

Curriculum Plans for Year 5

2018-2019

	<u>Ancient Greece (H/G)</u>	<u>Vikings (H)</u>	<u>Coasts (G)</u>
	What did the Greeks do for us?	Why did the Vikings invade?	Why are there different types of coasts?
	AUTUMN	SPRING	SUMMER
LITERACY	<u>Instructions</u> How to trap a mythical creature (3 Weeks)	<u>Cultural Story</u> Beowulf (5 Weeks)	<u>Poetry</u> Sea poems (2 Weeks)
	<u>Myths and Legends</u> (5 Weeks) Medusa and Perseus	<u>Newspaper Reports</u> Viking attack at Lindisfarne (3 weeks)	<u>Explanation Text</u> Water Cycle (3 Weeks)
	<u>Persuasion</u> Holiday Advertisements (4 Weeks)	<u>Non-chronological Reports</u> The Vikings (3 Weeks)	<u>Narrative</u> Kensuke's Kingdom (5 Weeks)
Grammar (within Literacy)	<u>Y5</u> <ul style="list-style-type: none"> Use Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun Indicating degrees of possibility using adverbs (e.g. <i>perhaps, surely</i>) or modal verbs (e.g. <i>might, should, will, must</i>) <ul style="list-style-type: none"> Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>) Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) 		
Grammar (discreet)	<u>Y5</u> <ul style="list-style-type: none"> Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>) 	<u>Y5</u> <ul style="list-style-type: none"> Use of commas to clarify meaning or avoid ambiguity Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate; -ise; -ify</i>) 	<u>Y5</u> <ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis

