### **English**

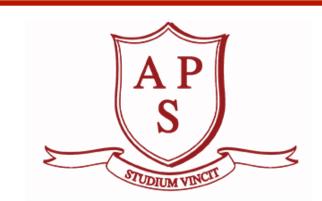
#### **Stimulus: The Titanic (Diary and Narrative Writing)**

To understand and use main, subordinate and relative clauses.

- To vary sentence types in written work.
- To use the subjunctive mood for formal writing.
- To use modal verbs to express the language of possibility.
- To use expanded noun phrases for description.
- To use fronted adverbials to vary sentence starters.
- To infer the feelings of a character.
- To write a diary entry based on the Titanic.
- To write a narrative based on the Titanic.

#### Stimulus: Who was responsible for the sinking of the Titanic? (Persuasive Writing)

- To use a range of persuasive devices in writing.
- To use imperative and modal verbs to convey urgency.
- To use adverbials to convey a sense of certainty.
- To use subordinating conjunctions to create cohesion.
- To use debating skills.



# Curriculum Map Autumn Term 2024 Year 5

#### **Maths**

To develop understanding of place value – numbers up to 10,000,000.

To calculate powers of 10 (Multiplying/Dividing by 10, 100, 1000).

- To compare, order and round integers.
- To understand negative numbers.
- To add and subtract integers.
- To explore common factors and common multiples.
- To identify prime numbers to 100.
- To explore square & cube numbers.
- To refine division & multiplication methods short and long.
- To solve problems, including multi-step problems.
- To understand the order of operations.
- To simplify, compare, order, add, subtract, multiply and divide fractions.
- To add, subtract, multiply and divide any two fractions, by integers and mixed numbers.
- To find a fraction of an amount.
- To develop and extend mental Maths skills.

#### **Science**

#### **Forces**

To identify forces.

To understand gravity and know about Isaac Newton.

To understand forces, movement and magnets.

To design a parachute and explore forces.

To know about mechanisms including levers, pulleys and gears. To explore friction on different surfaces.

## **History**

#### The Titanic

Titanic.

To investigate the experience of survivor Eva Hart.

To know the route The Titanic took.
To know the order of events of The

To investigate the life of Joseph Laroche.

To explore who was responsible for the disaster.

To debate who was responsible for the disaster.

## **Computing**

# Computing systems and networks: Search engines

To understand what a search engine is and how to use it.

To be aware that not everything online is true.

To search effectively.

To create an informative poster.
To understand how search engines work.

#### **Programming 1: Music**

To tinker with a new piece of software.

To create a program that plays themed music.

To program a soundtrack and music.

### R.S.

#### **British Values**

To know and understand British Values.

To understand what religion and faith are.

#### **Peace Mala**

To know about the history of Peace Mala.

To explore the use of symbols.

To understand the Mission statement and Peace Mala's Golden Rule.

### Christianity

To know about Angels as Messengers.

To recount the Christmas Story in detail.

## P.S.H.E

#### Being Me In My World

To understand what it means to be a citizen.

To understand

rights and responsibilities.

To understand democracy, having a voice and participating.

To understand

rewards and consequences.

To explore how behaviour affects

different groups.

#### Celebrating Difference

To discuss cultural differences and how they can cause conflict.
To understand Racism.

To identify types of bullying.

To know about material wealth.

# To use malleable materials and

To design a logo.

sculpture.

media in art.

To explore the work of Miro -

Art

To explore the work of van Gogh and

To use observational drawing and

sketching techniques.

develop a personal study.

To create Remembrance and festive artwork.

#### P.E.

Football Skills – Turning, shooting, passing (long and short) and dribbling.

Hockey Skills – Passing, reverse stick, shooting, dribbling.

All skills to be practiced in competitive situations.

Further development of skills, developed through game situations.

Cognitive development will be increased in decision making, confidence and leadership skills.

# Geography

#### Brazi

To identify Brazil and surrounding counties on a world map.

To carry out research on Brazil.

To explore Brazil using map reading skills and locate Brazilian cities using 4 and 6-figure grid references. To investigate the human and physical features of

Brazil. To explore Brazil's different ecosystems.

To explain the importance of The Amazon Rainforest's ecosystem.

To understand the terms deforestation and urbanisation.

To investigate Brazil's weather and climate.

To compare a wealthy area to a deprived area.

To compare the culture of Brazil to their own culture.

# Ways to support your son at home:

In addition to the detailed information which was provided to Year 5 parents at the welcome meeting, please find below some further suggestions.

Mathletics <a href="http://www.mathletics.com">http://www.mathletics.com</a>
Times Tables Rock Stars
Corbett Maths - <a href="https://corbettmaths.com/contents/">https://corbettmaths.com/contents/</a>

Daily Reading and noting new vocabulary Y5 Reading Award

Communication – Reading Record, Google Classroom

Awareness of the wider world <a href="https://www.firstnews.co.uk/">https://www.firstnews.co.uk/</a> https://www.bbc.co.uk/newsround

#### French

To understand French phonics and how the language sounds.

To learn the French alphabet.

To learn numbers up to 31.

To know and recognise basic greetings and cognates.

To begin to look at adjective agreements.

## Music

To understand the origins of samba music and its role in Brazilian culture. To be able to maintain an individual part in a polyrhythm.

To be able to compose four beat syncopated rhythms.

To be able to play four chords on the

To develop viviale to she is v

To develop ukulele technique.