

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

- To investigate the experience of survivor Eva Hart.
- To know the route The Titanic took.
- To know the order of events of The Titanic.
- 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.

Art

- To use observational drawing and sketching techniques.

- To explore the work of van Gogh and develop a personal study.

- To design a logo.

- To explore the work of Miro - sculpture.

- To use malleable materials and media in art.

- 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

Brazil

- 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 <http://www.mathletics.com>
- Times Tables Rock Stars
- Corbett Maths - <https://corbettmaths.com/contents/>

- Daily Reading and noting new vocabulary
- Y5 Reading Award

- Communication – Reading Record, Google Classroom

- Awareness of the wider world
- <https://www.firstnews.co.uk/>
- <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 ukulele
- To develop ukulele technique.