

Cleveland Road Primary School Curriculum Map – Year 5, Autumn 2022

	Autumn 1	Autumn 2
TOPIC	<i>Equality Around the World</i>	
KEY TEXTS	Spilled Water – Sally Grindley I am Malala – Malala Yousadsai (Guided Reading) Malala A Brave Girl From Pakistan – Jeanette Winter Malala’s Magic Pencil - Malala Yousafzai	
ENGLISH <i>Convention on the Rights of the Child (CRC) Articles 3,13, 17, 20, 28, 29, 31 & 42</i>	Spilled Water – Sally Grindley The children will experience various different types of writing through reading Spilled Water as our key text. They will learn about the area and the struggles of being a girl there. Furthermore, the children will develop their understanding of letters and creative writing. Throughout the term the children will explore and discuss many reading themes and key questions around the larger ideas within the text, such as; Should everyone be treated equally? What are our human rights and responsibilities? And What do humans need to be happy? These are just a few of the key themes to children will be discussion and sharing their ideas about as we work through this text. It will also help the children to develop their ongoing understanding of the UNICEF Rights Respecting Schools.	
MATHS <i>CRC Articles 28, 29</i>	<u>Number and Place Value</u> The children will develop their ability to read, write, order and compare numbers to 1 000 000 and determine the value of each digit. They will further their rounding ability of any number up to 1 000 000 to the nearest 10, 100 and 1000 and apply this knowledge to solve number and practical problems. <u>Addition and Subtraction</u> The children will apply previous knowledge learnt in Year 4 to add and subtract numbers with more than 4-digits using column method as well as mental strategies. They will use rounding and the inverse to determine the accuracy of their answers and apply this to problem solving.	<u>Multiplication and Division</u> The children will continue to apply and practise the multiplication tables and division facts to help them identify multiples and all factor pairs of a number including common factors of two numbers. They will develop their vocabulary of prime and composite numbers. The children will multiply and divide whole numbers using written and mental strategies and apply this to solve problems.

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SCIENCE <i>CRC Articles</i> 28, 29	<u>Properties and Changes of Materials</u> In this unit, children will compare and group together everyday materials by their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. They will know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. They will use and apply their knowledge to help them with their invention topic for DT.	<u>Forces</u> Throughout this topic the children will explore falling objects and raise questions about the effects of air resistance. They will do this through observing how different objects such as parachutes and sycamore seeds fall. They will experience forces that make things begin to move, get faster or slow down and explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. The children will work scientifically, making predictions on the time that they will take to fall to the ground and recording this scientifically in a well written investigation.
COMPUTING <i>CRC Articles</i> 17, 28, 29	<u>Computer Science</u> The children will be using Scratch Jr and iPad OR Espresso Coding this term.	<u>Computer Science 2 –</u> The children will be creating a Maths Quiz using Scratch.
HISTORY, GEOGRAPHY & ART <i>CRC Articles</i> 13, 28, 29	<u>Architecture in School – Incredible Ilford</u> Throughout this term, children will be taking part in a cross-curricular project called “Architecture in School – Incredible Ilford”. The project will inspire them to take part and explore roles they never had before as they will be working closely with architects. The children will understand how architecture and the built environment shapes and informs the world around us and how it can contribute to a world which is exclusive and open. The project will include an exciting off-site visit allowing the children to compare and explore their local area. They will be creating incredible 3D drawings of Ilford, designing architectural plans for their big project.	
DT <i>CRC Articles</i> <i>Insert Numbers</i>		<u>Electrical Systems</u> In DT this half term, the children will be looking at more complex circuits and switches. They will be exploring how to programme and control them.

