

## Year 5 Spring Term Curriculum Map

English		
Writing (HFL)		Spelling (No Nonsense)
<b>Year 5 Writing Purposes</b>	<p><b>Letters:</b> Persuade (5.6)</p> <p><b>Non-chronological report:</b> Inform (5.7)</p> <p><b>Descriptive recount:</b> Entertain (5.8)</p> <p><b>Narrative:</b> Entertain (5.9)</p> <p><b>Poetry:</b> Entertain (5.10)</p>	<p>Revise apostrophes for possession</p> <p>Rare GPCs (<i>bruise, guarantee, immediately, vehicle, yacht</i>)</p> <p>Words ending in ‘-ably’ and ‘-ibly’</p> <p>ei’ and ‘ie’ words</p> <p>Homophones (<i>led/lead, steel/steal, alter/altar</i>)</p> <p>Building words from root words</p>
<b>Year 5 Writing Outcomes with core texts</b>	<p>Persuasive letters linked to <i>The Misadventures of Frederick</i></p> <p>Non-Chronological report linked to <i>The Skies Above My Eyes</i> and <i>The Street Beneath My Feet &amp; The Sea Below My Toes</i></p> <p>Descriptive recount linked to <i>The Watertower</i></p> <p>Narrative suspense writing linked to <i>Boy in the Tower</i></p> <p>Poetry linked to <i>Rhythm and Poetry</i></p>	<b>Handwriting (Letter Join)</b>
<p><b>Vocabulary:</b> Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity plus all previously taught vocabulary</p>		
Reading		
<p>Apply their growing knowledge of root words, prefixes and suffixes for reading and understanding (-ibly, -ably -ible, -ible).</p> <p>Read previous and Year 5/6 common exception words.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Discuss and evaluate how authors use language, considering the impact on the reader.</p> <p>Ask appropriate questions to improve their understanding of the text.</p> <p>Predict what might happen from details stated and implied.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details.</p> <p>Draw inferences, justifying them with evidence from the text.</p> <p>Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, volume and tone so that the meaning is clear to the audience.</p> <p>Learn a wide range of poems by heart.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction texts.</p> <p>Explain and discuss their understanding of what they have read through debates, maintaining a focus on the topic.</p> <p>Increase their familiarity with a wide range of books, including, myths, legends, traditional stories modern fiction, classics and books from other cultures and traditions.</p> <p>Share their views on a text or author.</p>		<p><b>Spring Term Texts:</b></p> <p><b>Fiction:</b></p> <p>Extract – <i>The Lost Whale</i></p> <p>Extract – <i>The Stellar One</i></p> <p>Extract – <i>King of the Cloud Forests</i></p> <p><b>Non-Fiction:</b></p> <p><i>Mapping (Money and Trade) – Mapping Tea</i></p> <p><i>Vikings - A longship</i></p> <p><i>Great Women who Worked Wonders – Lottie Reiniger</i></p> <p><b>Poems:</b></p> <p><i>The Land of Blue</i> by Laura Mucha</p> <p><i>I Hate Nettle Soup-</i> Oliver Skyes</p> <p><b>Poems to learn by heart:</b></p> <p>Spring Term – <i>The Eagle</i> – Alfred Tenneson</p>
<p><b>Class Reads: (teacher to choose order):</b> <i>The Railway Children</i> by Edith Nesbit, <i>Who Let the Gods Out?</i> by Maz Evans, <i>The Boy in the Tower</i> by Polly Ho-Yen, <i>The Nowhere Emporium</i> by M.A. Rosa, <i>Street Child</i> by Berlie Doherty, <i>Cosmic</i> by Frank Cottrell Boyce, <i>Pigheart Boy</i> by Malorie Blackman, <i>The Boy at the Back of the Class</i> by Onjali Q. Raúf</p>		

