

Cleveland Road Primary School Curriculum Map – Year 5, Spring Term 2024

	Spring 1	Spring 2
TOPIC	<i>Danseurs de ciel – Across the Rooftops of Paris</i>	
KEY TEXTS	<i>Rooftoppers</i> by Kathrine Rundell <i>Oliver Twist</i> by Charles Dickens	
ENGLISH <i>Convention on the Rights of the Child (CRC) Articles 3,13, 17, 20, 28, 29, 31 & 42</i>	Rooftoppers Throughout this term, the children will gain experience of writing in many different styles. At the beginning of the term, they will discuss and write a prequel to the story, using the events from the first page, describing the characters and settings using their senses and developing their oracy skills from last term. Following this, they will develop their understanding of the main characters and spend time focusing on Charles and his ability to be a good father. Furthermore, the important theme of what makes a family will be unpicked as a class. As the text moves on, they will experience writing a formal report from the National Childcare Agency. Drama and role-play will support the children in writing as Sophie throughout the term, in the form of letters and diaries, about her experiences on the rooftops of Paris. To conclude the topic, the children will generate ideas for what they believe happens to all the different characters, by writing the next part of the story, in the style of the author.	
MATHS <i>CRC Articles 28, 29</i>	Number - addition, subtraction, multiplication and division, fractions (including decimals and percentages) The children will build on their skills from Year 4 so that they are able to multiply and divide multi-digit numbers, up to 4 digits, by a two-digit whole number, using formal written methods. They will interpret remainders as either whole numbers, fractions, or by rounding, depending on the context. The children will continue to perform mental calculations, including with mixed operations and large numbers. Additionally, they will identify common factors, common multiples and prime numbers and use their knowledge of the order of operations to carry out complex equations. Whilst developing this knowledge, they will solve multi-step problems in contexts, deciding which operations and methods to use and they will use estimation to check answers to calculations, using the inverse operation.	
SCIENCE <i>CRC Articles 28, 29</i>	Living Things and their Habitats Throughout this unit, the children will learn about the process of reproduction and the life cycles of plants, mammals, amphibians, insects and birds. They will explore reproduction in different plants, including different methods of pollination and asexual reproduction. They will recap their work from Year 3, by playing a game to name the parts of a flower. The children will have the opportunity to dissect flowers in order to understand the different parts involved in the reproduction of flowers. They will learn about different types of mammals and their different life cycles, making life cycle wheels to present their learning. Furthermore, the children will find out about Jane Goodall and her work with the now-endangered chimpanzees in Africa. They will explore metamorphosis in insects and amphibians, and compare their life cycles.	

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COMPUTING <i>CRC Articles</i> 17, 28, 29	Databases The children will look at how a flat-file database can be used to organise data in records. They will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. The children will also use a range of real-life databases to answer a question, and present their work to others.	How does the internet work? This half term, the children will apply their previous knowledge and understanding of networks, to appreciate the internet as a network of networks. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web to learn about who owns content and what they can access and create. Finally, they will evaluate how honest, accurate, or reliable it is, and understand the consequences of false information. Online Safety The children will look at the benefits and dangers of social media and widen their awareness of how to be safe online. They will understand the age restrictions of social media and what to do if they feel unsafe.
HISTORY <i>CRC Articles</i> 13, 28, 29	Suffragettes In History, the children will explore how women’s rights have changed over the years, focusing on the Victorian period in England and the many influences towards these changes. They will be analysing historical sources for their credibility and using critical thinking to discuss their own opinions.	
GEOGRAPHY <i>CRC Articles</i> 13, 28, 29		Brazil and the Amazon In Geography, the children will be researching and investigating the country of Brazil. They will focus on Human Geography, looking at the cultural, economic, political and their interaction with the environment, as well as making links between other areas from their previous learning.
ART <i>CRC Articles</i> 14, 15, 17, 28, 29, 30		Cityscape Sketching Children will be linking their artwork to the book they are reading, <i>Rooftoppers</i>, to create 3-D drawings, focusing on the colour, tone and shade. They will study and evaluate the artwork of Charles Fazzino and Leonid Afrenov, who both use bold colours and techniques to create their cityscapes.

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DT <i>CRC Articles</i> 14, 28, 29, 30, 31	Textiles Children will sew, embroider and embellish a satchel. They will use detailed, annotated drawings from different perspectives and produce systematic plans, lists of tools and equipment, fabrics and components needed. Children will then make high-quality products and evaluate their designs against the design brief.	
MUSIC <i>CRC Articles</i> 17, 28, 29	Recorders This term, the Year 5 children will learn how to play the recorder. They will be learning songs such as <i>Shakes and Breaks</i> , <i>ABBA</i> and <i>Abie's Blues</i> . These songs will teach the first couple of notes on the recorder, and how to play <i>rests</i> as well. They will continue to build their music theory knowledge and terminology, such as <i>Octave</i> , <i>Treble Clef</i> and <i>Time Signature</i> . They will continue to learn and practise rhythmic patterns. In Spring 2, Year 5 will focus on Composition. They will create their own class piece, inspired by their topic.	
PE <i>CRC Articles</i> 28, 29	Outdoor PE - Basketball -Dribbling (Bouncing the ball) -Passing (Using different techniques) -Shooting Indoor PE - Acrobatics - Developing skills in body strength and stability, balancing and acrobatics	Outdoor PE - Cricket -Bowling and catching -Batting and blocking (two weeks) -Applying skills Indoor PE- Dance -Develop flexibility, strength, technique, control and balance. -To learn to perform dances using a range of movement patterns
RE <i>CRC Articles</i> 28, 29	Why is prayer important for religious believers? Children will understand how and why different people pray, what prayer is and what prayer means to them. They will look at the words of prayers from three different religions and make comparisons.	What does it mean to be Christian? The children will be sharing what they already know about Jesus and exploring some of the terms that Christians use in order to express the importance of Jesus in their faith. They will analyse some of the images used in creative expression.
PSHE <i>Article 8</i>	Dreams and Goals The children will discuss what they want to be when they grow up and understand the challenges that come with these aspirations. They will learn about a range of jobs carried out by people they know and have explored and how much people earn in different jobs, as well as the contributions made by people in different jobs.	Healthy Me Children will learn how healthy life choices, eating a healthy, balanced diet and exercising can help them to become healthier. Children will also learn how to keep themselves and others safe, despite social media influences, and know how to keep calm and deal with difficult situations.

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SPANISH <i>CRC Articles</i> 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42	Do you have a pet? By the end of this unit, children will have the knowledge and skills to present, both orally and in written form, about the pets they have and/or do not have in Spanish. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.	The planets In this cross-curricular unit, children will learn more about the planets and the solar system. They will learn a key set of adjectives and will apply knowledge of adjectival agreement to describe the Solar System elements in Spanish, and will also work on creating longer and more detailed sentences, with conjunctions and intensifiers to extend their descriptions. Children will build towards performing a role-play task in pairs for a pretend interview between an astrophysicist and an astronaut preparing for a space expedition.
Safeguarding <i>CRC Articles</i> 15, 19, 24, 31	Throughout this term, children will be exploring how they fit in with the world and celebrating the differences between us all. They will also be deepening their understanding of an individual's rights and how these have changed over time. They will gain an understanding of what it means to be safe online and understand how to be safe in the real world.	