

Curriculum Maps 2021-2022

Year 5	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
RE	Come and See: Ourselves and Life Choices	Come and See: Life Choices completed and Hope Faith study: Judaism	Come and See: Mission and Memorial Sacrifice	Come and See: Memorial Sacrifice completed. Sacrifice	Come and See: Transformation Faith study: Islam (Diary entry: link with Literacy)	Come and See: Freedom & Responsibility and Stewardship.
PSHE and RSE	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Journey in Love To show knowledge and understanding of emotional relationship changes as we grow and develop. To show knowledge and understanding of the physical changes in puberty. To celebrate the joy of growing physically and spiritually.
Spoken language	Pupils should be taught to: <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 					
S & L	Class reader: Participating in discussions including discussing impact of authors' use of language on reader. Plan and write a chronological report about a specific animal migration. Sharing non-chronological reports. Play scripts	Class reader: Verbal comprehension. Read a range of story openings, describing characters & settings	Class reader: Consider and evaluate different viewpoints. Speculate, hypothesise, imagine and explore ideas. Persuasive speech to be Eco Committee rep, debate.	Class reader continued: verbal comprehension. Learning and reciting poetry. Performance poetry.	Myths & Legends: Drawing inferences, explaining/discussing their understanding of what they have read. Drama: role play including freeze frame based on myths. Sharing and comparing characters and	Reports: Participating in discussions and presentations Participating actively in conversations; Articulating and justifying answers.

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					plots in their own written myths.	
ENG	<p>Spelling: , silent letters b and t, words ending with o, s and ough, plurals-ves, ies,, spelling rules and Year 3 & 4 word list reinforced.</p> <p>Gr: Revision of sentence punctuation. Identifying sentence types: statement, question and command. Identifying word classes: noun (common, proper, collective and abstract), adjective, verb (introducing modal verbs) and adverbs. Reinforce the term 'expanded noun phrases & stress the role of adjectives & descriptive phrases in enhancing meaning. Revision of determiner - when to use a or an. Choosing pronouns to avoid repetition</p> <p>Reading: Class reader: 'Wreck of the Zanibar' or classic text "Charlotte's Web" by E W White. Reading challenge started: Discussing and recommending texts read.</p> <p>Writing: Non- Chronological reports Recounts,</p> <p>Play scripts – Shakespeare Macbeth.</p> <p>Handwriting: revision of the four joins and assessment to ensure legibility, fluency and speed.</p>	<p>Spelling: Prefixes: cir, trans, tele, im, mis, re, auto, able, double consonant, homophones, spelling rules and Year 3 & 4 word list reinforced.</p> <p>Gr: Reinforcement of the punctuation and rules needed when writing direct speech. Using standard English Revision of key grammatical vocab: e.g adverbials & conjunctions. Relative clauses: who, which, where, when and whose. Converting nouns or adjectives into verbs.</p> <p>Reading: 'Friend or Foe, a story which raises an issue or dilemma. Comprehension work using inference and deduction to answer questions based on theme and character and how figurative language is used. Reading challenge continued.</p> <p>Writing: Modern fiction-writing an adventure story/ stories which raise issues or dilemmas. Using dictionaries to check spelling and meaning of words. Using a thesaurus.</p> <p>Handwriting: intervention group started to ensure legibility, fluency and speed. Using dictionaries to check</p>	<p>Spelling: -ie, -ible, -ent, -ant, -ence, Family words, RWI orange words and words from Year 5 & 6 word list</p> <p>Gr: Range of clause structures varying their position within a sentence. FANBOYS coordinating conjunctions. Reinforce commas for list, dialogue and to separate clauses. To revise the two uses for the apostrophe: contraction and possession.</p> <p>Reading: Start class reader 'Oranges in No Man's Land.' Asking questions to improve understanding; Drawing inferences; Predicting from details stated and implied. Reading challenge ongoing.</p> <p>Writing: Recount to be used for self assessment. Structural & Narrative poetry.</p> <p>Using dictionaries to check spelling and meaning of words. Using a thesaurus. Handwriting: intervention group to ensure legibility, fluency and speed.</p>	<p>Spelling: double letters, -tion, -sion, -cious, homophones, root words, RWI orange words and words from Year 5 & 6 word list</p> <p>Gr: The use of commas for clarity within clauses (including relative clauses) and to avoid ambiguity. Coordinating and subordinating conjunctions reinforced. To revise work on prepositions. To consolidate all punctuation marks.</p> <p>Reading: Class reader continued. 'Oranges in No Man's Land.'</p> <p>Reading challenge completed.</p> <p>Writing: Persuasive writing.</p> <p>Using dictionaries to check spelling and meaning of words. Using a thesaurus.</p> <p>Handwriting: intervention group to ensure legibility, fluency and speed.</p>	<p>Spelling: -tious, -cial, -tial, French words, silent letters, ough/augh, root words, RWI orange words and words from Year 5 & 6 word list.</p> <p>Gr: Proof reading to make improvements to written pieces. Revision of apostrophes. Building cohesion within in a paragraph using words like, firstly, after this Linking ideas across paragraphs. Using dashes, commas or dashes to show parenthesis.</p> <p>Reading: Class reader Greek Myths eBook. Using inference and prediction & comparing actions in myths. Discussing the impact of the authors' use of language on reader.</p> <p>Reading challenge started.</p> <p>Writing: Traditional stories: Myths & Legends (linked to Greek History).</p> <p>Handwriting: intervention group to ensure legibility, fluency and speed. Using dictionaries to check spelling and meaning of words. Using a thesaurus.</p>	<p>Spelling: plurals revision homophones, Prefixes revision, root words, Year 5 & 6 word list, RWI orange words t & other frequently misspelled words.</p> <p>Gr: Revision of clauses and adverbs and adverbials for identifying place, time and how something happens.</p> <p>Semi-colons (higher ability) Revision of previous work. Assessment</p> <p>Reading: Class reader: Firework Maker's Daughter by Philip Pullman. Identifying and summarising main ideas.</p> <p>Reading challenge completed Identifying themes and conventions and making comparisons across books.</p> <p>Writing: Reports – Ultimate Explorers</p> <p>Handwriting: intervention group to ensure legibility, fluency and speed.</p> <p>Writing: Using dictionaries to check spelling and meaning of words. Using a thesaurus.</p>

