



Curriculum Map: Year 5, Autumn 2

Educational Visits (where appropriate):

Subject	Unit: Destination Question and Key Learning	Key vocabulary	Home learning																																								
<p>Maths</p>	<p>If your child receives alternative provision for Maths, you will receive a more appropriate and individualised summary.</p> <p>Money:</p> <ul style="list-style-type: none"> • Pupils explain and represent whole pounds as a quantity of money • Pupils explain and represent whole pounds and pence as a quantity of money • Pupils explain how to compare amounts of money • Pupils convert quantities of money between pounds and pence • Pupils use their knowledge of addition to efficiently add commonly used prices • Pupils use their knowledge of subtraction to calculate the change due when paying whole pounds or notes • Pupils use and explain the most efficient strategies when adding and subtracting quantities of money • Pupils find the change when purchasing several items • Pupils use the most efficient and reliable strategy to find the change when purchasing several items <p>Negative Numbers:</p> <ul style="list-style-type: none"> • Pupils represent a change story using addition and subtraction symbols • Pupils interpret numbers greater than and less than zero in different contexts • Pupils read and write negative numbers • Pupils explain how the value of a number relates to its position from zero • Pupils identify and place negative numbers on a number line • Pupils interpret sets of negative and positive numbers in a range of contexts • Pupils use knowledge of positive and negative numbers to calculate intervals • Pupils explain how negative numbers are used on a coordinate grid • Pupils use their knowledge of positive and negative numbers to interpret graphs <p>Short multiplication and short division:</p> <ul style="list-style-type: none"> • Pupils multiply a two-digit number by a single-digit number using: <ul style="list-style-type: none"> - partitioning and representations 	<table border="0"> <tr> <td>Pounds</td> <td>Multiply</td> </tr> <tr> <td>Pence</td> <td>Multiplication</td> </tr> <tr> <td>Pennies</td> <td>Divide</td> </tr> <tr> <td>Notes</td> <td>Division</td> </tr> <tr> <td>Difference</td> <td>Share</td> </tr> <tr> <td>Change</td> <td>Expand</td> </tr> <tr> <td>Quantity</td> <td>Regroup</td> </tr> <tr> <td>Purchase</td> <td>Partition</td> </tr> <tr> <td>Convert</td> <td>Digit</td> </tr> <tr> <td>Exchange</td> <td></td> </tr> <tr> <td>Greater than</td> <td></td> </tr> <tr> <td>Less than</td> <td></td> </tr> <tr> <td>Zero</td> <td></td> </tr> <tr> <td>Position</td> <td></td> </tr> <tr> <td>Negative</td> <td></td> </tr> <tr> <td>Positive</td> <td></td> </tr> <tr> <td>Intervals</td> <td></td> </tr> <tr> <td>Coordinate</td> <td></td> </tr> <tr> <td>s</td> <td></td> </tr> <tr> <td>Number line</td> <td></td> </tr> </table>	Pounds	Multiply	Pence	Multiplication	Pennies	Divide	Notes	Division	Difference	Share	Change	Expand	Quantity	Regroup	Purchase	Partition	Convert	Digit	Exchange		Greater than		Less than		Zero		Position		Negative		Positive		Intervals		Coordinate		s		Number line		<p>Hit the button Hit the Button - Quick fire maths practise for 6-11 year olds (topmarks.co.uk)</p> <p>Maths frame mathsframe.co.uk/en/resources/category/22/most-popular</p> <p>Times table rockstars Times Tables Rock Stars – Times Tables Rock Stars (trockstars.com)</p>
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	<ul style="list-style-type: none"> - expanded multiplication (no regroup) - short multiplication (no regroup) - expanded multiplication (regrouping ones to tens) - short multiplication (regrouping ones to tens) - expanded multiplication (regrouping tens to hundreds) - both expanded and short multiplication (two regroup) • Pupils use estimation to support accurate calculation • Pupils multiply a three-digit number by a single-digit number using partitioning and representations and by using expanded and short multiplication • Pupils divide a two-digit number by a single-digit number using: <ul style="list-style-type: none"> - partitioning and representations - short division - using partitioning and representations - short division • Pupils solve short division problems accurately when the hundreds digit is smaller than the divisor • Pupils will use efficient strategies of division to solve problems 		
English	<p>If your child receives alternative provision for English, you will receive a more appropriate and individualised summary.</p> <p>Non-Fiction: The teacher pleaser</p> <ul style="list-style-type: none"> - Focus: Explanation text <p>Fiction: Massai's Dream</p> <ul style="list-style-type: none"> - Focus: character description and development - Story type: character change story 	Adjective Adverb Noun Expanded noun phrase Conjunctions Show-not-tell Expression Speech / dialogue Development	
Science	<p>Properties and changes:</p> <p>Define the hardness of different materials and link this to their uses.</p> <ul style="list-style-type: none"> • Determine the transparency of different materials and link this to their uses. • Determine the thermal and electrical conductivity of different materials and link this to their uses. • Demonstrate, identify and describe reversible and irreversible changes. <p>Working scientifically:</p> <ul style="list-style-type: none"> • Evaluate the hardness test to determine the degree of trust in the results. • Plan and draw a table of results. 	burning light intensity change of light meter state melting circumferen mixture ce opaque condensing property conductor reversible change dissolve rust rusting soft	