## Maths (Herts Essentials)

### Key Concepts

5LS14 – Compare and order fractions  
 5LS15 – Adding and subtracting fractions  
 5LS16 – Problem solving: all operations  
 5LS17 – Multiply fractions by whole numbers  
 5LS18 – Fraction problem solving  
 5LS19 – Measure: converting units of measure  
 5LS20 – Area  
 5LS21 – Volume and capacity  
 5LS22 – Percentages  
 5LS23 – Problem-solving: percentages  
 5LS24 – 3-D shapes from 2-D representations

### Vocabulary

#### Fractions

mixed numbers  
thousandths

per cent / %

percentages

#### Measurement: Mass

pound / lb

#### Measurement: Length

composite  
 metric units  
 imperial units  
 inch / inches / in

foot / feet / ft  
 yard  
 mile  
 centimetre squared (cm<sup>2</sup>)

metre squared (m<sup>2</sup>)  
 compound shape

#### Measurement: Capacity

pint / pt

centimetres cubed (cm<sup>3</sup>)

metres cubed (m<sup>3</sup>)

#### Geometry: Properties of shapes

diagonal  
 point  
 reflection  
 straight line (180°)  
 one whole turn (360°)

reflex angle  
 regular polygon  
 irregular polygon  
 angles around a point

missing angle  
 diagonal  
 net

**Science (Oak Academy)**

**Earth, Sun and Moon (5.3)**

**Reproduction and life cycles: plants (5.4)**

**Skills**

**Knowledge**

**Skills**

**Knowledge**

Movement of the Earth, moon, and planets, describing them as spherical bodies.

Explain Earth's rotation, causing day and night, and the sun's apparent movement.

Record complex data, presenting findings, and evaluating scientific evidence.

Understand how the Earth's rotation creates day and night, and how its orbit around the Sun leads to the seasons.

Explore the life process of reproduction in plants and animals.

Plan scientific enquiries, measuring with precision, recording complex data, and using test results to make predictions.

Present findings, and evaluate scientific evidence.

Understand how plants reproduce and go through life cycles, from seed to mature plant.

**Vocabulary:**

Earth, evidence, spherical, globe, horizon, sun, moon, crater, telescope, astronomer, axis, model, rotate, shadow, observe, planets, orbit, satellite

**Vocabulary:**

Reproduce, offspring, asexual, clone, anther, stigma, ovary, pollination, life cycle, germination, fertilisation, seed dispersal, observation, record

History (Spring 2) Invaders and Settlers – The Vikings (5.2)		Geography (Spring 1) Taste the World (Trade links/distribution) (5.2)	
Skills	Knowledge	Skills	Knowledge
<p>To develop chronological knowledge and understanding.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p>To be able to develop points of view on topics based on research and reliable sources.</p> <p>To be able to understand how life changes overtime and why progress is important</p>	<p>To know when the Viking period was.</p> <p>To know about the Viking time period.</p> <p>To know who Ethelred II was and when and why Danegeld was introduced.</p> <p>To know what the Viking life and diet was like.</p> <p>To understand about Viking raids and invasion.</p> <p>To know what the Viking legal system was and how it worked.</p> <p>To know how the last Anglo-Saxon kings shaped Britain.</p>	<p>I can collect and analyse statistics and other information in order to answer questions posed and draw clear conclusions about locations.</p> <p>I can name and locate the Equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>To calculate food miles for familiar foods</p> <p>To use a variety of media to explore the chocolate/banana trade, mapping its journey from source to UK.</p> <p>To debate the ethics of certain trade routes.</p>	<p>To know the 7 continents and their location on a globe</p> <p>To understand the distribution of natural resources – gas, oil, coal</p> <p>To know the UK’s highest value exports and imports</p>
<p><b>Vocabulary:</b> Food, life, Britain, criminal, justice, ordeal, danegeld, ineffective strategy, longboat, crown, research, Viking raid, Denmark, Norway, Sweden, Scandinavian, Norse, fertile, King Ethelred II, The Unready, defendant, court, ordeal, reconstruction, archaeologists, wergild, Saxons, Anglo, kings, Edward the Confessor, import.</p>		<p><b>Vocabulary:</b> export, import, trade, port, aeroplane, cargo train, transport, container ship, food miles, distribution, gas, oil, coal, supply chain, highest value export,</p>	

