



Year 5



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

	Spring 1	Spring 2
<p>English (weeks) Narrative = N Non Fiction = NF Poetry = P</p>	<p>Coming to England NF / F (2)</p> <ul style="list-style-type: none"> To group ideas logically includes descriptive detail and makes writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including both simile and metaphor identifies the way descriptive language and small details are used to build an impression of an unfamiliar place <p>The Promise N (3)</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) 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 	<p>Stone Girl Bone Girl (2)</p> <ul style="list-style-type: none"> To identify examples of effective description that evoke time or place, commenting both on word and sentence choice. To summarise key information in a text. To understand how to structure a text to create cohesion between sentences and paragraphs. To use clear sentence structure to order details and create flow to a text. To use devices to build cohesion within a paragraph. To create notes and group them logically. To sustain and develop ideas to keep the reader's interest. To control verb forms and tenses. To evaluate and adapt own and others' writing for purpose and audience, with guidance; to write legibly, fluently and with increasing speed. To read and evaluate writing for succinctness and impact. <p>The Lion Hunt F (3)</p> <ul style="list-style-type: none"> draw inferences, justifying these with evidence from the text predict what might happen from details stated and implied discuss and evaluate authorial choices, considering impact on the reader select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action precis longer texts use a wide range of devices to build cohesion within and across paragraphs assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

<p>Maths</p>	<p>(2) Formal written methods of multiplication & division</p> <p>(4) Fractions (equivalence, comparing and ordering, adding and subtracting)</p>	<p>(1) Problem solving with the four operations.</p> <p>(2) Multiplying fractions by whole numbers and problem solving.</p> <p>(1) Converting units of measure.</p> <p>(2) Percentages & problem solving.</p>
<p>Science</p> <p>Pupils should be taught to:</p>		<p style="text-align: center;">Forces</p> <ul style="list-style-type: none"> • identify weight as a force • draw force diagrams with arrows showing the direction of forces acting on an object • observe and explore the effect of several forces on objects • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • describe some situations in which there is more than once force acting on an object • describe and explain the motion of some familiar objects in terms of several forces acting on them • identify forces on an object as either balanced or unbalanced • use the terms 'balanced' and unbalanced' when describing several forces on an object • explain that balanced forces on an object cause it to remain stationary or travel at the same speed • explain that unbalanced forces on an object cause it to speed up, change shape or slow down • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • understand that air resistance is the frictional force of air on objects moving through it • describe some of the factors that increase friction between solid surfaces and increase air and water resistance • describe situations in which frictional forces are helpful as well as those in which frictional forces are unhelpful • explore the effects of levers, pulleys and gears • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

<p>Computing Pupils should be taught to:</p>		<p style="text-align: center;">Robotics</p> <ul style="list-style-type: none"> • To identify automatic control systems, understanding that many have sensors and can respond to changes in conditions around them. • To understand that we use abstraction to help us understand natural systems. • To review the need for efficient program design. • To understand that a variable is used in computer programming to store and retrieve data when the program is run. Use more than one variable in a procedure, for example write a procedure to draw any polygon in Logo. • To understand programs can control computer screen displays. Write programs that control pen width/colour and co-ordinate this with the screen background – as for example in a screensaver. • To use sequence, selection, repetition and variables in programming an onscreen game or activity. Program a physical device using Scratch. • To understand adding comments to programs aids understanding and supports future development. • To know that programs can be written to make physical automated systems respond to inputs from sensors. • To know we can review and refine programs to improve them.
<p>History Pupils should be taught about:</p>	<p style="text-align: center;"><u>A study of the Shang Dynasty</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></p>	

