

Cleveland Road Primary School Curriculum Map – Year 5, Autumn 1 2021-2022

	AUTUMN 1	
TOPIC	<i>What we'll build</i>	
KEY TEXTS	<i>The Lost Thing</i> by Shaun Tan <i>What We'll Build</i> by Oliver Jeffers <i>Unstoppable Me</i> by Dr Wayne Dyer	
ENGLISH <i>Convention on the Rights of the Child (CRC)</i> <i>Articles</i> <i>12,13,14,27,28,29</i>	The Lost Thing by Shaun Tan Reading the text of <i>The Lost thing</i> the children will explore the key themes of friendship & family, loneliness, belonging, helping others. Using the images as visual aids the children will create a number of written pieces including a prediction piece and a diary. The children will use noun phrases, fronted adverbials, prepositions and time connectives to develop their writing skills. We will also think about what makes a home? And what it means to be lost?	
MATHS <i>CRC Articles</i> <i>28, 29, 30</i>	This half term the children will begin working on place value. This will include being able to read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. They will also count forwards or backwards in steps of powers of 10 from any given number up to 1 000 000. We will work on being able to round any number up to 1 000 000 to the nearest 10, 100 and 1000. The children will also solve number problems and practical problems that involve number, place value and rounding. Once the children have completed the work on place value, they will look at addition and subtraction. This will entail being able to add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). Adding and subtracting numbers mentally with increasingly large numbers. Using rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy and solving addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	
SCIENCE <i>CRC Articles</i> <i>3,12,13,17, 28, 32</i>	<u>Forces</u> We will be exploring the topic of <i>Forces</i> in the first half term, where we will learn why unsupported objects fall towards the Earth, identify the effects of air resistance, water resistance and friction, that act between moving surfaces as well as experiment with mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.	<u>Space</u> The children will learn that the sun is a star at the centre of our solar system and that it has 8 planets. They will also be able to show where they are located in relation to the Sun. The children will research how ideas about the solar system have developed, by considering the work of scientists such as Ptolemy, Alhazen and Copernicus. The children will learn that a moon is a celestial body that orbits a planet; they will be able to understand and describe the Sun, Earth and Moon as approximately spherical bodies.

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COMPUTING <i>CRC Articles</i> 8, 12, 14, 16, 17, 28, 29, 30, 31, 36	E-safety (2 weeks) – How to be safe on the internet. <u>Variables</u> The children will learn about the different variables that go into creating a game. They will use Espresso coding to write increasingly complex programs and learn how they can control external hardware from within with their coded programs. As they progress they will understand how increasingly complex algorithms solve a given problem.	
HISTORY <i>CRC Articles</i> <i>Insert Numbers</i>	<u>Mayan Civilisation</u> Using a variety of primary and secondary sources, the children will learn about the Mayan civilisation. They will be able to evaluate the information to form their own explanation of the impact of them on the modern world and explain what caused the demise of the Mayan civilisation.	
GEOGRAPHY <i>CRC Articles</i> <i>Insert Numbers</i>	<u>Brazil</u> The children will be using maps, atlases and online resources to locate South America and Brazil. They will compare the different climates in South America, in particular the rainforest and the impact of humans and deforestation on the climate. They will develop their knowledge and application of map skills and identify key human and physical features in Brazil.	
ART <i>CRC Articles</i> 28, 29, 30, 31	<u>Collage</u> The children will experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures to create an image from a window using different backgrounds and foregrounds to add 3D effect.	
DT <i>CRC Articles</i> 14, 28, 29, 30, 31	<u>Textiles</u> Children will sew, embroider and embellish a satchel; they will use detailed, annotated drawings from different perspectives and produce systematic plans, lists of tools equipment, fabrics and components needed. Children will then make high quality products and evaluate their designs against the design briefing.	
MUSIC <i>CRC Articles</i> 28, 29, 30, 31	The children will be composing and performing music focused around on <i>Living On A Prayer</i> . They will be using the dimensions of music (pulse, rhythm, pitch) singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.	
PE <i>CRC Articles</i> 28, 29, 30, 31	<u>Gymnastics/ Dance:</u> The children to combine jumps and shapes with flights patch balance and a point balance. Children can Explain that their sequences. Their sequences must have a clear beginning and end as well as including a patch balance, point balance and method of jumping/flight.	<u>Outdoor PE- Netball</u> The children will be carrying out routines to understand how important it is to warm our bodies up and cool down. They will learn about the effects that exercise has on the body and complete a set of exercises to the best of their ability. They will learn a sequence of ball passes and will take part in organised games using my skills and tactics they have learnt

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RE <i>CRC Articles</i> <i>8, 12, 13, 14, 28, 29, 30</i>	<u>What does it mean to be a Muslim?</u> The children will be able to explain the significance of the 5 pillars of Islam and explain the key beliefs of Muslims and how these affect the way, Muslims choose to behave individually.
PSHE <i>CRC Articles</i> <i>2, 3, 4, 5, 7, 8, 10, 12, 13, 16, 17, 28, 29, 36, 37, 38</i>	<i>Being Me in My World</i> This half term the children will learn about individuality, allowing them to celebrate goals, dreams and difference. The PSHE curriculum will continually build throughout the year focusing on our big goal – Being Me in My World. • 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
Safeguarding	The children will also develop their understanding on How to Stay Safe Online – E-Safety. They will understand how everything they do online is kept on record, called their digital footprint, and how to use technology sensibly and safely During Religious Education we will have discussions on how different faiths show their faith to god and how we can respect one another.