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		spelling and meaning of words. Using a thesaurus.				
MA	<p>Place value (5 digits); development of addition and subtraction calculation strategies</p> <p>Decimals; mental strategies in multiplication and division</p> <p>Time intervals</p> <p>Measuring lengths including perimeters</p> <p>Formal written subtraction and counting up</p>	<p>Multiplication and division; factors and multiples</p> <p>Fractions; compare, equivalence and simplify</p> <p>Multiplication and division; 3 and 4-digit by 1 digit</p> <p>Angles</p> <p>Comparing and ordering whole numbers and decimals; equivalent fractions and decimals</p> <p>Mental and written calculation strategies including inverse relationships</p>	<p>Place value (6 digits and decimals)</p> <p>Mental calculation strategies for addition and subtraction</p> <p>Mental calculation strategies for multiplication and division; patterns and rules</p> <p>2D shapes including triangles</p> <p>Units of measure; reading scales and conversions</p> <p>Column addition of decimal numbers</p> <p>Mental subtraction of decimal numbers</p>	<p>Written methods for multiplication and division (including finding fractions of amounts)</p> <p>2D shapes including polygons, angles and quadrilaterals</p> <p>Metric and imperial units of measure</p> <p>Fractions; mixed numbers and improper fractions; multiplying proper fractions by whole numbers</p> <p>Written column subtraction and addition</p>	<p>Addition and subtraction in context of money</p> <p>Multiply and convert fractions</p> <p>Written method for multiplication</p> <p>Place value in decimals; including multiplying and dividing by 10 and 100</p> <p>Coordinates including plotting, reflecting and translating shapes</p> <p>2D and 3D shapes</p> <p>Written column addition and subtraction</p>	<p>Multiplication and division; factors and multiples</p> <p>Add, subtract and multiply fractions</p> <p>Calculate area, perimeter and volume</p> <p>Percentages; relating to decimal and fractions; finding percentages of amounts</p> <p>Revision of line graphs, time intervals, cubes, factors and scaling</p>
SCI	<p>Earth, Sun and Moon</p> <ul style="list-style-type: none"> Describe the Sun, Earth and Moon as approximately spherical bodies Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Describe the movement of the Moon relative to the Earth <p>Does the Earth Move? Investigate shadows and the position of the sun. Using a stick, measure and record</p>	<p>Forces</p> <ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object 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 <p>What is the effect of air resistance on falling objects?</p>	<p>Properties and Changes of Materials.</p> <ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic <p>What material works best as an insulator?</p>	<p>Changes of State.</p> <ul style="list-style-type: none"> Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution <p>Dissolving investigation to answer a question such as 'Do substances dissolve more quickly in hot water?'</p>	<p>Types of change</p> <ul style="list-style-type: none"> 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. <p>Investigation to test the effects of different acids on materials to investigate irreversible change</p>	<p>Life Cycles of Plants & Animals. Planting broad beans.</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the changes as humans develop to old age. Describe the life process of reproduction in some plants and animals. <p>Learn about the work of the scientist Jane Goodall, and discuss her work.</p> <p>Recording the growth of a plant over time.</p>