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Numeracy	<p><u>Number – number and place value</u></p> <ul style="list-style-type: none"> -Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit - Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 - Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000 - Solve number problems & practical problems that involve all of the above <p><u>Number – addition and subtraction</u></p> <ul style="list-style-type: none"> -Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) - Add and subtract numbers mentally with increasingly large numbers <p><u>Number – multiplication and division</u></p> <ul style="list-style-type: none"> -Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers - Know and use the vocabulary of prime numbers, prime factors & composite (non-prime) numbers - Establish whether a number up to 100 is prime and recall prime numbers up to 19. - Multiply numbers up to 4 digits by a 1- or 2-digit number using a formal written method, - Multiply and divide numbers mentally drawing upon known facts - Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context - Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 <p><u>Measurement</u></p> <ul style="list-style-type: none"> - Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) 	<p><u>Number – number and place value</u></p> <ul style="list-style-type: none"> - Interpret negative numbers in context, count forwards & backwards with positive & negative whole numbers including through 0 - Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000 - Solve number problems & practical problems that involve all of the above <p><u>Number – addition and subtraction</u></p> <ul style="list-style-type: none"> -Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy - Solve addition & subtraction multi-step problems in contexts, deciding which operations & methods to use and why. <p><u>Number – multiplication and division</u></p> <ul style="list-style-type: none"> -Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers - Multiply numbers up to 4 digits by a 1- or 2-digit number using a formal written method, including long multiplication for 2-digit numbers - Multiply and divide numbers mentally drawing upon known facts - Solve problems involving +, -, × and ÷, and a combination of these, including understanding the meaning of the equals sign - Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. <p><u>Number – fractions (including decimals)</u></p> <ul style="list-style-type: none"> - Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents -Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place <p><u>Measurement</u></p> <p>Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</p> <ul style="list-style-type: none"> - Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metre -Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes - Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] - Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. <p><u>Geometry – properties of shapes</u></p> <ul style="list-style-type: none"> -Identify 3-D shapes, including cubes & other cuboids, from 2-D representations <p><u>Geometry – position and direction</u></p> <ul style="list-style-type: none"> -Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. 	<p><u>Number – number and place value</u></p> <ul style="list-style-type: none"> -Read Roman numerals to 1000 (M) & recognise years written in Roman numerals <p><u>Number – fractions (including decimals)</u></p> <ul style="list-style-type: none"> -Compare and order fractions whose denominators are all multiples of the same number -Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths - Recognise mixed numbers and improper fractions and convert from one form to the other & write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] -Add and subtract fractions with the same denominator and denominators that are multiples of the same number -Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams -Read and write decimal numbers as fractions [for example, 0.71 = $\frac{71}{100}$] - Read, write, order and compare numbers with up to 3 decimal places - Solve problems involving number up to 3 decimal places - 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 - 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><u>Measurement</u></p> <p>Solve problems involving converting between units of time</p> <p><u>Geometry – properties of shapes</u></p> <p>Know angles are measured in degrees: estimate & compare acute, obtuse and reflex angles</p> <ul style="list-style-type: none"> -Draw given angles, and measure them in degrees (o) - Identify angles at a point and one whole turn (total 360o, angles at a point on a straight line and 2 1 a turn (total 180o), other multiples of 90o - Use the properties of rectangles to deduce related facts and find missing lengths and angles -Distinguish between regular and irregular polygons based on reasoning about equal sides and angles <p><u>Statistics</u></p> <ul style="list-style-type: none"> -Solve comparison, sum and difference problems using information presented in a line graph - Complete, read and interpret information in tables, including timetables
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Geography	<p style="text-align: center;"><u>Geographical Skills and Fieldwork</u></p> <p style="text-align: center;">Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		
	<p style="text-align: center;"><u>Place knowledge</u></p> <p>To understand geographical similarities and differences in a European country with a focus on Greece.</p>	<p style="text-align: center;"><u>Location knowledge</u></p> <p>Name and locate counties and cities of the United Kingdom</p> <p>Name and locate different countries in Europe. (Flags, capital cities, make a link to the Vikings and the Scandinavian countries they came from.)</p> <p style="text-align: center;"><u>Human and physical geography</u></p> <p>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</p>	<p style="text-align: center;"><u>Location knowledge - Coast</u></p> <p>Geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.</p> <p style="text-align: center;"><u>Geographical skills and fieldwork</u></p> <p>Use the eight points of a compass, (four and six-figure grid references), symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p style="text-align: center;"><u>Human and physical geography</u></p> <p>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</p> <p style="text-align: center;"><u>Field Trip - coastal region in South West</u></p>
History	<p style="text-align: center;"><u>Ancient Greece</u></p> <p>Greek life and achievements and their influence on the western world.</p> <p>The impact of the Greeks on society eg. Democracy, Olympics etc.</p>	<p style="text-align: center;"><u>Viking raids and invasion</u></p> <ul style="list-style-type: none"> Looking at where the Vikings came from and why they decided to invade Britain. Viking technology including longboats. What evidence is there from their time in Britain? (Archaeology) Viking gods / goddesses and religious beliefs 	

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Science	<p><u>Animals including humans (Y6)</u> Understand the circulatory system. Explain and understand the importance of a healthy balanced diet. Understand the dangers of drugs including tobacco and alcohol.</p> <p><u>Materials (Y5)</u> Children will be able to group materials based on their properties. Understand different forms of matter (solids, liquids, gases.) Understand dissolving and reversible and irreversible changes.</p>	<p><u>Earth and Space (Y5)</u> Understand and describe the movements of the earth and the moon. Understand the comparable sizes of the earth, sun and moon. Explore the solar system and different planets. Explain how we have day and night (earth rotating.) Look at time GMT.</p>	<p><u>Forces (Y5)</u> Understand that gravity is a force which pulls down on objects. Understand friction as a force. Investigate water resistance. Levers/pulleys/gears Research Isaac Newton and his discoveries.</p> <p><u>All living things (Y5)</u> Learn about flowering plants and how they reproduce.</p>
RE	<p><u>Faith and the Arts</u> Use and interpret information about religions from a range of sources. Reflect on sources of inspiration in their own and others lives.</p>	<p><u>Faith in Action.</u> Describe and begin to understand religious and other responses to ultimate and ethical questions. Describe the variety of practices and ways of life in religions and understand how these stem from, and are clearly connected to, beliefs and teachings. Reflect on sources of inspiration in their own and others' lives Respond to the challenges of commitment, both in their own lives and within religious traditions, recognising how commitment to religion is shown in a variety of ways.</p>	<p><u>It matters to me, it matters to others.</u> Religions Sikhism and Hinduism, Identify and begin to describe the similarities and differences within and between religions Reflect on ideas of right and wrong and their own and others responses to them Reflect on sources of inspiration in their own and others' lives</p>

