
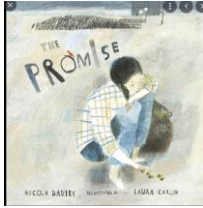
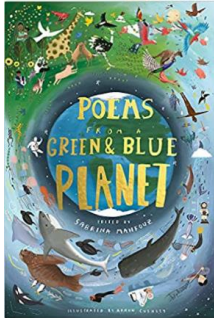
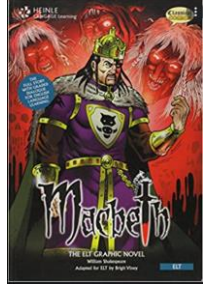


Year 5 Subject Map 2022/23

Subject	Term					
	Autumn		Spring		Summer	
English	<p>Beetle Boy</p>  <p>To the End of the World</p>  <p>Link to Geography</p> <p>Descriptive writing Letter writing informal Narrative Poetry</p>	<p>To the Edge of the World</p> 	<p>Who Lets the God's Out?</p>  <p>Linked to history</p> <p>Auto biography Prediction of text based Non-fiction Information Text Poetry Non-Fiction Writing</p>	<p>The Promise</p>  <p>Link to Science</p> <p>Predictive and Descriptive writing Information Text Biased Argument within a letter</p> <p>Poems Green & Blue Planet</p> 	<p>The Nowhere Emporium</p>  <p>Macbeth POR</p>  <p>linked to Edinburgh trip - History/Geography Old Lang Syne and other poetry Performance poetry Play script Character descriptions based on text and animations Letter Fictional Recount Diary Entry - Poetry</p>	<p>Children's Encyclopaedia</p>  <p>The Girl of Ink and Stars</p>  <p>Narrative Poetry Non Fiction</p>

Maths	<p>Number and place value</p> <ul style="list-style-type: none"> • read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above • read Roman numerals to 1000 (M) and recognise years written in Roman numerals. <p>Addition, subtraction, multiplication and division</p> <ul style="list-style-type: none"> • add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • add and subtract numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 • multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • multiply and divide numbers mentally drawing upon known facts • divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) • solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. <p>Number – fractions (including decimals and percentages)</p> <ul style="list-style-type: none"> • compare and order fractions whose denominators are all multiples of the same number • identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number • add and subtract fractions with the same denominator and denominators that are multiples of the same number • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • read and write decimal numbers as fractions (for example, 0.71 = $\frac{71}{100}$) • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • round decimals with two decimal places to the nearest whole number and to one decimal place • read, write, order and compare numbers with up to three decimal places • solve problems involving number up to three decimal places 					

- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
 - solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.
- Measure**
- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
 - understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
 - measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
 - calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes
 - estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
 - solve problems involving converting between units of time
 - use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling
- Geometry: properties of shape and position**
- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
 - know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
 - draw given angles, and measure them in degrees (°)
 - identify: angles at a point and one whole turn (total 360), angles at a point on a straight line and 2½ a turn (total 180) and other multiples of 90
 - use the properties of rectangles to deduce related facts and find missing lengths and angles
 - distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
 - identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
- Statistics**
- solve comparison, sum and difference problems using information presented in a line graph
 - complete, read and interpret information in tables, including timetables.

Science

Year 5

Biology:

- **Living Things and habitats**
 - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
 - describe the life process of reproduction in some plants and animals
- **Animals including humans**
 - describe the changes as humans develop to old age

Physics:

- **Forces**
 - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
 - identify the effects of air resistance, water resistance and friction, that act between moving surfaces

- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

- **Introduction to Earth and Space**

- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Chemistry

- **Introduce Properties and changes of materials**

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- 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, for the particular uses of everyday materials, including metals, wood and plastic
- 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, including changes associated with burning and the action of acid on bicarbonate of soda

RE	<p>Journeys Why do people make pilgrimages? Significant journeys in different religions.</p>	<p>UC Incarnation Was Jesus the Messiah?</p>	<p>Actions speak louder than words. How do people from different religions use actions to express their beliefs.</p>	<p>UC Salvation What did Jesus do to save human beings?</p>	<p>UC God What does it mean if God is holy and loving UC Kingdom of God What kind of King is Jesus?</p>	<p>A Religious Week. How do people organise their religious week?</p>
PSHE	<p>Health and wellbeing Positive and negative effects on physical, mental and emotional health (including the media) How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle</p> <p>Relationships To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to</p>		<p>Health and wellbeing To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) Importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>Living in the Wider World</p>		<p>Relationships That civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>Living in the Wider World to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions</p>	

