



Year 5



The Reddings Primary and Nursery School Curriculum Map for 2020-2021

	Autumn 1	Autumn 2
English (weeks) Narrative = N Non Fiction = NF Poetry = P	<p>Tuesday N (3)</p> <ul style="list-style-type: none"> use other similar writing as models for their own identify the audience for and the purpose of the writing note and develop initial ideas Rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text use expressive and figurative language to create mood and atmosphere proof read for spelling, grammar and punctuation errors* re-read to check that their writing makes sense*, that tenses are consistent, pronouns are used accurately, and that there is correct subject and verb agreement when using singular and plural evaluate and edit, assessing the effectiveness of their own* and others' writing perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear maintain the use of the present and past tenses correctly and consistently use knowledge of phonics and morphology to support accuracy with spelling <p>The Wolves in the Walls N (3)</p> <ul style="list-style-type: none"> use a variety of sentences structures, such as: single clause sentences and multi-clause sentences using coordinating conjunctions use a range of punctuation taught across KS1 and LKS2 to demarcate sentences <p>The Monsterology Handbook NF (1)</p> <ul style="list-style-type: none"> in non-narrative material, use simple organisational devices begin to structure main ideas across the text by using paragraphs purposefully and multi-clause sentences using subordinating conjunctions 	<p>The Monsterology Handbook (2)</p> <ul style="list-style-type: none"> place commas to demarcate items in a list, between clauses and to clarify meaning or avoid ambiguity use a range of conjunctions, prepositions and adverbials, e.g. therefore, despite, even though, later that day, beneath the low moon, slowly and carefully <p>Cloud Tea Monkeys F (3)</p> <ul style="list-style-type: none"> to develop mood and atmosphere, including through dialogue between characters begin to explore the effect of different sentence structures in their writing, for example by considering the effect of changing the order of the information on the reader consider the reader when adding detail in both narrative and non-fiction writing, for example by addressing the reader directly begin to link ideas across paragraphs using adverbials of time, place, number or tense choice including apostrophe use and speech punctuation use fronted adverbials use commas after fronted adverbials begin to make more precise and effective use of expanded noun phrases <p>The Promise (2)</p> <ul style="list-style-type: none"> evaluates texts for their appeal on the intended audience (e.g. clarity of explanations; appropriate level of formality) notes examples of descriptive language and explains the mood or atmosphere they create identifies the way descriptive language and small details are used to build an impression of an unfamiliar place evaluates the effectiveness of own and others' writing and suggests improvements in narratives, describe settings, characters and atmosphere use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions; adverbials of time and place; pronouns; synonyms)

