

Curriculum Map Year 5 2020-2021

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
R.E.	Ourselves Passover	Life choices Hope	Mission Memorial Lent	Pentecost Sacrifice	Freedom & Responsibility	
English	Handwriting legibility and fluency. Planning and writing for an audience. Developing writing ideas. Planning narrative writing to develop characters, inspired by reading in class. Write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality or mood. Correct subject and verb agreement. Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must.	Draft and write by selecting the correct grammar in writing. Use the following punctuation correctly in my work. A . ? ! , ' () - . Set out my work correctly and use headings, bullet points, underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions. Add information to sentences using relative clauses starting with: who, which, where, when, whose, that or by missing out the pronoun.	Drawing ideas from other writing Planning and writing using models in similar styles Plan and write by summarising longer passages Use different verb forms considering audience and purpose Build cohesion in paragraphs.	To perform own writing to a group with some confidence changing the tone and volume of the voice to make the meaning clear. Change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify. Proof read for punctuation errors including the use of brackets and other devices such as commas or hyphens used for the same purpose.	Plan writing by noting down and developing initial ideas, drawing on reading other writing where necessary. Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place, e.g. nearby and number, e.g. secondly or tense choices e.g. he had seen her before. Use a wide range of different sentence structures.	Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must. Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.
Spelling	'shil' spelt -cial or -tial e.g. official, partial.	Use knowledge of root words, prefixes and suffixes in spelling	'shus' spelt -cious or -tious words ending in -ant, -ance/-ancy, -ent, -ence/-ency	verb prefixes e.g. dis-, de-, mis-, over-, and re-.	Using the first three or four letters of a word to check spelling, meaning	Using a thesaurus.

	letter-string 'ough' e.g. bought, rough, through, bough.		words ending in - able and -ible also -ably and -ibly silent letters		or both of these in a dictionary.	
Maths	Read, write, order, compare, multiply and round numbers to at least 1,000,000 (one million) and say the value of each digit. Use negative numbers in context when looking at temperature or money; counting forwards and backwards through 0. Solve number and practical problems that involve ordering and comparing numbers to 1 000 000, counting forwards or backwards in steps, negative numbers and rounding. Find and name equivalent fractions of a given fraction including tenths and hundredths. Write equivalent fractions of a given fraction including tenths and hundredths. Identify mixed numbers and improper fractions and convert from one to another	Read Roman numerals to 1000 and recognise years written in these. Add and subtract numbers with more than 4 digits using written methods. Add and subtract 2 and 3 digit numbers in my head. Use rounding to check answers to calculations and determine levels of accuracy. Solve addition and subtraction problems needing more than one step and can work out which operation and method is the most suitable. Find multiples and factors of a number and can identify factors common to 2 different numbers. Use vocabulary relating to prime numbers, prime factors and composite numbers. Work out if any given number up to 100 is a	Identify and use square numbers and their notation. Solve problems involving multiplication and division including using factors and multiples, squares and cubes. Solve problems involving addition, subtraction, multiplication and division 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. Compare and order fractions whose denominators are all multiples of the same number.	Round numbers with two decimal places. Read, write, order and compare numbers with up to three decimal places. Solve problems involving numbers with up to three decimal places. Identify the percent symbol % and how it relates to parts per hundred, hundredths and decimals. Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25. Convert between different forms of metric measurement e.g. Kilometre and metre; centimetre and millimetre, gram and kilogram, Litre and millilitre.	Identify 3-D shapes, including cubes and other cuboids, from 2- D representations. Estimate and compare acute, obtuse and reflex angles. Draw given angles and measure them in degrees. Identify angles at a point and one whole turn. Identify angles at a point on a straight line and 1/2 a turn (total 180°). I can identify other multiples of 90°. Use the properties of rectangles to find related facts, missing lengths and missing angles. Tell the difference between regular and irregular polygons. I can do this using reasoning about equal sides and angles. Identify, describe and represent the position of a shape following a	Add and subtract fractions whose denominators are all multiples of the same number. Multiply fractions by whole numbers using objects and pictures. Read and write decimal numbers as fractions such as $0.71 = 71/100$. Identify and use thousandths and can explain how they relate to tenths and hundredths and their decimal equivalents. Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. Calculate and compare the area of rectangles (including squares), and including using standard units. Estimate volume by using 1cm^3 blocks to build cuboids.

