

Our Year 5 Curriculum Map- Summer Term 1

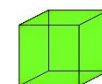
Literacy: **Reading:** Using pace, expression and fluency with precision during sustained reading. Refining and deepening our retrieval and inference skills.

Writing: Ensuring accuracy in writing while using a range of punctuation, different sentence types and vocabulary choices. Develop a further understanding of narrative including complex description. Use visual narrative to expand ideas, vocabulary and sentence structure.



Ongoing Literacy skills being covered: Reading (word level, phonics, comprehension and analysis), reading skills, writing (transcription, handwriting, composition, vocabulary, spelling, grammar and punctuation) and spoken language/oracy.

Maths: Develop multiplication and division skills. Multiply and divide numbers up to 4 digits by 1. Solve complex problems. Deepening knowledge of number: Adding and subtracting decimals. Multiplying and dividing decimals by 10, 100 and 100. Read, write and order numbers (developing our understanding of 3 decimal places). Round decimals, fractions and percentages. Understand more about how they are equivalent. Add, subtract and multiply fractions. Develop further understanding of perimeter and area. Apply knowledge of number to statistics.



Ongoing Maths skills being covered: Reasoning skills, Number (arithmetic, understanding mathematical vocabulary and basic times tables).

Science: **Properties and changes of material – grouping and changing:** Compare and group together everyday materials. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.



Ongoing Science skills being covered: Focusing on our scientific enquiry types during investigations: identifying, classifying and grouping, observing over time, pattern seeking, researching and using secondary sources.

Physical Education (PE):

Athletics: Develop advanced skills in throwing, running, jumping. Develop control, stance and stamina.

Quidditch: Develop advanced throwing, catching and striking skills. Develop understanding of game tactics.

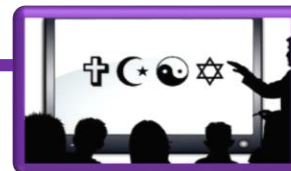


Geography:



The United Kingdom Advanced: Landscapes and Land Use: Explore the landscapes of the UK by identifying similarities and differences within the countries of the UK. Look in detail at how people have affected the United Kingdom's land use and the industries in which people in the UK work in.

Religious Education (RE):



If God is everywhere, why go to a place of worship? To explore the features of different places of worship and their importance to believers. **All of our R.E. units are linked to values and beliefs found in everyday life.**

Music:



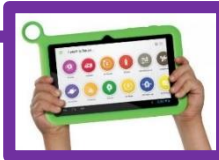
Instrument tuition: Guitar practise, performance and musical notation.

Languages- Spanish:



Out of this World: Explore the solar system in a different language. Ask and answer simple questions in Spanish. Develop and refine writing in another language.

Computing:



Online safety Advanced: Learning more about being safe on the internet.

Word processing- Advanced: Developing typing skills to an advanced level. Understand how to solve problems when they arise.



Personal, Social, Health, Economic (PSHE) Education:

First Aid: Basic first aid- Understand how to help people in need.

Keeping/ Staying Healthy: Smoking- Understand about the dangers of smoking.

Online safety element: Understanding 'copyright' and 'ownership' online in more detail.



Art and Design:



Theme: London Landmarks

Drawing, Sculpture and Textiles- Representing a famous London building in artwork.

Elements of art: Colour, pattern, texture, line, shape, form and space.