Art – Spring 1 Batik (5.2)		Design and Technology (Plan Bee) – Spring 2 Chinese Inventions (5.2)	
Skills	Knowledge	Skills	Knowledge
<p>Use sketch book to plan ideas and then review and create.</p> <p>To stretch fabric required for work and sketch image on</p> <p>To use tainting to add wax to fabric</p> <p>Mixing dyes to required colour and apply to fabric</p> <p>Iron fabric to remove wax</p>	<p>Wax will stop colour running and contain ink - resist</p> <p>Batik originates from Indonesia</p>	<p>I can test a variety of types of paper for strength, absorbency, opacity, etc.</p> <p>I can make recycled paper.</p> <p>I can make a hanging/floating compass.</p> <p>I can design and label my own compass.</p> <p>I can make a variety of kite prototypes and test their effectiveness.</p> <p>I can design, make and evaluate a kite according to specific design criteria.</p>	<p>To explain how the invention of paper helped shape the world.</p> <p>To explain the traditional method for making paper.</p> <p>To explain how gunpowder was invented.</p> <p>To explain how the invention of the compass changed the world.</p> <p>I can explain what water-powered machines are and how they helped change the world.</p> <p>I can explain why kites were first invented and how they were made.</p>
<p><b>Vocabulary:</b> tainting, wax resist, dye, iron, <b>Artists:</b> Chuah Thean Teng, Noel Dyrenforth, <a href="https://www.batikguild.org.uk/artists">https://www.batikguild.org.uk/artists</a></p>		<p><b>Vocabulary:</b> compass, impact, world, inventor, kite, telephone, strength, absorbency, opacity, water-powered</p>	

## Music (Sing Up)

### Skills and Knowledge

#### Madina tun Nabi (5.21)

- Sing a song in two parts with expression and an understanding of its origins.
- Play a drone and chords to accompany singing.
- Improvise freely over a drone.
- Listen and copy back simple rhythmic and melodic patterns
- Sing a round and accompany themselves with a beat.

#### Building a groove (5.22)

- Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove.
- Identify drum patterns, basslines, and riffs and play them using body percussion and voices.
- Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group.

#### Época (5.23)

- Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas.
- Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.
- Demonstrate an understanding of the history of Argentine tango.

### Vocabulary

#### Madina tun Nabi

**Pitch:** melody, octave, G major, D major, drone, microtone, vocal decoration.

**Structure:** introduction, verse, chorus.

**Texture:** call-and-response, a cappella/unaccompanied, accompaniment.

**Other:** improvisation, Nasheed, Arabic music.

#### Building a groove

**Pitch:** pentatonic scale (5-note scale), bass line (the lowest melodic part of an ensemble, often played by a bass guitar or a double bass).

**Rhythm:** backbeat (typically falls on beats 2 and 4, and often played by the snare drum).

**Structure:** riff (a repeated musical pattern that forms the basis of a song).

**Timbre:** *legato* (smooth), *staccato* (detached).

**Other:** head (the main melody of a song, specifically used in jazz/groove music).

#### Época

**Duration:** beat.

**Pitch:** semitone (a half step distance between two pitch levels), bass.

**Structure:** ostinato.

**Style:** tango, neotango, electronic music, fusion.

**Texture:** the result of different musical parts or layers playing together. Like texture in artworks, texture in music can be dense, or intricate, busy and complex, or transparent, or sparse etc.

**Timbre:** cello, accordion, singer, drum kit, *staccato* (short, detached notes to create a 'spiky' sound/articulation), *legato* (smooth articulation of notes, creating a seamless flow in the music).

