

## Year 5 Curriculum Map – Autumn 2 & Spring 1 (2021-2022)

|                                                                                                          | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | SPRING 1 |
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| TOPIC                                                                                                    | Space – Cosmic!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |
| KEY TEXTS                                                                                                | <p style="text-align: center;">Cosmic – Frank Cottrell Boyce<br/> Charlie and the chocolate factory - Roald Dahl<br/> Millions and the not so great train robbery - Frank Cottrell Boyce<br/> <i>An Astronaut's Guide to Life on Earth</i> by Chris Hadfield<br/> <i>George's Secret Key to the Universe</i> by Lucy &amp; Stephen Hawking<br/> <i>The Story of Space Exploration</i> by Penny Clarke<br/> One Giant Leap by Robert Burleigh<br/> Space! Encyclopaedia by Dorling Kindersley<br/> <i>You Are Here: Around the World in 92 Minutes</i> by Chris Hadfield</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |
| ENGLISH<br><i>Convention on the Rights of the Child (CRC) Articles 3,13, 17, 20, 28, 29, 31 &amp; 42</i> | <p style="text-align: center;"><b><i>Cosmic</i> by Frank Cottrell Boyce</b></p> <p>The children will experience various different types of writing through reading <i>Cosmic</i> as our key text. They will write a blurb to introduce themselves as a character, create improvised dialogue between the characters as well as experience and develop ideas on in debating. Furthermore, the children will develop their understanding of non-chronological reports, letter and creative writing.</p> <p>Throughout the term the children will explore and discuss many reading themes and key questions around the larger ideas within the text, such as What does 'competitive' mean? When is being competitive important? How do lies impact others? How do we know it is true? How does technology affect families? What makes a family? 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.</p> |          |
| MATHS<br><i>CRC Articles 28, 29</i>                                                                      | <p style="text-align: center;"><b>Number - addition, subtraction, multiplication and division, fractions (including decimals and percentages)</b></p> <p>The children will develop 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.</p> <p>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.</p>                                                                                                     |          |

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| <b>SCIENCE</b><br><i>CRC Articles</i><br>28, 29       | <p style="text-align: center;"><b>Space and Earth</b></p> <p>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 the able to understand and describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>They will learn about day, night, and the apparent movement of the sun across the sky using the idea of the Earth's rotation and describe the movement of the Moon relative to the Earth. The children will work scientifically to compare the time of day at different places on the Earth through internet links and direct communication; They will show by constructing simple shadow clocks and sundials, how shadows change throughout the day and look at why some people think that structures such as Stonehenge might have been used as astronomical clocks.</p> |                                                                                                                                                                                                                                                                                  |
| <b>COMPUTING</b><br><i>CRC Articles</i><br>17, 28, 29 | <p style="text-align: center;"><b><i>Computers/Networks - Makey-Makey</i></b></p> <p>The children will be exploring computer programming and its uses. Throughout this unit, they will be learning how to use physical objects to make sound. They will see how makey-makey can be used in real life context and will explore how their own graphite pencil drawings can create sound through the computer program.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p style="text-align: center;"><b>Data Handling</b></p> <p>Over the term the children will develop their understanding computer software Excel and formulas by creating their very own Lunar Theme Park, which they will design, budget for and make a profit over the term.</p> |
| <b>HISTORY</b><br><i>CRC Articles</i><br>13, 28, 29   | <p style="text-align: center;"><b><i>The Roman Empire and its impact on Britain</i></b></p> <p>The children will be finding out about the impact of the Roman Empire on Britain. The children will be researching this period of history and looking for evidence of Roman settlements in London and the surrounding areas. They will be looking at how Romans influenced landscapes, architecture, life style and social rules; they will consider how those influences are still visible today.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                  |
| <b>GEOGRAPHY</b><br><i>CRC Articles</i><br>28, 29     | <p style="text-align: center;"><b>Amazon Rainforest</b></p> <p>In this Unit, children take a closer look at the mysteries of tropical rainforests. From the layers of the forest and its animal inhabitants, to the unique climate found in the tropics. They compare a British forest with the Amazon rainforest, and begin to explore some of the conservation issues surrounding the destruction of rainforest habitats.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                  |