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	shadow length and direction over one day.	Design the ultimate paper spinner.	How can we best keep an ice-lolly (or ice cube) from melting?			
Computing	Computing Systems and Networks Sharing Information	Creating Media Vector Drawing	Creating Media Video Editing	Data and Information Flat File Databases.	Programming A Selection in Physical Computing	Programming B Selection in Quizzes
ART	Still Life Develop a painting from a drawing. Mix appropriate colours. Colour Mix and match colours to create atmosphere and light effects. Be able to identify primary secondary, complementary and contrasting colours. Work with complementary colour. Artist study: Cezanne and Van Gogh	Christmas cards/calendar.	Shape and form clay from imagination Plan a sculpture through drawing in sketch book Develop skill in using clay Produce patterns and textures Select appropriate tools	Work linked to Easter: Lenten Promise posters and Easter cards.	Talking Textiles Telling of a Greek Myth using fabric, paint, collage materials – collaborative class work. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects. Repeated Pattern Foam Printing Repeated pattern on to calico – Living Things Create polystyrene printing blocks after sketching ideas in sketchbook Use paint to make repeating pattern.	
DT		Moving Toys Construct a moving toy using card wood and paper Select materials for cutting shaping and joining Understand how mechanical systems make movement Develop confidence in cutting and joining accurately Strengthen and improve appearance of the finished product Mark and measure accurately.		Bread Making To design and bake bread choosing ingredients and design. To evaluate the finished product. Focus on food hygiene Weighing and measuring ingredients accurately. Technique of kneading Understanding yeast.		Flip Flops Designing ideas from sketching and diagrams and a prototype. Design a product that is fit for purpose. Select appropriate materials and tools To start to understand how much products cost to manufacture Cut and join with increasing accuracy. Evaluate work during and at end of project. Take evaluation from others.

