

## Year 5 Curriculum Map

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| TOPIC                                                                                                           | <i>Powerful People - Untold Stories of Activism and Words that Create Change</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| KEY TEXTS                                                                                                       | <p style="text-align: center;"> I AM MALALA – Malala Yousafzai<br/> You Are A Champion – Marcus Rashford<br/> The Accidental Prime Minister – Tom McLaughlin<br/> Journey to Jo'burg – Beverley Naidoo<br/> The Unforgotten coat - Frank Cottrell Boyce<br/> Malala A Brave Girl From Pakistan – Jeanette Winter<br/> Do Something for Someone Else – Loll Kirby<br/> Malala's Magic Pencil - Malala Yousafzai </p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>ENGLISH</b><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 AM MALALA – Malala Yousafzai</b></p> <p>The children will experience various different types of writing through reading I am Malala as our key text. They will learning about the area and the struggles of the people there. 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; Should everyone have a right to education? Who should tell us how to live? Is education a human right? 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>                                                                                  |
| <b>MATHS</b><br><i>CRC Articles 28, 29</i>                                                                      | <p style="text-align: center;"><b><u>Number - addition, subtraction, multiplication and division, fractions (including decimals and percentages)</u></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. 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> |
| <b>SCIENCE</b><br><i>CRC Articles 28, 29</i>                                                                    | <p style="text-align: center;"><b>Living things and their habitats</b></p> <p>This 'Living Things and Their Habitats' the children will learn about the process of reproduction and the life cycles of plants, mammals, amphibians, insects and birds. The children will explore reproduction in different plants, including different methods of pollination and asexual reproduction. They will recap their work in Year 3 by playing a game to name the parts of a flower. The children will have the opportunity to take cuttings from plants, creating clones of the parent plant. 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, comparing their life cycles.</p>                                              |

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| <b>COMPUTING</b><br><i>CRC Articles</i><br>17, 28, 29                 | <p style="text-align: center;"><b>Computer Science</b></p> <p style="text-align: center;">Most children will be creating a program to use on the Makey-Makey software (Playing piano)<br/> They will use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency.</p>                                                                                                                                                                                                                      |
| <b>HISTORY</b><br><i>CRC Articles</i><br>13, 28, 29                   | <p style="text-align: center;"><b><i>The Tudors.</i></b></p> <p>In history, the children will learn about the rise of one of the most enduring dynasties of English monarchs: the Tudors. This unit focuses on the War of the Roses, Henry VII's defeat of Richard III and the bringing together of two feuding families: Lancaster and York.</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>                                                                                                           |
| <b>ART</b><br><i>CRC Articles</i><br>13, 28, 29                       | <p style="text-align: center;"><b>Clay</b></p> <p>The children will become designers creating a new line of decorative product and will as a result create a slab plate with clay. They will need to use a variety of techniques when working with clay, including slabs, coils and slips. Then they develop different ideas which can be used and explain my choices for the materials and techniques I have used. The children will finally produce intricate patterns in a malleable media; they will assess their work.</p>           |
| <b>DESIGN TECHNOLOGY</b><br><i>CRC Articles</i><br>14, 28, 29, 30, 31 | <p style="text-align: center;">As part of our special request to the Queen, the children will be designing and creating scones to take to afternoon tea at Buckingham Palace.</p>                                                                                                                                                                                                                                                                                                                                                         |
| <b>MUSIC</b><br><i>CRC Articles</i><br>17, 28, 29                     | <p>This term Year 5 will be continuing to work on the song they composed about Oliver Twist and they will be learning about different periods from the Music History, such as the Renaissance, Baroque, Classical Period, Romantic Period and 20th Century. They will also revise many of the things that have been learned this year.</p>                                                                                                                                                                                                |
| <b>PE</b><br><i>CRC Articles</i><br>28, 29                            | <p style="text-align: center;"><b><i>Sports Day Games and Activities</i></b></p> <p>The children will practise a variety of team building skills, which will also build their strength and stamina for various competitive athletic activities, for example, shotput, relays and javelin.</p>                                                                                                                                                                                                                                             |
| <b>RE</b><br><i>CRC Articles</i><br>28, 29                            | <p style="text-align: center;"><b>Why are sources of wisdom important to people?</b></p> <p>The children will connect up wise words from faith traditions and what their followers believe about god. They will make links between wise words from faith traditions and how these might help followers answer ultimate questions. The children will be able to suggest 3 or more well thought out reasons about why sources of wisdom are important to religious people whilst expressing thoughtful views on what makes a text wise.</p> |

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| <p><b>PSHE</b><br/><i>CRC Articles</i><br/>13, 28, 29</p>             | <p style="text-align: center;"><b>Changing me</b></p> <p>The children will be learning about how the circle of change works and can apply it to changes they may want to make in their lives. They will become confident enough to try to make changes which they think will benefit themselves. The children will be able to identify changes that have been and may continue to be outside of their control that I learnt to accept them. They will be able to express their fears and concerns about changes that are outside of their control and know how to manage these feelings positively.</p>                                                                                                                                                                                                                                               |
| <p><b>MFL</b><br/><i>CRC Articles</i><br/>28, 29</p>                  | <p style="text-align: center;"><b>Instruments part 2</b></p> <p>During this term, Children will pronounce cognate words They will use dictionaries to look up for different instruments and to give reasons 'why?', using 'porque' (because). Giving opinions can be tricky in Spanish because of the nature of using these verbs of opinion 'gustar' (to like) &amp; 'encantar' (to love) and the fact that the adjectives used to describe must match the number &amp; gender of the thing they describe. Pupils will be encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible – thereby building confidence. Children will be practicing these words their pronunciation, memory, pattern finding, sentence building, autonomy, performance.</p> |
| <p><b>Safeguarding</b><br/><i>CRC Articles</i><br/>15, 19, 24, 31</p> | <p>Computing – Staying safe online</p> <p>PE: Exercise and the impact it has on the human body</p> <p>Science - Research – ensuring that children research in a safe manner and use reputable sources</p> <p>Religious Education – Discussions on how different faiths show their faith to god and how we can respect one another</p> <p>PHSE – Learning how to respect one another and how people change.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                        |