	<p>recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view</p> <p>To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help)</p>	<p>to think about the lives of people living in other places, and people with different values and customs (Link to place knowledge in Geography) about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>Puberty and Hygiene</p> <p>To explore the impact of puberty on the body and the importance of physical hygiene</p> <p>To explore ways to get support during puberty</p>	<p>and explaining choices (link to English Hamilton Trust Persuasive writing set A)</p> <p>Menstruation</p> <p>Girls (periods) and boys (changes to their body) separate</p> <p>Building Good Relationships</p> <p>Talking About Puberty</p> <p>To explore the emotional and physical changes that occur during puberty</p> <p>To consider gender stereotyping</p>			
History		<p>Ancient Greeks</p> <p>POWER DEMOCRACY KNOWLEDGE</p>	<p>Compare non-European society with Anglo-Saxons (Maya)</p> <p>CIVILISATION KNOWLEDGE POWER</p>			
Geography	<p>Unit 1</p> <p>World countries Biomes and environments</p> <p>World Countries, biomes and environments</p> <p>What are the human and physical characteristics that define Europe, North and South America?</p> <p>Unit 2 4 & 6</p> <p>figure grid references How to use them</p>	<p>Unit 3</p> <p>World countries, biomes and environment revisited Major countries and cities of the world</p>	<p>Unit 4</p> <p>OS maps and fieldwork Why do we need longitude and latitude? Revisit grid references</p>			
PE	<p><u>Hockey</u></p>	<p><u>Outdoor learning, orienteering</u></p>	<p><u>Swimming</u></p> <p>National plan for swimming</p>	<p><u>Swimming</u></p> <p>National plan for swimming</p>	<p><u>Swimming</u></p> <p><u>Cricket</u></p>	<p>Athletics</p> <p>Rounders'</p>
Computing	<p><u>Systems and searching</u> Recognising IT systems around us and how they allow us to search the internet.</p> <p><u>Video production</u></p> <p>Planning, capturing, and editing video to produce</p>	<p><u>Selection in physical computing</u></p> <p>Exploring conditions and selection using a programmable microcontroller.</p> <p><u>Flat-file databases</u></p> <p>Using a database to order data and</p>	<p><u>Vector drawing</u></p> <p>Creating images in a drawing program by using layers and groups of objects.</p> <p><u>Selection in quizzes</u></p> <p>Exploring selection in programming to design and</p>			

	a short film.	create charts to answer questions. Robotics Use Lego WeDo to build a mars rover. Write a code to enable the rover to move. Programme the rover to sense objects and move around them or stop by them.	code an interactive quiz.
Art and Design	<p>Drawing with pastels (Linked to Space and planets - Science) Experiment with tone and shade (Link to Iron Man Space-Bat-Angel-Dragon)</p> <p>Collage Work - make collage of Iron Man on the cliff and his body part Remembrance Silhouettes (link to WW2)</p> <ul style="list-style-type: none"> - effect of light on objects and people from different directions - interpret the texture of a surface - produce increasingly accurate drawings of people - concept of perspective combining prints - design prints - make connections - discuss and evaluate own work and that of others 	<p>Sculpture Natural sculptures - Water Park Investigate shapes, symbols, form and composition</p> <ul style="list-style-type: none"> - use stories, music, poems as stimuli - Select and use materials - embellish work - fabric making - artists using textiles - plan and develop ideas - Shape, form, model and join - observation or imagination - properties of media - Discuss and evaluate own work and that of other sculptors 	<p>Painting Links to Geography and History Study Renne McKintosh (see in Museum on Edinburgh trip)</p> <ul style="list-style-type: none"> - hue, tint, tone, shades and mood - explore the use of texture in colour - colour for purposes - Create own abstract pattern to reflect personal experiences and expression - create pattern for purposes
D&T	<p>Developing, planning and communicating ideas.</p> <ul style="list-style-type: none"> • Generate ideas through brainstorming and identify a purpose for their product • Draw up a specification for their design • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of 	<p>Working with tools, equipment, materials and components to make quality products (inc_food)</p> <p>Select appropriate materials, tools and techniques</p> <ul style="list-style-type: none"> • Measure and mark out accurately • Use skills in using different tools and 	<p>Evaluating processes and products</p> <p>Evaluate a product against the original design specification</p> <ul style="list-style-type: none"> • Evaluate it personally and seek evaluation from others

	<p>making if the first attempts fail</p> <ul style="list-style-type: none"> • Use results of investigations, information sources, including ICT when developing design ideas 	<p>equipment safely and accurately</p> <ul style="list-style-type: none"> • Weigh and measure accurately (time, dry ingredients, liquids) • Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens • Cut and join with accuracy to ensure a good-quality finish to the product 	
<p>Music</p>	<p>Livin' on a prayer- Rock anthems</p> <p>Classroom Jazz1- Jazz and improvisation</p>	<p>Make you feel my love- Pop ballads</p> <p>Fresh Prince of Bell Air- Old School Hip hop</p>	<p>Dancing in the street- Motown</p> <p>Reflect, Rewind & Replay- The history of music, look back and consolidate your learning, learn some of the language of music</p>