



Year 5 Curriculum Map - Autumn 2017 - 2018

<u>Topic</u>	In school	At home
<u>R.E.</u>	<p>Ourselves The children will be making links between their beliefs about talents and qualities and how they use them and how it affects others.</p> <p>Life Choices The children will be making links to show how feelings and beliefs affect their and others' quality of care and commitment towards each other. They will compare their own and other people's ideas about questions concerning care and commitment that are difficult to answer.</p> <p>Hope The children will be making links to show how feelings and beliefs affect their own and others' behaviour whilst waiting and hoping.</p>	<p>Talk with your child about the different talents they and others have. How can the children make best use of their unique talents?</p> <p>Talk with your child about the importance of friendships and the challenges that can occur.</p> <p>Discuss with your child the Christian aspects of Christmas and any special ways that you and your family celebrate it. Make an advent calendar with small tasks to be completed each day – for example, smile today.</p>
<u>Maths</u>	<p>Place Value</p> <p>Addition and Subtraction</p>	<p>Please encourage your child to complete their weekly homework.</p> <p>It is essential that the children can quickly remember their time tables and division facts, so they should</p>



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	<p>Statistics</p> <p>Multiplication and Division</p> <p>Perimeter and Area</p>	<p>continue to practise them. There are many websites and free apps which can be used.</p>
<p>English</p> <p>Classic Fiction</p> <p>Recounts</p> <p>Classic Poetry</p>	<p>The children will read and analyse these genres and apply this understanding to their writing.</p>	<p>Encourage your child to read a number of different types of genre. Talk to your child about the differences and similarities between specific stories, newspaper articles/television media. Encourage and support your child by helping them to complete homework set and spellings that will be tested on a weekly basis.</p> <p>Encourage your child to return their reading book regularly.</p> <p>Websites:</p> <p>http://www.readongeton.org.uk A national campaign to get all children reading well by the age of 11</p> <p>http://www.myhomelibrary.org/ Lovely printable book plates for your children</p> <p>http://www.wordsforlife.org.uk/ Support for reading at</p>



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		<p>home</p> <p>http://www.bbc.co.uk/bitesize/ks2/english/ Practice English Skills taught throughout KS2</p> <p>http://www.storymuseum.org.uk/ Story Museum</p> <p>http://www.oxfordowl.co.uk/reading/ Reading Support</p> <p>http://www.bbc.co.uk/bitesize/ks2/literacy/ Practice English Skills taught</p>
<p><u>Art - Drawing</u> Where's the detail in that picture?</p>	<p>To improve their mastery of art and design techniques, including drawing.</p>	<p>Research detailed pencil drawings and look at the line and shading. Discuss what they like/dislike about each drawing. Look at objects and challenge your child to draw the object using only pencil from three different angles. Discuss ways in which your child could improve their work.</p> <p>Encourage your child to find out more about the still life work by Paul Cezanne</p>
<p><u>Geography</u> Should the High Street be closed to traffic?</p>	<p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Walk to <u>Whiston village</u> and look at the shops that are there. Talk about the shops and the traffic. Find out where people park their cars if they are going to the shops. Ask friends and family if they think the high street should be closed to traffic. Record their answers and bring them into school.</p>