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Computing	<p>E safety - Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>		
	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>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.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>
D&T	<p><u>Greek food</u></p> <p>Linking to: Science - Healthy eating and micro-organisms. Theme - Greek Food</p>	<p>Make a Viking long boat. Viking shields.</p>	
Food & Nutrition	<p>Prepare and cook a range of food using different techniques</p>	<p>Looking at how seasonal foods are grown and sourced- compare then and now.</p>	<p>Design and prepare a healthy picnic for a trip to the coast.</p>
Art & Design	<p>Greek pottery/plaques - working with clay to create coins. Looking at different glazes to decorate and using the kiln.</p>	<p>Make a Viking shield designs.</p>	<p><u>Famous water paintings</u></p> <p>Linked to theme looking at coastal pictures and paintings by Monet and Renoir.</p>
Music	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>		

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	<p>Roundabout: Exploring Rounds Exploring rounds (melody and accompaniment focus) Greek music/instruments Exploring pattern in music. Play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression</p> <ul style="list-style-type: none"> • Improvise and compose music using the inter-related dimensions of music separately and in combination • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand the basics of staff and other musical notations • Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers • Develop an understanding of the history of music <p style="text-align: center;">- Zorba The Greek</p> <p style="text-align: center;">The Legend of Athens (Story) Timbre</p>	<p>Exploring lyrics and melody. Outcome: writing a Viking saga song. Combining, rhythm, melody in planning, rehearsing and composing. Songs: Viking Rock, BBC Viking songs. Play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression</p> <ul style="list-style-type: none"> • Improvise and compose music using the inter-related dimensions of music separately and in combination • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand the basics of staff and other musical notations • Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers • Develop an understanding of the history of music 	<p>Exploring rhythm and pulse. Creating a rhythmic accompaniment for a piece of music about the planets. Holst : The planets. Songs: Blue moon, walking on sunshine Play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression</p> <ul style="list-style-type: none"> • Improvise and compose music using the inter-related dimensions of music separately and in combination • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand the basics of staff and other musical notations • Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers • Develop an understanding of the history of music
PE	<p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics. Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		
	<p><u>Gymnastics:</u> Taking weight on hands <u>Games:</u> Handball/basket ball <u>Invasion Games</u> Tag Rugby</p>	<p><u>Dance:</u> Warrior / Invasion <u>Games:</u> Hockey <u>Invasion Games:</u> Football</p>	<p><u>Gymnastics:</u> Balance <u>Games:</u> Orienteering/Tennis <u>Invasion Games</u> Athletics/Rounders</p>

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MFL	<p style="text-align: center;">Listen attentively to spoken language and show understanding by joining in and responding</p> <p style="text-align: center;">Present ideas and information orally to a range of audiences*</p> <p style="text-align: center;">Appreciate stories, songs, poems and rhymes in the language</p> <p style="text-align: center;">Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms.</p>		
	<p style="text-align: center;">Houses & Homes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Speak in sentences using familiar vocabulary, phrases and basic language structures <input type="checkbox"/> Develop accurate pronunciation and intonation <input type="checkbox"/> Present ideas and information orally to a range of audiences <input type="checkbox"/> Read carefully and show understanding of words, phrases and simple writing 	All kinds of weather	To be decided
PSHE	<p style="text-align: center;">PSHE will be a consideration throughout all curriculum areas, and any particular issues that arise will be addressed during class circle time.</p>		