PSHE (Jigsaw)		Computing (Switched on Computing)	
Skills	Knowledge	Skills	Knowledge
<p><b>Spring 1 – Dreams and Goals</b>            Verbalise what they would like their life to be like when they are grown up            Appreciate the contributions made by people in different jobs            Appreciate the opportunities learning and education can give them            Reflect on the differences between their own learning goals and those of someone from a different culture            Appreciate the differences between themselves and someone from a different culture            Understand why they are motivated to make a positive contribution to supporting others</p> <p><b>Spring 2 – Healthy Me</b>            Can make informed decisions about whether or not they choose to smoke when they are older            Can make informed decisions about whether they choose to drink alcohol when they are older            Recognise strategies for resisting pressure            Can identify ways to keep themselves calm in an emergency            Can reflect on their own body image and know how important it is that this is positive            Accept and respect themselves for who they are            Respect and value their own bodies            Be motivated to keep themselves healthy and happy</p>	<p><b>Spring 1 – Dreams and Goals</b>            Know that they will need money to help them to achieve some of their dreams            Know about a range of jobs that are carried out by people I know            Know that different jobs pay more money than others            Know the types of job they might like to do when they are older            Know that young people from different cultures may have different dreams and goals            Know that communicating with someone from a different culture means that they can learn from them and vice versa            Know ways that they can support young people in their own culture and abroad</p> <p><b>Spring 2 – Healthy Me</b>            Know the health risks of smoking            Know how smoking tobacco affects the lungs, liver and heart            Know some of the risks linked to misusing alcohol, including antisocial behaviour            Know basic emergency procedures including the recovery position            Know how to get help in emergency situations            Know that the media, social media and celebrity culture promotes certain body types            Know the different roles food can play in people’s lives and know that people can develop eating problems / disorders related to body image pressure            Know what makes a healthy lifestyle</p>	<p><b>Unit 5.3 - We are architects</b>            understand the work of architects, designers and engineers working in 3-D            develop familiarity with a simple CAD (computer-aided design) tool            develop spatial awareness by exploring and experimenting with a 3-D virtual environment            develop greater aesthetic awareness.</p> <p><b>Unit 5.4 - We are web developers</b>            Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.            Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting information.</p>	<p><b>Unit 5.3 - We are architects</b>            Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.            Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting information.</p> <p><b>Unit 5.4 - We are web developers</b>            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.            Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.            Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.            Be discerning in evaluating digital content.</p>
<p><b>Vocabulary: Spr 1:</b> Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference.</p> <p><b>Spr 2:</b> Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation</p>		<p><b>Vocabulary:</b></p> <p><b>Spr 1:</b> Computer-aided design (CAD), Creative Commons, Photorealistic, Render</p> <p><b>Spr 2:</b> Creative Commons, Hyperlinks, Hypertext mark-up language (HTML), Hypertext transfer protocol (HTTP), Internet, Internet Protocol (IP) addresses, Network switch</p>	

## Religious Education (R.E)- Herts Agreed Syllabus

### Skills

**Beliefs and practices** - Using religious vocabulary, compare two examples of celebrations marking key points in life's journey including pilgrimage.

**Sources of wisdom** - Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities.

**Symbols and actions** - 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.

**Prayer, worship and reflection** - Explain why, where and how worshippers connect to prayer and worship. Actively engage in periods of stillness; describe their reflective experiences.

**Identity and belonging** - Recognise the challenges of commitment for individuals belonging to a living faith. Raise questions on how faith today is shaped by identity, religious guidance & leadership past & present.

**Ultimate questions** - Raise challenging questions and suggest answers including a range of perspectives from different faiths and belief groups.

**Human responsibility and values** - Describe the diversity of local and national communities. Identify some shared communal values and responsibilities.

**Justice and fairness** - Identify and describe how people with religious and worldviews make choices about what is right and wrong.

### Knowledge

#### Spring 1 - What does it mean if Christians believe God is holy and loving? (5.1)

God: Christianity

Explore what Christians believe God is like, exploring key Bible.

Read passages from the book of Isaiah, Psalm 103 and the book of 1 John and explore ways the Bible says that God is holy and loving.

Use key vocabulary such as 'omnipotent, omniscient and eternal' to describe the Christian view of God.

Understand why Christians believe that God is forgiving & loving.

