



Year 5 Autumn Term Curriculum Map 22-23



English (HFL)		Maths (Herts Essentials)
Reading (including phonics)	Writing	Key Concepts
<p>The boy at the back of the class - Onjali Q. Raúf, Who let the Gods out – Maz Evans</p> <p>VIPERS focused on through whole class guided reading</p> <p>Read longer novels</p> <p>Read aloud with intonation that shows understanding.</p> <p>Work out the meaning of words from context, checking that the text makes sense.</p> <p>Begin making comparisons between books they are reading and books they have read.</p> <p>Begin thinking about how authors use language and the impact it has on the reader.</p>	<p>*Securing sentence writing and story writing linked to the Wolves in the wall</p> <p>*Non chronological text with paragraphs linked to Monsterology</p> <p>*Descriptive writing linked to Cloud Tea Monkeys</p> <p>*Explanation linked to how to be a world explorer</p> <p>*Poetry cinquain linked to In Flanders Fields</p>	<p>Place Value and Rounding of Large Numbers</p> <p>Interpret Negative Numbers</p> <p>Place Value of Numbers with up to Three Decimal Places</p> <p>Multiply and Divide by 10, 100 and 1,000</p> <p>Properties of Number – Multiples, Factors and Common Factors</p> <p>Prime and Composite Numbers</p> <p>Multiply and Divide Mentally</p> <p>Solve Problems Involving Knowledge of Key Facts</p> <p>Add and Subtract Using a Range of Strategies</p> <p>Add and Subtract Using Formal Written Methods</p> <p>Formal Written Method for Multiplication</p> <p>Formal Written Method of Short Division</p> <p>Equivalent Fractions</p> <p>Compare and Order Fractions</p> <p>Adding and Subtracting Fractions</p>
<p>Vocabulary: Subject specific vocabulary: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity plus all previously taught vocabulary</p> <p>Core texts: The boy at the back of the class- Onjali Q. Raúf, Who let the Gods out – Maz Evans</p>		<p>Vocabulary: Please see Year 5 Maths vocabulary and key concept map.</p>

PSHE (Jigsaw)		Science	
Skills	Knowledge	Skills	Knowledge
<p>Autumn 1 - Being me in my world. Be able to identify what they value most about school Identify hopes for the school year Empathy for people whose lives are different from their own Consider their own actions and the effect they have on themselves and others Be able to work as part of a group, listening and contributing effectively Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate my emotions</p> <p>Autumn 2 – Celebrating Differences Identify their own culture and different cultures within their class community Identify their own attitudes about people from different faith and cultural backgrounds Identify a range of strategies for managing their own feelings in bullying situations Identify some strategies to encourage children who use bullying behaviours to make other choices Be able to support children who are being bullied Appreciate the value of happiness regardless of material wealth Develop respect for cultures different from their own</p>	<p>Autumn 1 - Being me in my world. Know how to face new challenges positively Understand how to set personal goals Understand the rights and responsibilities associated with being a citizen in the wider community and their country Know how an individual's behaviour can affect a group and the consequences of this Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process</p> <p>Autumn 2 – Celebrating Differences Know what culture means Know that differences in culture can sometimes be a source of conflict Know what racism is and why it is unacceptable Know that rumour spreading is a form of bullying on and offline Know external forms of support in regard to bullying e.g. Childline Know that bullying can be direct and indirect Know how their life is different from the lives of children in the developing world</p>	<p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Using test results to make predictions to set up further comparative and fair tests Reporting and presenting findings from enquiries, including conclusions, causal relationships, explanations and degree of trust in results, in forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Autumn 1 - 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), response to magnets. To know the 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 describe 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 bar carbonate of soda</p> <p>Autumn 2 - 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 approximate 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.</p>

Vocabulary:

Aut 2: Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.

Aut 2 Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation.