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MUSIC <i>CRC Articles</i> 17, 28, 29	<u>Getting Started with Music Tech</u> <i>How Does Music Bring Us Together?</i> In this unit, we ask ‘How Does Music Bring Us Together?’ as an entry point for the broad Social Theme of ‘Music Is a Peacebuilder and Friendmaker’. Aside from peace and friendship, this theme is relevant to learning topics such as kindness, responsibility, charity and diplomacy. The unit will comprise of listening, singing, playing, improvising, composing and performing.	<u>Emotions and Musical Styles</u> <i>How Does Music Connect Us with Our Past?</i> The children will exploring ancient origins of music and how they have having arisen in ceremonies and stories. They will be comparing its role in today’s films and shows. The children will be looking into its meaning and how it is linked to how humans build community, friendship, kinship and peace, and to how we learn about and understand each other.
PE <i>CRC Articles</i> 28, 29	<u>Outdoor PE- Netball</u> -Co-ordination -Passing and Moving into space -Shooting <u>Indoor PE - Gymnastics</u> -Combining jumps and shapes with flights -Creating a sequence including patch balance and point balance	<u>Outdoor PE - Athletics</u> -Sprinting -Baton Change -Long & Triple Jump -Speed Bounce -Javelin <u>Indoor PE- Dance</u> -Develop flexibility, strength technique, control and balance
RE <i>CRC Articles</i> 28, 29	<u>What does it mean to be a Muslim?</u> The children will be able to explain the significance of the five pillars of Islam and explain the key beliefs of Muslims and how these affect the way they choose to behave individually. They will be able to describe how and why Muslim people pray and learn about the practice and impact of Zakah. They will understand the practice of fasting and the month of Ramadan and know what the role of the mosque is.	

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PSHE <i>Article 8</i>	<u>Being Me in My World</u> • I can face new challenges positively and know how to set personal goals • I know what I value most about my school and can identify my hopes for this school year • I understand my rights and responsibilities as a citizen of my country • I can empathise with people in this country whose lives are different to my own • I understand my rights and responsibilities as a citizen of my country and as a member of my school • I can empathise with people in this country whose lives are different to my own • I can make choices about my own behaviour because I understand how rewards and consequences feel • I understand that my actions affect me and others • I understand how an individual's behaviour can impact on a group • I can contribute to the group and understand how we can function best as a whole • I understand how democracy and having a voice benefits the school community and know how to participate in this • I understand why our school community benefits from a Learning Charter and can help others to follow it	<u>Celebrating Differences</u> • I understand that cultural differences sometimes cause conflict • I am aware of my own culture • I understand what racism is • I am aware of my attitude towards people from different races • I understand how rumour-spreading and name-calling can be bullying behaviours • I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one • I can explain the difference between direct and indirect types of bullying • I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied • I can compare my life with people in the developing world • I can appreciate the value of happiness regardless of material wealth • I can understand a different culture from my own • I respect my own and other people's cultures

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SPANISH <i>CRC Articles</i> 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42	Introducing Others <i>In this module children will be able to write and talk about older people (celebrities, singers, artists, etc) both orally and in written language and will be able to understand and write short biographies.</i> - Revising greetings, months of the year and dates. - Understanding the concept of “verb” and “conjugation”. Talking about mood conjugating the verb “<i>estar</i>” in present tense. Children will be able to express how they and others feel (<i>Estoy/está/estamos/están cansado/a/os/as</i>) - Learning numbers from 1-100 - Talking about older people’s ages (grandparents, actors, sport people, etc) - Revising dates and talking about when your birthday is (<i>Mi cumpleaños es el....</i>) - Learning countries in Latin America focusing on their location and their main traditions. Saying where famous Latin American singers or celebrities are from.	My School <i>In this unit children will be able to talk about their school life describing their classroom, the subjects they and their friends study and their uniform using a variety of connectives and reasons. Children will be able to design their ideal school uniform and teacher and present it to the rest of the class.</i> - Describing objects in the classroom by using a variety of adjectives: “<i>Hay una mesa grande, pequeña, bonita, fea, moderna, antigua</i>” - Saying how many objects there are in your classroom using a variety of connectives (<i>pero, si embargo, también...</i>): “<i>En mi clase hay veinte mesas grandes pero no hay una silla pequeña</i>” - Revising school subjects - Saying what you and others study: “<i>Ibrahim estudia inglés.</i>” - Learning uniform items: “<i>falda, zapatos, blusa, pantalones...</i>” - Describing what you wear to school using “<i>llevo</i>” - Describing your teachers. Giving opinions about them and reasons why you like them or not: “<i>Me gusta el profesor de educación física porque es divertido</i>”
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 gain an understanding of what it means to be safe online and understand how to be safe in the real world.	