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<p>MUS</p>	<p>Exploring Space music through singing, performing, and composing. Curriculum links with science</p>	<p>Preparation for Spirit of Christmas and school Christmas concerts. More challenging songs in unison and 2-part harmony with class band accompaniments</p>	<p>Part singing/Rhythm grids band: 'Living' on a Prayer'</p>	<p>Using water and rivers as a stimulus for listening, performing and composing music. Curriculum links with Geography</p>	<p>Using Leitmotif to compose music for a Greek myth Curriculum links with English</p>	<p>Preparation and performance of summer show.</p>
<p>PE</p>	<p>Golf: Developing basic golf skills to include golf swings/ball and foot placement. Led by Golf Professional from the local golf club. Final week to take place at the Golf club</p> <p>Gymnastics- Team work Working together and demonstrating good collaborative skills to carry out a range of gymnastic movements. Carrying out a group floor performance. Bi-weekly swimming lessons Football: Striking/kicking skills developing into game play</p> <p>Handball</p>	<p>Cross Country Trials Event preparation. Indoor athletics Undertaking activities and trying to improve scores: Hop, skip and jump, standing long jump, push ball, high jump, side jumps, step ups Bi-weekly swimming lessons Tag Rugby: Throwing/catching based skills developing into game play.</p> <p>Handball</p>	<p>Gymnastics- Symmetry & Asymmetry Developing a sequence of symmetrical shapes and movements on floor and apparatus. Developing a sequence of jumps.</p> <p>Bi-weekly swimming lessons</p> <p>Primary Sportshall Athletics Running event trials and event preparation.</p>	<p>Dance: Water Cycle Practising a range of movements using musical stimuli. Using simple motifs and movement patterns to structure dance phrases on their own and in groups.</p> <p>Bi-weekly swimming lessons</p> <p>Hockey: Stick coordination and passing/striking skills.</p> <p>Handball</p>	<p>Rounders: Types of throw required, movement round the bases, catching skills/long barrier techniques. Developing game play.</p> <p>Dance: Theseus and the Minotaur Working creatively and imaginatively individually, with a partner and in groups to retell a Greek myth, responding imaginatively to musical stimuli.</p> <p>Bi-weekly swimming lessons Cricket: Development of bowling and batting techniques. Event preparation and trials.</p>	<p>Athletics: Running techniques to cover sprint and middle distance-differences. Development of jumping/throwing techniques in preparation for quad kid and district sports trials</p> <p>Sports Day preparation and groupings-differentiation for ability.</p> <p>Tennis: Bouncing the ball on ground and in air. Hit the ball using backhand and forehand. Developing a tennis rally</p> <p>Bi-weekly swimming lessons Cricket: Development of skills.</p> <p>Handball</p>
<p>FR</p>	<p>Revision of numbers 1-31. Numbers 1-60 & five times table. Telling the time. Learners also extend their food and drink vocabulary. They learn how to say when mealtimes are and what they usually have, comparing with eating habits in France. They learn how to give their opinions of different food and drink. Introduction to regular 'ER' verbs.</p>		<p>Sports and opinions. Dictionary to work look up unknown words. 'Je joue', 'je fais', 'c'est' and 'il y a ' with sports. They learn how to say which sports they like/dislike doing, using 'aimer' + infinitive verb.</p>		<p>Dictionary work to look up ice cream flavours. Revision of drinks and opinion. Café menus. Role-play work for ordering drinks and ice cream. Prices (and relevant number work) in euros.</p>	
<p>HIS</p>	<p>Mini-unit on the first civilisations in China, India, Egypt and the Middle East. Depth study on Ancient</p>	<p>Ancient Egyptians (Newspaper report: Discovery of Tutankhamun's tomb)</p>			<p>Ancient Greeks: their influence and legacy including language, political ideas, architecture.</p>	

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	Egyptians: their influence and legacy.					
GEOG			Water and International trade: link to Eco about water conservation and includes a study of the work of Water Aid and FairTrade.	Rivers (inc. map work & fieldwork at Epping Forest) and links to past work about the river Nile.		Study of North America – compare and contrast to UK. (links with previous map work and work on rivers).
FOOD TECH	Food Tech Making vegetable Soup	Food Tech Afternoon tea cakes	Food Tech Larva toffee Link with Science: Materials	Food Tech Gluten free lemon cakes Link with PSHE, respecting differences	Food Tech Vegetable and prawn stir fry	Food Tech Seasonal salad
ECO			Eco: Conservation, waste and water management			Eco: Organic practices, harvesting & tasting produce