Vocabulary:

Aut 1: Thermal conductivity – thermal conductor, thermal insulator

Electrical conductivity – electrical conductor, electrical insulator Dissolving – Solvent, solution, solute, soluble, insoluble, solid, liquid, particles, suspensions

Separating materials – Sieve, filter, evaporate, condense

Aut 2 : Day and night - Earth, axis, rotate Solar system – Star = Sun, Planets = Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune (Pluto was classified as Dwarf planet in 2006) Phases of the Moon - full moon, gibbous moon, half moon, crescent moon, new moon, waxing ,waning Moon's orbit: 29.5 days, lunar month Orbit, planets, revolve, sphere

Computing (Switched on Computing)		History – Autumn 2 – Anglo Saxons and Scots	
Skills	Knowledge	Skills	Knowledge
<p>Unit 5.1 - We are Game Developers</p> <ul style="list-style-type: none"> • create original artwork and sound for game • design and create a computer program for a computer game, which uses sequence, selection, repetition and variables • detect and correct errors in their computer game • use iterative development techniques (making and testing a series of small changes) to improve their game. <p>Unit 5.2 - We are Cryptographers</p> <ul style="list-style-type: none"> • be familiar with semaphore and Morse code • understand the need for private information to be encrypted • encrypt and decrypt messages in simple ciphers • appreciate the need to use complex passwords and to keep them secure • have some understanding of how encryption works on the Internet. 	<p>Unit 5.1 - We are Game Developers</p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems and solving problems by decomposing them into smaller parts. • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. <p>Unit 5.2 - We are Cryptographers</p> <ul style="list-style-type: none"> • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • Understand computer networks including the Internet; how they can provide multiple • services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>Skills</p> <p>To create informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p>To understand how knowledge from the past is used to prepare for future events.</p>	<p>Knowledge</p> <p>To know when the Anglo-Saxon period was.</p> <p>To know where the Anglo-Saxons originated from.</p> <p>To know about the Anglo-Saxon lifestyle.</p> <p>To know how the Anglo-Saxons invaded England.</p> <p>To know about the Anglo-Saxon Kings (Canute and Alfred.)</p>
<p>Vocabulary:</p> <p>Unit 5.1 - We are Game Developers Algorithm, background, bug, code, debug, iterative development, logical reasoning, program, scratch, sprite</p> <p>Unit 5.2 - We are Cryptographers Cipher, codes, cryptanalysis, cryptography, decrypt, encode, encrypt, message, morse code, semaphore, transmit</p>		<p>Vocabulary:</p> <p>Viking raid, Denmark, Norway Sweden, Norse, King Ethelred II The Unready, archaeologists, food, life, Britain, Criminal, justice, defendant, court, ordeal, wergild, Saxons, Anglo, kings, Edward the Confessor, research, crown</p>	

Physical Education (PE)		Geography (Autumn 1) North America	
Skills	Knowledge	Skills	Knowledge
<p>1 Session per week – swimming.</p> <p>Tennis</p> <ul style="list-style-type: none"> To be able to watch and track the movement of a ball and begin to make contact in order to strike back To enhance accuracy when striking the ball either high in the air or body height To enhance accuracy when striking the ball over a given obstacle To be aware of movement of feet and the body and to adapt the spatial awareness To be able to have a clean and accurate strike of the racket on the ball in a full body movement To be able to complete a series of passes- rally- between another To adopt the correct standing position and posture needed for accuracy and intensity To use other arm and body to guide direction through the follow through of the ball To continue to learn to evaluate and recognise their successes and areas for improvement 	<p>Understanding of water safety</p> <p>Knowledge of a tennis game and rules of tennis.</p> <p>Previous ball skill knowledge</p>	<p>To identify the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, tropic of Capricorn, the Prime/Greenwich Meridian and time zones.</p> <p>To be able to describe key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains.</p> <p>To be able to describe key aspects of 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>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>North America Know and locate the world's countries including North and South America and their key physical and human characteristics, countries and major cities.</p> <p>Know the significance of the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, tropic of Capricorn, the Prime/Greenwich Meridian and time zones.</p> <p>Understand geographical similarities and differences through the study of human and physical geography in North America.</p>
<p>Vocabulary: Striking, Hitting, Contact, Throwing, Batting, Communication, Accuracy, Pace, Bouncing, Balancing, Grip, Twist, Wrist, Arm, Bend, Follow through, Swinging, movement,</p> <p><u>Tennis:</u> Racket, Net, Ace, Serve, Swing, Umpire, Deuce, Out, Second Serve, Court</p>		<p>Vocabulary: latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, tropic of Capricorn, the Prime/Greenwich Meridian and time zones, climate zones, biomes and vegetation belts, rivers, mountains.</p>	