	<ul style="list-style-type: none"> • Write a detailed, organised and easy to follow method. • Write a prediction using prior knowledge of the states of matter. • Analyse observations about rusting and use them to support a conclusion. • Measure accurately in centimetres. 	electrical conductivity evaporating freezing hard hardness insulator irreversible change	states of matter thermal conductivity translucent transparency transparent	
RE	<p>Christianity: Why is the idea of rescue so important to Christians?</p> <p>Pupils should know that most Christians believe that:</p> <ul style="list-style-type: none"> • Humans were made for relationship with God. • God is the great rescuer, who also came to earth in the person of Jesus, the Saviour. • Jesus' life, death and resurrection enable a new relationship with God for all, and are at the centre of his rescue plan. • Through his death, Jesus rescued people from sin (atonement). • In his resurrection, Jesus rescued people from death. • That this story of salvation has an impact on Christians' lives. 	Old Testament New Testament Sin Free will Rescue Saviour Atonement Reconciliation Resurrection Prophecy Testimony	Creation 'The Fall' Free will Covenant Gospel Salvation Kingdom	
History	<p>How was life in Tudor England?</p> <p>information about Henry VIII from sources and explain and justify their interpretation of VIII using evidence from sources.</p> <ul style="list-style-type: none"> • Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence. • Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements. • Identify primary sources, highlighting evidence in a source and make historical deductions from evidence. • Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester. • Make deductions using inventories and making judgements as to whether a person was rich or poor. • Explain how inventories are useful to historians and create a realistic inventory. 	Tudor Battle of Bosworth Henry VII Elizabeth of York Henry VIII tyrant fair ruler monarch portrait interpretation primary source secondary source bias	propaganda image litter historical deductions reliability audience purpose accuracy creator reconstruction inventory valuation merchant pewter free	Hampton Court Palace – 'King Henry's Court' workshop King Henry's Court School session Hampton Court Palace Historic Royal Palaces (hrp.org.uk)



		historical investigation Heir Evidence	enslaved tournament Royal Progress	
Art	<p>Painting and Mixed Media – Portraits</p> <ul style="list-style-type: none"> • Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. • Try a variety of materials and compositions for the backgrounds of their drawings. • Communicate to their partner what kind of photo portrait they want. • Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. • Create a successful print. • Use some Art vocabulary to talk about and compare portraits. • Identify key facts using a website as a reference. • Explain their opinion of an artwork. • Experiment with materials and techniques when adapting their photo portraits. • Create a self-portrait that aims to represent something about them. • Show they have considered the effect created by their choice of materials and composition in their final piece. 	art medium atmosphere background carbon paper collage composition continuous line drawing evaluate justify	mixed media monoprint multi media paint wash portrait printmaking represent research self-portrait texture transfer	
PSHE	<p>Health and wellbeing:</p> <ul style="list-style-type: none"> • Perform some yoga poses, following the instructions from a video, and describe how yoga makes them feel. • Describe how they can get a good night's sleep and explain why this is important. • Describe why they should embrace failure. • Describe a strategy to help manage feelings of failure and to help them to persevere. • Set themselves goals and consider how they will achieve them. • Describe a range of feelings and suggest two ways of dealing with a difficult situation. • Demonstrate an understanding of what calories are and how to use them to help plan healthy meals. • Recognise the food groups and acknowledge that having a variety of food is important for having a balanced and healthy diet. • Understand how to keep safe in the sun and some of the risks, now and in the future, if they don't. 	fail goal protect relaxation responsibility steps		