	such as $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$.	prime number and can recall prime numbers up to 19. Multiply numbers with up to 4 digits by a one or two digit number using formal written methods. Mentally multiply and divide numbers using the times tables. Divide numbers with up to 4 digits by a one digit number using formal written methods and can explain remainders.		Understand and compare equivalences between metric units and common imperial units.	reflection or translation. I can use mathematical vocabulary to explain this and I know that the shape has not changed. Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables, including timetables.	Solve problems where I need to convert between units of time. Use all four operations to solve problems involving measure such as length, mass, volume, money, using decimal notation, including scaling.
Science	Life cycles	Changes & Reproduction		Properties & changes of materials		Forces in Action
Science Skills	Working scientifically: planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate		Working scientifically: recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests		Working scientifically: reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments	
History	What was Britain like at the start of the Victorian Era in 1837?	The New Edwardians, 1901-10	The story of settlers in Great Britain at the time of Empire		Britain in the time of Empire, 1800-1901	Using the census
History Skills	Show good knowledge of aspects of the history of Britain and the wider world by:		Show good knowledge of aspects of the history of Britain and the wider world by:		Can point out examples of ways in which events, people and changes in the past have been interpreted in different ways	

	<p>(a) the detailed descriptions they give of past societies and periods</p> <p>(b) the links, similarities and differences they can identify between them</p>	<p>(c) detailed descriptions of events, people and changes that took place and</p> <p>(d) the links that they can point out between different events and changes in the period</p> <p>Can give sensible reasons for events and changes that took place and the results of these events and changes.</p>	<p>and can make my own suggestions for why this might have happened in different cases.</p> <p>Have started to think carefully about the sources of evidence available and (using their knowledge and understanding) can give reasons why they think some are more trustworthy and more useful for their task than others.</p> <p>Can check and compare facts in different sources, trying to cross- reference information.</p>
Geography	The African diaspora (link to Croydon Black History Month)	Extreme Earth	Maps and map-making skills
Geography skills	<p>Can describe the physical and human features of places with good detail.</p> <p>Can point out some of the links and relationships that make places dependent on each other.</p> <p>Can describe and give some explanations of the physical and human features of places they have learned about.</p> <p>Can describe how physical and human processes have led to similarities and differences in the environments of different places and the lives of people who live there.</p> <p>Can describe and explain some geographical patterns.</p>	<p>Can explain how some human activity changes (and may damage) the environment.</p> <p>Can give some examples of ways in which people try to manage environments sustainably.</p> <p>Can explain their views about environmental issues and describe the opinions that others hold.</p>	<p>In investigations and when answering geography questions, can make sensible choices when selecting the best sources of information and evidence.</p> <p>Can present my findings using helpful maps and graphs and in writing, and suggest sensible conclusions</p>

Computing	Internet research and publishing	Simple programming	Debugging Decomposing into smaller parts	Scratch	Internet safety Cyberbullying awareness	Word, Excel and Publisher Reviewing skills
Art & D.T.	Biscuits Cityscapes		Building Bridges Objects & Meaning Matisse		Fashion & Textiles People In Action	
Art & D.T. Skills	<p>Can produce a good amount of research work in their sketchbook. Can choose relevant visual and other information from my research and use this to help them develop their work, and take account of the purpose of the art work when making their choices. Preliminary sketches are detailed and well-produced.</p> <p>When developing my own ideas I use my understanding of the characteristics of existing products and consider the situation in which my products will be used. I am beginning to see resources as constraints. I develop and clarify my own ideas through discussing them with others, drawing and modelling them. My sketches of my design ideas are clear and detailed and I annotate them in some detail.</p>		<p>Can experiment with and manipulate a wide range of materials and techniques with skill and control matching the visual and tactile qualities to their intentions. Can use a variety of recording methods and techniques, materials and processes to combine and organise line, tone, shape, colour, pattern, texture, space and form. Can produce careful artwork with fine detail (where appropriate).</p> <p>Can work from their own detailed plans, modifying them where appropriate. Can check their work as it develops and modify their approach if required. Can work with some precision using a range of tools, materials, equipment, components and processes. Can make their product accurately, using appropriate materials and techniques. Can finish it to a high standard.</p>		<p>Can confidently analyse, comment on and explain ideas, art techniques and methods of working used to create their own and others' work, and can relate these choices to the purpose and context of the work. Can adapt and refine their work to reflect their view of its purpose and meaning, and can describe how they did this. Can take part in self-evaluative peer discussion</p> <p>While they are making their product, they think about how it is developing and modify their design where necessary. Can test and evaluate their products, showing that they understand the situations in which their designs will be used. Can make thoughtful evaluations of both the appearance of their product and how well it works against the original design criteria (the functions of the product, its purposes, and the users' needs and wants).</p>	
Music	Recorders	Exploring Rhythm and Pulse	Exploring Rounds	Exploring Sound Sources	Exploring Lyrics and Melody	Performing Together

						Exploring Music Processes
P.E.	Invasion Games	Indoor Hockey	Gymnastics		Athletics	
	Swimming					