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| <b>ART</b><br><i>CRC Articles</i><br>13, 28, 29           | <b>Collage</b><br>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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                      |
| <b>DESIGN TECHNOLOGY</b><br><i>CRC Articles</i><br>28, 29 | <b>Food Technology</b><br>The children will test a range of products to create their own biscuits. They think about the different ingredients and textures that are used and use what they have learnt to create their own. We will be using ingredients linked to Brazil and Mayan culture.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                      |
| <b>MUSIC</b><br><i>CRC Articles</i><br>17, 28, 29         | <b>Instrumental Teaching – Glockenspiels</b><br>In celebration of the festive period approaching children will learn how to play Christmas carols on the Glockenspiels as well as sing. They will be learning how to read musical notes and use terminology related to Music Theory. They will learn musical terminology such as “staves”, “time signature”, “crotchets”, “quavers”, “rests”, and they will be able to use this information in reading music in the future.<br><br><b>The Planets and Also Sprach Zarathustra</b><br>Inspired by the brilliant and funny story <i>Cosmic</i> by Frank Cottrell-Boyce, the children will be setting off into outer space on a musical adventure that introduces them to two of the greatest musical masterpieces of all time! The children will listen, compare and contrast <i>The Planets</i> by British composer, Gustav Holst and <i>Also Sprach Zarathustra</i> by Strauss. |                                                                                                                                                                                                                                                                                                      |
| <b>PE</b><br><i>CRC Articles</i><br>28, 29                | <b>Circuit Training</b><br>In P.E. we will be exploring what it is like to become an astronaut. The children will be creating training routines in order to improve their cardio vascular fitness and muscular strength endurance. Involving short rest periods, large muscles being worked together and a combination of upper, lower and whole body exercises.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                      |
| <b>RE</b><br><i>CRC Articles</i><br>28, 29                | <b>Why is prayer important for religious believers</b><br>Children will understand how and why different people pray, what prayer is and what prayer means to them. Look at words of prayers from 3 religions to compare what they show.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>What does it mean to be Christian</b><br>The children will be sharing what they already know about Jesus and exploring some of the terms that Christians have used in order to express the importance of Jesus for their faith. They will analyse some of the images used in creative expression. |

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| <b>PSHE</b><br><i>CRC Articles</i><br>13, 28, 29 | <b>Celebrating Differences</b><br><p>The children will understand that cultural differences sometimes cause conflict. They will become aware of their own cultures and under what racism is. The children will learn about how rumour-spreading and name-calling can be bullying behaviours. They will be able to tell you a range of strategies for managing their feelings in bullying situations and for problem-solving. The children will compare their lives with people in the developing world and appreciate the value of happiness regardless of material wealth.</p>                                       | <b>Dreams and Goals</b><br><p>The children will understand that I will need money to help me achieve some of my dreams. They will be able to identify what they want to be when they go up. The children will learn about a range of jobs carried out by people they know and have explored how much people earn in different jobs. The children will learn to appreciate the contributions made by people in different jobs. They will be able to identify a job that they would like to do when they grow up and understand what motivates me and what I need to do to achieve it.</p>                                                                |
| <b>MFL</b><br><i>CRC Articles</i><br>28, 29      | <b>Spanish</b><br><p>The children will learn to say the time, and describe what they usually have for breakfast; they will learn how to communicate likes and dislikes and to how to write short sentences about what different people eat for breakfast.</p> <p>The children will learn to use different persons of the regular -AR verb: hablar, cantar; they will learn the Solar system in Spanish using different adjectives, and children will be learning new vocabulary for Christmas and a Christmas song in Spanish.</p> <p>The children will be learning about the Christmas dates for Spanish people.</p> | <b>Spanish</b><br><p>The children will learn to develop use of a dictionary for nouns and apply phonics knowledge to new language. They will learn how to ask for and give opinions about sports and to talk about the sports they do. They will learn to use two key verbs in the present tense and learn expressions of frequency to say how often you do different sports.</p> <p>The children will learn the pronouns and the 6 verb endings and see the formal layout of a verb table.</p> <p>The children will write and adapt sentences to describe sports done using the verb <i>practicar</i> including when and how often these are done.</p> |