	To show an understanding that aspects of the past have been represented and interpreted in different ways and suggest possible reasons for this.	
Geography Pupils should be taught to:	Use a map, atlas, globe and digital/ computer mapping to locate counties and cities of UK Locate and label key areas of Bronze age histories around the world.	
P.E Pupils should be taught to:	<p>Dodgeball</p> <ul style="list-style-type: none"> Physical: Throwing, Catching, Dodging, Blocking Social: Collaboration, Respect, Leadership Emotional: Honesty, Determination, Confidence Thinking: Decision making, Selecting and applying tactics <p>Fitness</p> <ul style="list-style-type: none"> Physical: Strength, Speed, Power, Agility, Coordination, Balance, Stamina Social: Supporting and encouraging others, Working collaboratively Emotional: Perseverance, Determination Thinking: Analysing data 	<p>Hockey</p> <ul style="list-style-type: none"> Physical: Dribbling, Passing, Receiving, Tackling, Creating and using space, Shooting Social: Communication, Collaboration Emotional: Perseverance, Honesty and fair play Thinking: Planning strategies and using tactics, Observing and providing feedback, Selecting and applying skills <p>Basketball</p> <ul style="list-style-type: none"> Physical: Throwing and catching, Dribbling, Intercepting, Shooting Social: Communication, Collaboration Emotional: Perseverance, Honesty and fair play Thinking: Planning strategies and using tactics, Observing and providing feedback
Art Pupils should be taught:	<p style="text-align: center;">Digital Media</p> <ul style="list-style-type: none"> Question and make decisions about starting points, and experiment with, invent and create ideas to use and develop in their work. Understand the development of art forms, through exploration of the roles of artists, craftspeople and designers in different times and places Understand the development of art forms through exploration of the roles of artists, craftspeople and designers, and how they have shaped and reflected the history, culture and creativity of societies Compare methods, ideas and approaches, in their own and others' work, and say what they think and feel about them. Think critically and develop a more rigorous understanding of art and design. Adapt their work according to their own views, and those of others, and describe how they might develop it further. Annotate their work. Record and collect visual information using digital cameras and video. Present recorded visual images using software 	<p style="text-align: center;">Painting</p> <ul style="list-style-type: none"> Research, select and document from first-hand observation, experience and imagination, and explore ideas for a range of purposes and within differing contexts. Question and make decisions about starting points, and experiment with, invent and create ideas to use and develop in their work. Understand the development of art forms, through exploration of the roles of artists, craftspeople and designers in different times and places Understand the development of art forms through exploration of the roles of artists, craftspeople and designers, and how they have shaped and reflected the history, culture and creativity of societies Compare methods, ideas and approaches, in their own and others' work, and say what they think and feel about them. Think critically and develop a more rigorous understanding of art and design. Adapt their work according to their own views, and those of others, and describe how they might develop it further.

	<ul style="list-style-type: none"> • Use a graphics package to create and manipulate new images. • Be able to import an image (scanned, retrieved, taken) into a graphics package. • Understand that a digital image is created by layering. • Create layered images from original ideas. 	<ul style="list-style-type: none"> • Annotate their work. • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. • Work on preliminary studies to test media and materials. • Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. • Create shades and tints using black and white. • Colour mix and match colours to create atmosphere and light effects.
<p>DT Pupils should be taught to:</p>	<p style="text-align: center;"><u>Gears & Pulleys</u></p> <p>Designing</p> <ul style="list-style-type: none"> • Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. <p>Making</p> <ul style="list-style-type: none"> • Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost. <p>Evaluating</p> <ul style="list-style-type: none"> • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. • Investigate famous manufacturing and engineering companies relevant to the project. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand that mechanical and electrical systems have an input, process and an output. • Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. • Know and use technical vocabulary relevant to the project. 	
<p>Music Pupils should be taught to:</p>		<p>Working on musical skills with Make You Feel My Love by Bob Dylan – a Pop Ballad sung by Adele. Singing, finding the beat, developing body rhythms</p>

<p>RE (HERTS agreed syllabus)</p>		<p>Belonging to a community, individual commitment and religious leadership Expressing what belonging and faith means in Christianity and Judaism. Pupils explore and compare the lives of key leaders from contemporary life. They ask what it means to be a religious leader and how leadership impacts the lives of followers. They express insights into the modern day challenges of ancient laws for Jews (e.g. keeping Shabbat and keeping Kosher). Through the stories of Moses and Jesus, pupils explore key events from history. They learn about the common themes and symbolism of Passover and Easter and how these are connected. They raise questions of faith and discover the main Christian and Jewish groups represented in Britain today.</p> <p>Different ideas about God and gods, creation and ultimate questions Discussing challenging and deeper questions about meaning, purpose and truth, pupils consider reasons why there are different responses and ideas about the divine (e.g. whether God is real). They start to think about life after death and what heaven might look like, considering both Christian and Jewish perspectives. Pupils begin to explore different accounts on how the world began and question how they all can be true. They consider the role of God and the responsibility of humanity. Through creative media they begin to ask and answer their own questions.</p> <p>Communicating beyond prayer and sacred spaces Pupils explore, through enquiry and experience, the role of prayer, reflection, meditation and stillness in different religions and worldviews. They observe how some believers communicate through the physical space of a church/synagogue/temple, looking at the similarities and differences. They question whether or not prayer spaces are needed to connect to God and enquire how prayers (e.g. The Lord's Prayer, the Shema), might enhance worship. They experience the importance of collective and private space/stillness/silence/yoga as a form of worship and write some prayers or meditations suited to a particular occasion and tradition.</p> <p>Exploring themes in The Last Supper</p>
<p>Languages Pupils should be taught to:</p>		<p>Unit: At school Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." Speak in sentences, using familiar vocabulary, phrases and basic language structures."</p>