habits in France. A French Breakfast Preparing a traditional desert.	Date and Weather Weather and Seasons. Weather/saying where you live/Points on the compass. Similarities and differences between the UK and France- dangers of stereotyping.
Performance opportunities)	French Song			Jingle and persuasive pitch for biscuit project (Dragon's Den)	Anglo-Saxon/Viking debate-which is best? French Song Heathcoat's Got



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						Talent
Other including trips or visitors – depending on COVID 19		Eden project	PCSO Moss for forensic scene linked to Heathcoat Ridgeback	Visit the River Exe walk to Bickleigh linked to What is a River Geography topic.		Escot-Anglo-Saxon village