Art – Autumn 1 Self Portraits		Religious Education (R.E)- Herts Agreed Syllabus	
Skills	Knowledge	Skills	Knowledge
<p>To begin to explore further and develop the understanding and application of primary, secondary, tertiary and warm/cool colours when painting.</p> <p>To explore how to colour match when painting with colour mixing knowledge.</p> <p>To use tints and tones in painting.</p> <p>To explore various different elements of art:</p> <ul style="list-style-type: none"> - Line - Tone - Pattern - Texture - Colour - Shape <p>To create an increasingly accurate drawing of a person; drawing on proportions.</p> <p>To begin to explore expression in portraits.</p> <p>To draw a body with appropriate scales and proportions.</p> <p>To begin to create expressive patterns which reflect themselves.</p> <p>To develop further detail in patterns through colour choice and shape choice.</p> <p>To use artists artwork to develop and gather inspiration for own creations.</p> <p>To gather inspiration from other artists; considering detail and depth.</p> <p>To use other artists techniques to inform their own personal artwork.</p> <p>To be able to analyse and critique other artwork – thinking about technique, colour, mood and emotion.</p> <p>To make comparisons between own artwork and that of another artist.</p> <p>To reflect on own artwork and meaning behind this piece.</p>	<p>Know how to make choices about colour when painting.</p> <p>Know how to create detail with different brushes and different techniques that can be used e.g. layering of paint.</p> <p>Know about proportions in drawing a person.</p> <p>To understand and explain the primary and secondary colours.</p>	<ul style="list-style-type: none"> • Describe how a range of beliefs, symbolic expression and actions can communicate meaning to individuals. • Identify some similarities and differences between and within two communities. <i>(Symbols and actions)</i> • Using religious vocabulary, compare two examples of celebrations marking key points in life's journey including pilgrimage. <i>(Beliefs and practices)</i> 	<p><u>Symbolic ways of expressing meaning (Aut 1)</u></p> <p>Compare how religious and symbolic artefacts are used in prayer and practice to express meaning.</p> <p>Discover how and why artefacts are used in Jewish prayer to enrich experience.</p> <p>Explore how religious faith is communicated and expressed through the creative arts, architecture and icons.</p> <p><u>Celebrations and key events in life (Aut 2)</u></p> <p>Explore what it means to live as a Christian/Jew in Britain today, considering internal diversity.</p> <p>Reflect on spiritual ways of celebrating the same and different festivals.</p> <p>Learn about diverse responses to sacred rituals.</p> <p>Explore rites of passage in different traditions.</p> <p>Develop an understanding of key Christian concepts, the life of Jesus and practices in the Church year.</p> <p>Make connections and develop an understanding of spiritual journeys and the importance of pilgrimage for believers.</p> <p><u>The Christmas story – Incarnation (Aut 2)</u></p> <p>Explore the Incarnation through the Christmas story.</p> <p>Consider: Was Jesus the Messiah?</p>

Vocabulary: proportion, observe, scale, detail, tone, texture, sketch, depth, primary colours, secondary colours, tertiary colours, detail, layer Artists: David Hockney, Frida Khalo		Vocabulary: <u>Autumn 1:</u> Jewish, Judaism, Torah, Tallit (prayer shawl), kippah/kippot (skull cap), Menorah <u>Autumn 2:</u> Diversity, Shabbat, pilgrimage, Hajj, Mecca, Bar Mitzvah, Messiah, Advent, Christmas, Incarnation,	
Design and Technology (Plan Bee) – Autumn 2 Building Bridges		Music (Sing Up)	
Skills	Knowledge	Skills	Knowledge
<ul style="list-style-type: none"> To predict which beams will be strongest from their cross-section. To test the strength of different beam shapes using paper and card. I can build a truss bridge spanning a width of 40cm using paper straws. I can use a fair test to evaluate the strength of my truss bridge. I can test the arch heights to see which can bear the most load. I can make an arch frame. To design, make and evaluate a prototype suspension bridge using a scale of 1:100 according to specific design criteria. 	<ul style="list-style-type: none"> To know and name a variety of different structures of bridge. To know the significance of the engineer Isambard Kingdom Brunel To know what beams and pillars are and how they are used in bridge construction. To explain what a truss is and how trusses make bridges stronger, identifying the 3 main types in bridge design. To explain how arches work to make bridges stronger To explain how suspension bridges use tension forces to work. 	<p>Aut 1 – What Shall we do with the drunken Sailor</p> <ul style="list-style-type: none"> Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. Sing a sea shanty with accurate pitch and a strong beat. Play bass notes/chords to accompany singing. Talk about the purpose of sea shanties and describe some of the features using music vocabulary. <p>Aut 2 – Why we sing and an introduction to songwriting</p> <ul style="list-style-type: none"> Recognise by ear, individual instruments and voices. Listen to a selection of gospel music, identifying key elements that give the music its unique sound and talk about it using music vocabulary. Doodle’ with sound, playing around with pitch and rhythm to create a strong hook. Create fragments of songs that could be developed Identify the structure of songs and analyse songs to appreciate the role of metaphor. Develop understanding of song writing techniques. 	<p>Know from previous learning how to keep a steady beat</p> <p>Understand the term body percussion</p> <p>Be aware of the purpose of Sea Shanties</p> <p>Understand musical vocabulary using in correct context</p>