		<ul style="list-style-type: none"> select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; uses a range of punctuation including commas after fronted adverbials and inverted commas and other punctuation to indicate direct speech i.e. a comma after the reporting clause; end punctuation within inverted commas includes descriptive detail and makes writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including both simile and metaphor
Maths	<p>(1) Assessments and reactivation from Year 4</p> <p>(3) Place value (including decimals) & rounding X and ÷ by 10, 100 and 1,000</p> <p>(3) Properties of number Mental strategies for multiplication and division</p>	<p>(1) Interpreting negative numbers</p> <p>(2) Addition and subtraction using a range strategies, including formal addition and subtraction</p> <p>(2) Formal written multiplication & area</p> <p>(1) Division strategies pre-learning & recovery</p>
Science Pupils should be taught to:	<p>Changes to and properties of materials</p> <ul style="list-style-type: none"> Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating 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 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>Computing Pupils should be taught to:</p>		<p>Big Data</p> <p>Design and create databases, generate information using these and share this as multimedia reports / files for a specific purpose.</p> <p>Continue to generate graphs and information from a ready database by querying the database.</p> <p>Continue to collect own data linked to different aspects of the curriculum, converting this to a report with analysis and graphs to support.</p> <p>Understand real life applications of spreadsheets using basic formulae and functions for analysis and answering questions. Use this to present a report to an audience for a purpose.</p>
<p>History Pupils should be taught about:</p>	<p><u>A study of the Anglo Saxon and Viking invasions of Britain</u></p> <p><u>Vocabulary</u> Vocabulary and phrases of past and present, To include, 'ancient', modern', 'BC and 'AD' (or CE & BCE)</p> <p><u>Chronology</u> To begin to have a chronologically secure knowledge of the events studied and how they fit into a wider chronological context, making comparisons between different lives in history</p> <p><u>Characteristics of events/ people inc. changes over time</u> To describe characteristic features of past societies and periods, and to identify changes within and across different periods</p> <p>To describe some of the main events, people and changes of the events or people studied and give reasons for, and results of, the main events and changes</p> <p><u>Sources</u> To show an understanding that aspects of the past have been represented and interpreted in different ways and suggest possible reasons for this.</p>	
<p>Geography Pupils should be taught to:</p>	<p>Use a map, atlas, globe and digital/ computer mapping to locate counties and cities of UK</p>	<p><u>Fieldwork</u></p> <p><i>(linked to history and changes of land use; why did the settlers settle where they did?)</i>To use fieldwork to observe, measure, record and present features (using sketch maps, plans, graphs and digital technologies) of land use patterns and how these have changed over time</p>

<p>P.E Pupils should be taught to:</p>	<p>Tennis Develop their competencies in racket skills when playing. Learn specific skills such as a forehand, backhand, volley and underarm serve. Work cooperatively with others and show honesty and fair play when abiding by the rules. Develop tactical awareness, learning how to outwit an opponent.</p> <p>Invasion games (Football) Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p>OAA Develop teamwork skills through completion of a number of challenges. Work individually or collaboratively in pairs and groups to solve problems. Be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Learn to orientate and navigate using a map</p> <p>Invasion games (Tag Rugby) Develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. Be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Develop understanding of the importance of fair play and honesty while self-managing games Evaluate their own and others' performances.</p>
<p>Art Pupils should be taught:</p>		<p>3D form Modelling & sculpture using man-made and recycled materials Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create sculpture. Plan a sculpture through drawing and other preparatory work. Shape, form, model and construct from observation or imagination. Make a mould and use plaster safely</p>
<p>DT Pupils should be taught to:</p>	<p style="text-align: center;"><u>Structures</u></p> <p>Designing Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.</p> <p>Making Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. Use finishing and decorative techniques suitable for the product they are designing and making.</p> <p>Evaluating Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.</p>	

<p>Music Pupils should be taught to:</p>		<p>Livin' on a Prayer Singing & performance skills Finding and keeping a beat Using tuned percussion instruments to playback and create simple compositions</p> <p>Classroom Jazz 1 Play in a particular musical style Using a wider range of instruments play and compose following specific musical rules.</p>
<p>RE (HERTS agreed syllabus)</p>		<p>Celebrations, key events in life and pilgrimage Pupils explore what it means to live as a Christian/Jew in Britain today, considering internal diversity. They reflect on spiritual ways of celebrating the same and different festivals (e.g. Advent /Christmas). They learn about diverse responses to sacred rituals (e.g. Shabbat) and rites of passage in different traditions. They develop an understanding of key Christian concepts (e.g. incarnation), the life of Jesus and practices in the Church year. Pupils make connections and develop an understanding of spiritual journeys and the importance of pilgrimage for believers.</p> <p>Symbolic ways of expressing meaning Pupils compare how religious and symbolic artefacts are used in prayer and practice to express meaning. Pupils discover why and how artefacts are used in Jewish prayer to enrich experience. They explore how religious faith is communicated and expressed through the creative arts.</p> <p>Exploring the incarnation through the Christmas story</p>
<p>Languages Pupils should be taught to:</p>		<p>Clothes</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures."</p> <p>At the Cafe</p>

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