Explain that for most Christians, getting to know God is like getting to know a person

### Knowledge

#### Spring 2 – What does it mean to be a Sikh in Britain today? (5.2)

Sikh worship and community: Sikhism

Find out how Sikhs worship at home and in the gurdwara.

Understand the importance of prayer.

Find out how children are welcomed into the Sikh community.

Understand how Sikhs remind themselves of the guiding principles of Sikhism and their commitment to their faith.

Learn about the role of Sikhs within their own, and wider, communities.

Explore the Sikh tradition of the langar.

Explore the Sikh practice of sewa.

**Vocabulary:** Holy, omnipresent, omniscient, believer, eternal, loving, omnipotent, Isaiah, John, Testament

**Vocabulary:** Sikh, Sikhism, gurdwara, guru, community, principles, values, Mool Mantar, Onkar, 5Ks, langar, sewa, Naam Karan, Amrit

## Physical Education (Complete PE)

#### Games: Invasion: Tag Rugby (5.31)

The unit of work will challenge pupils to apply their prior learning of passing and moving, learning how to execute different passes and understanding where, when they are used in a game. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.

#### Swimming (5.12)

Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations.

#### Games: Invasion: Dodgeball (5.41)

The unit of work will consolidate pupils' ability to apply the principles of attack vs defence in games. Pupils will consolidate their throwing, catching and dodging skills applying these as they create simple tactics for attacking and defending.

#### Swimming (5.12)

Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations.

**Vocabulary:**

5.41: Tactics, Power, Dodge, Eliminated, Blocking

**Vocabulary:**

5.12: Water, proficiently, strokes, front crawl, backstroke, breaststroke, butterfly, safety, self-rescue, confidence

**Vocabulary:**

5.51: Outwit, Soace, Return, Recover, Forehand, Backhand, Serve

**Vocabulary:**

5.12: Water, proficiently, strokes, front crawl, backstroke, breaststroke, butterfly, safety, self-rescue, confidence

# French

## Skills

**Listening** - Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.

**Speaking** - Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.

**Reading** - Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'

**Writing** - Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name

**Grammar** - Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.

## Knowledge

### My Home (5.3)

Say and write in French whether we live in a house or an apartment.

Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi in n'y a pas de/d'...

Use the conjunction 'et' (and) to link two sentences together.

### Dictionary Skills 2 + Traditions and Celebrations (5.4)

Use key French question words related to famous traditions and celebrations

Respond to questions related to famous traditions and celebrations

Express an opinion on a tradition or celebration in French using the structure

'C'est une fête + adjective' (It is a ... festival) and attempt to apply accurately the rules of adjectival agreement.


















Develop an appreciation of traditions and celebrations different to our own culture.

To begin to use a bilingual dictionary independently.

## Vocabulary

LANGUAGE ANGELS

### Chez moi

Nom		Classe	
Unit Glossary			
French	English	French	English
Où habites-tu ?	Where do you live?	 une cuisine	a kitchen
J'habite dans...	I live in...	 une salle à manger	a dining room
 une maison	a house	 une salle de bains	a bathroom
 un appartement	an apartment	 une chambre	a bedroom
 en ville	in town	 une buanderie	a utility room
 à la campagne	in the countryside	 un sous-sol	a basement
 à la montagne	in the mountains	 un bureau	an office / a study
 au bord de la mer	by the sea	 un salon	a living room
 dans un village	in a village	 un garage	a garage
Chez moi il y a...	In my home there is... / there are...	 un jardin	a garden
Chez moi il n'y a pas de...	In my home there is not... / there are no...	et	and
		mais	but

LANGUAGE ANGELS

### Traditions et Célébrations

Nom		Classe	
Unit Glossary			
French	English	French	English
Quand... ?	When... ?	une fête	a festival
Où... ?	Where... ?	une célébration	a celebration
Combien de... ?	How many... ?	janvier	January
Pourquoi... ?	Why... ?	février	February
c'est	it is	avril	April
est	is	juillet	July
J'aime...	I like it...	novembre	November
Je n'aime pas...	I do not like it...		