<p>Vocabulary: bridge, suspension, arches, trusses, prototype, scale, pillars, beams, span, strength, length, width</p>	<p>Vocabulary:</p> <p>Aut 1</p> <p>Duration: 4/4 time signature, crotchet, quavers, semiquavers.</p> <p>Pitch: melody, chords, bass note, major, minor.</p> <p>Tempo: beat, steady beat.</p> <p>Other: sea shanty, work song, rhythm grid, accompany/accompaniment, cup game/cup rhythm game, body percussion.</p> <p>Aut 2</p> <p>Dynamics: quiet, louder, getting louder (<i>crescendo</i>).</p> <p>Pitch: melody, harmony, high voices and low voices.</p> <p>Structure: call-and-response, spoken interludes, phrase.</p> <p>Texture: unison (singing same melody), homophonic (singing in harmony).</p> <p>Timbre: choir, male and female voices, congregation, electric piano, bass guitar, drum kit.</p> <p>Other: music for praise, Gospel, spiritual, expression, <i>legato</i>, slide (<i>glissando</i>), note bend, decoration, diction, articulation.</p>
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French (Charanga)		
Skills	Knowledge	Vocabulary:
<ul style="list-style-type: none"> Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.) Check spellings with a dictionary. Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions Take part in short conversations using sentences and familiar vocabulary. Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. Understand and express simple opinions using familiar topics and vocabulary. Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns. Use the negative form, possessives and connectives. Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are. 	<p>Sports and Olympics</p> <p>To know the key facts from the history of the ancient Olympics</p> <p>To know some of the key facts connected to the modern Olympics as presented in class</p> <p>To name and spell at least three of the current events in the Olympics</p> <p>To recognise and start to conjugate at least the JE and IL/ELLE form of the verb FAIRE accurately</p> <p>Pretend to be an Olympian and tell you what sport I do</p> <p>Check spellings with a dictionary.</p> <p>The Planets</p> <p>Name the nine planets with good pronunciation and locate most of them on a so-lar system map</p> <p>Spell at least five of the planets accurately</p> <p>Tell you one interesting fact about four of the planets</p> <p>Explain adjectival agreement and apply it when using colours to describe objects</p>	<p>Les Jeux Olympiques Les Jeux Olympiques de l'antiquite Les Jeux Olympiques modernes L'athletisme L'equitation L'escrime L'aviron La natation La boxe Le cyclisme Le plongeon</p> <p>Le tir a l'arc Le triathlon Faire Je fais de Je fais du Je ne fais pas Il/elle est Athlete Cycliste Cavalier/Cavaliere Boxeur/Boxeuse Nageur/naguese Plongeur/plongeuse</p> <p>Escrimeur/escrimeuse Archer/archere Rameur/rameuse Tu fais/il fait/elle fait/nous faisons/vous faites/ils font/ells font</p> <p>Les planets La lune la soleil la terre mars mercure Neptune Pluton Satune Uranus Venus Jupiter Le solei test au centre Saturne est loin du soleil et a au moins 18 lunes Jupiter est enorme et aussi assez loin du soleil Mercure est assez petite et près du soleil Pluton est la plus loin et la plus petite</p> <p>Mars est assez près du soleil et c'est rouge La Terre est une planète près de Mars et a seulement une lune Neptune est une planète bleue</p> <p>Colours including feminine and masculine plural agreements)</p>