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<p><u>French - Healthy Eating</u></p>	<p>The children will be:</p> <ul style="list-style-type: none"> • Discussing and writing about the types of food that they like in their packed lunches • Expressing opinions on different types of foods • Learning the names of different celebrations • Learning and speaking/writing confidently about different forms of celebrations • Listening and responding to instructions. • Giving a set of instructions both spoken and written 	<p>You could encourage your child to tell you what they do/do not like to eat.</p> <p>You could encourage your child to tell you the key phrases they have been learning and to practice their pronunciation.</p> <p>Some key phrases for this topic are:-</p> <p>I like – j'aime I don't like – je n'aime pas In my packed lunch I have – Comme casse- croûte j'ai I prefer – je prefere</p> <p>Encourage your child to log on to language nut, as well as reading and writing practice there is also a table next to each topic with key vocabulary and pronunciation.</p>
<p><u>Design Technology</u> Why would birds hatch their eggs here?</p>	<p><u>Construction</u> When designing and making, pupils should be taught to: Select from and use a wider range of materials and components, including textiles.</p>	<p>Look to see what birds live in the local area. Children could do a survey in their back gardens and keep a chart to put information on. Visit the local library and look at books about bird habitats. Look at the RSPB website. Talk about the best materials for a bird box.</p>
<p><u>Computing</u> Cars</p>	<p>This lesson plan will take the children through the necessary steps to create a detailed 2 player game that includes racing</p>	<p>Allow children to use 'Scratch' on iPads or on the internet.</p> <p>https://scratch.mit.edu/projects/editor/?tip_bar=home</p>



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<p>Newsroom</p>	<p>Cars around a track. The first to three laps wins the race.</p> <p>The children will create their own news report. They will firstly learn about how news is delivered and the differences between local and national news reports. The project culminates in the children recording their own news report.</p> <p>In addition, the children will continue to reinforce their skills when using ICT to enhance their learning in all curriculum subjects.</p>	<p>Ask them to teach you how to create sprites and backgrounds and give instructions.</p> <p>Watch the news together. Talk about the different things that are reported on local and national reports.</p>
<p>History Were the Anglo-Saxons really smashing?</p>	<p>Britain's settlements by Anglo-Saxons and Scots</p> <p>- Anglo-Saxon invasions; settlements; kingdoms; names and places; art and culture and Christian conversion</p>	<p>Visit the Anglo Saxon exhibition at the World Museum and make a sketchbook of artefacts on display. Find out who was Alfred the Great. Help your child to make a list of Anglo Saxon words we still use today. Read 'Beowulf' by Kevin Crossley-Holland. Look on maps for evidence of Anglo Saxon settlements and write a list. The BBC website can be used for this research.</p>
<p>Music</p>	<p>Our Community – compose and perform music inspired by their local community, both past and present.</p> <p>Solar System – embark on a musical journey</p>	<ul style="list-style-type: none"> • Look at bands and choirs in the local community. Take your child to a performance. • Explore the solar system. Use computer or iPad musical programmes to compose a piece of music to



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	<p>through the solar system, exploring how our universe inspired composers including Claude Debussy, Gustav Host and George Crumb. The children sing songs and compose pieces of music.</p>	<p>represent the planets in our solar system.</p> <ul style="list-style-type: none"> • Listen to music composed by Claude Debussy, Gustav Host and George Crumb
<p><u>Physical Education</u></p>	<p>Games: Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work alone, or with team mates in order to gain points or possession. Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racket games. Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team.</p>	<p>Physical activity helps children grow strong bones, maintain a healthy weight, and discover the world around them. Best of all, it's great fun.</p> <p><u>Recommended physical activity levels</u></p> <ul style="list-style-type: none"> • <u>Children aged under 5 years should do 180 minutes every day</u> • <u>Young people (5-18 years) should do 60 minutes every day</u> <p>All children should be physically active for at least one hour a day. You can help by encouraging your child to find activities they enjoy, and building physical activity into family life. Most children love running around a park or playing in a playground.</p>



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<p>Science</p> <p>Can you feel the force?</p>	<p>The children will:</p> <ul style="list-style-type: none"> • 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. 	<p>You could make boats in different shapes and test them in water to explore water resistance.</p> <p>You could look on BBC science clips for games linked to forces</p> <p>Your child could make some parachutes using different materials. Which design was the most effective? The children could bring in photos of their experiments at home.</p>
<p>How different will you be when you are as old as your grand-parents?</p> <p>Animals including Humans</p>	<p>The children will be</p> <ul style="list-style-type: none"> • describing the changes as humans develop to old age. 	<p>You could talk to your child about all of the things that they can do now that they could not do when they were babies, toddlers etc</p> <p>Look at photos of your child as a baby, toddler, infant – how have they changed?</p>