

Literacy:

Non-Chronological Reports - children will be writing a report on Viking life. They will be identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. They will learn to make notes and develop initial ideas, drawing on reading and research where necessary.

Poetic style - considering a range of Harvest poetry comparing the style of different poets: investigating how poems can be used to describe a scene effectively.

Narrative Writing (Stories from familiar authors - The Firework Makers Daughter)

The children will be creating their own novels based on the story 'The Firework Makers Daughter' by Phillip Pullman. The features of adventure stories will first be identified. Children will also have opportunities to develop their reading comprehension skills through a series of questions and activities based on the story. Following on from this the children will create their own protagonist and write a character description before planning and writing their own novel.



Humanities: - *The Vikings*

Gain and deploy a historically-grounded understanding of terms such as 'empire' and 'civilisation'. Understand historical concepts such as continuity and change, cause and consequence. To gain a basic understanding of who the Vikings were, when they raided other countries and what their main beliefs were.

Music: - *Harvest*

Looking at songs that represent the harvest in preparation for our Harvest assembly.



PSHE: - *New Beginnings*

Learn to celebrate similarities and differences between each other. Build on empathy skills, how do other people feel in certain situations?

PE: - *Invasion Games*

Invasion games developing team skills; improving defence and attack through playing tag rugby, high five netball, and hockey.

Swimming.



Computing: - *Presentations*

Using a range of programs (Keynote, Moviemaker) create a multimedia presentation that informs and educates a target audience about the Vikings.



Year 5 Curriculum Map Autumn 2018



RE: - *Islam*

Understand how Muhammed became to be the prophet. Learn how muslim people worship and what beliefs they live by. Learn how Muslims celebrate.



French: - General greetings, personal information and describing family. Talking about school subjects, likes and dislikes.

Art: - *Harvest*

Consider and discuss the composition of artworks by Carl Warner. Using own compositions, practise sketching and drawing of perspectives.



Numeracy:

Counting partitioning and calculating

Create sequences and explain the patterns in a sequence including using negative numbers. Compare and order numbers. Written methods for addition and subtraction. Multiplying and dividing whole numbers by 10, 100 or 1000.



Securing number fact and understanding shape

Classify numbers according to their properties; rounding; solving problems; properties of 3D shapes. Extend knowledge of 2D shapes.

Handling data and measures

Interpret data and pose a question to investigate; mode; pictograms and bar charts.

Calculating, measuring and understanding shape

Problem-solving in the context of measurement; converting units of length; finding perimeter; using a 24 hour clock to the nearest minute; parallel and perpendicular lines; estimating and reading scales

Securing number facts, relationships and calculating

Written methods of multiplication and division; mental methods of multiplication and division; solving puzzles and explaining reasoning; express a smaller number as a fraction of a larger one; solve word problems that involve fractions.

Science:

Materials and their Changes -

Discuss the differences between melting, freezing, evaporating, dissolving and condensing. Introduce burning as a change that cannot be reversed and, like other irreversible changes, produces new materials.

Forces in Action -

Discuss magnetic attraction, gravitational attraction and friction. Learn about the changes in motion which occur when forces act on an object and how force can be measured.



DT: - *Foodscapes*

Look at a range of existing foodscapes - compare, contrast and analyse. Generate, develop, model and communicate their ideas to create their own food landscape with a range and variety of foods.