<p>French</p>	<p>French Greetings:</p> <ul style="list-style-type: none"> Look carefully at the speaker and respond confidently with the appropriate gesture and phrase. Begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form. Link actions or pictures to the new language, both in spoken and written form. Imitate the pronunciation of sounds. Take turns to speak and use appropriate intonation. <p>French adjectives of colour size and shape:</p> <ul style="list-style-type: none"> Listen carefully to build correct sequences of three to four blocks. Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board. Recognise cognates. Use please and thank you. Listen carefully to instructions. Describe some shapes in their work using language of colour, size or shape. Listen and then select the correct decoration according to its colour. 	<table border="0"> <tr> <td>bonjour</td> <td>rouge</td> </tr> <tr> <td>salut</td> <td>bleu</td> </tr> <tr> <td>au revoir</td> <td>jaune</td> </tr> <tr> <td>bonsoir</td> <td>vert</td> </tr> <tr> <td>bonne nuit</td> <td>orange</td> </tr> <tr> <td>ça va bien</td> <td>un cercle</td> </tr> <tr> <td>ça va mal</td> <td>un triangle</td> </tr> <tr> <td>c'est...</td> <td>un carré</td> </tr> <tr> <td>comment tu</td> <td>un rectangle</td> </tr> <tr> <td>t'appelles ?</td> <td>grand</td> </tr> <tr> <td>je m'appelle...</td> <td>petit</td> </tr> <tr> <td>non</td> <td>c'est</td> </tr> <tr> <td>oui</td> <td></td> </tr> </table>	bonjour	rouge	salut	bleu	au revoir	jaune	bonsoir	vert	bonne nuit	orange	ça va bien	un cercle	ça va mal	un triangle	c'est...	un carré	comment tu	un rectangle	t'appelles ?	grand	je m'appelle...	petit	non	c'est	oui		
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<p>D&T</p>	<p>Textiles – stuffed (Christmas) toys</p> <ul style="list-style-type: none"> Design a stuffed toy, considering the main component shapes of their toy. Create an appropriate template for their stuffed toy. Join two pieces of fabric using a blanket stitch. Neatly cut out their fabric. Use appliqué or decorative stitching to decorate the front of their stuffed toy. Use blanket stitch to assemble their stuffed toy, repairing when needed. Identify what worked well and areas for improvement. Use cross stitch to decorate my item. 	<table border="0"> <tr> <td>accurate</td> <td>fabric</td> </tr> <tr> <td>annotate</td> <td>sew</td> </tr> <tr> <td>appendage</td> <td>shape</td> </tr> <tr> <td>blanket-stitch</td> <td>stuffed toy</td> </tr> <tr> <td>design criteria</td> <td>stuffing</td> </tr> <tr> <td>detail</td> <td>template</td> </tr> <tr> <td>evaluation</td> <td></td> </tr> </table>	accurate	fabric	annotate	sew	appendage	shape	blanket-stitch	stuffed toy	design criteria	stuffing	detail	template	evaluation														
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<p>Music</p>	<p>Sing and play in different styles: and playing in different styles with different grooves is part of being in a band or an orchestra. Learn about music from all around the world, too. In music, 'tempo' refers to the speed of the music or how fast or slow the music sounds. Sometimes tempos stay the same throughout a song, and sometimes they change. When you are singing and playing, explore the various tempos of the music in this unit. Question: How Does Music Connect Us with Our Past?</p>	<p>Tempo Groove Compose Genre Improvisation Call and response Rhythm Culture</p>																											



Computing	Creating media – video production This unit gives learners the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Active learning is encouraged through guided questions and by working in small groups to investigate the use of devices and software. Learners are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.	Capture Edit Manipulate Produce Concept Device Software Storyboard	Record Script Reshoot
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