

## English

### **Stimulus: The Titanic (Diary and Narrative Writing)**

To understand and use main, subordinate and relative clauses.  
To use the subjunctive mood for formal writing.  
To use modal verbs to express the language of possibility.  
To use expanded noun phrases for description.  
To use fronted adverbials to vary sentence starters.  
To infer the feelings of a character.  
To write a diary entry based on the Titanic.  
To write a narrative based on the Titanic.

### **Stimulus: Who was responsible for the sinking of the Titanic? (Persuasive Writing)**

To use a range of persuasive devices in writing.  
To use imperative and modal verbs to convey urgency.  
To use adverbials to convey a sense of certainty.  
To use subordinating conjunctions to create cohesion.  
To use debating skills.

To develop comprehension and spelling skills.



## Curriculum Map Autumn Term 2023 Year 5

## Maths

To develop understanding of place value – numbers up to 10,000,000.  
To calculate powers of 10 (Multiplying/Dividing by 10, 100, 1000).  
To compare, order and round integers.  
To understand negative numbers.  
To add and subtract integers.  
To explore common factors and common multiples.  
To identify prime numbers to 100.  
To explore square & cube numbers.  
To refine division & multiplication methods – short and long.  
To solve problems, including multi-step problems.  
To understand the order of operations.  
To simplify, compare, order, add, subtract, multiply and divide fractions.  
To understand, convert, and calculate with metric measures.  
To develop and extend mental Maths skills.

## Science

### **Forces**

To identify forces.  
To understand gravity and know about Isaac Newton.  
To understand forces, movement and magnets.  
To design a parachute and explore forces.  
To know about mechanisms including levers, pulleys and gears.  
To explore friction on different surfaces.

## History

### **The Titanic**

To investigate the experience of survivor Eva Hart.  
To know the route.  
To know the order of events.  
To investigate the life of Joseph Laroche.  
To explore who was responsible for the disaster.  
To debate who was responsible for the disaster.

## Computing

### **Computing systems and networks: Search engines**

To understand what a search engine is and how to use it.  
To be aware that not everything online is true.  
To search effectively.  
To create an informative poster.  
To understand how search engines work.  
**Programming 1: Music**  
To tinker with a new piece of software.  
To create a program that plays themed music.  
To program a soundtrack and music.

## R.E.

### **British Values**

To know and understand British Values.  
To understand what religion and faith are.

### **Peace Mala**

History  
To explore the use of symbols.  
To understand the Mission statement and Peace Mala's Golden Rule.

### **Christianity**

Angels as Messengers  
To recount the Christmas Story in detail.

## P.S.H.E

### **Being Me In My World**

To understand what it means to be a citizen.  
To understand rights and responsibilities.  
To understand democracy, having a voice and participating.  
To understand rewards and consequences.  
To explore how behaviour affects different groups.

### **Celebrating Difference**

To discuss cultural differences and how they can cause conflict.  
Racism  
To identify types of bullying.  
Material wealth

## Art

To use observational drawing and sketching techniques.  
To explore the work of van Gogh and develop a personal study.  
To design a Christmas card cover.  
To explore the work of Miro - sculpture.  
To use malleable materials and media in art.  
To create Remembrance and festive artwork.

## P.E.

### **Rugby (Core)**

Spatial Awareness Tig games  
Ball Handling/Decision Making  
5 v. 1/ 4 v. 2  
Lateral Pass  
4 v. 4 Touch

### **Games**

#### **Football**

Ball Control  
5 v. 1 Keep Ball  
Shooting/ GK Skills  
7 v. 7 Positional/Matchplay

## Geography

### **Brazil**

To identify Brazil and surrounding countries on a world map.  
To carry out research on Brazil.  
To explore Brazil using map reading skills and locate Brazilian cities using 4 and 6-figure grid references.  
To investigate the human and physical features of Brazil.  
To explore Brazil's different ecosystems.  
To explain the importance of The Amazon Rainforest's ecosystem.  
To understand the terms deforestation and urbanisation.  
To investigate Brazil's weather and climate.  
To compare a wealthy area to a deprived area.  
To compare the culture of Brazil to their own culture.

## Ways to support your son at home:

Mathletics <http://www.mathletics.com>  
Times Tables Rock Stars  
Corbett Maths - <https://corbettmaths.com/contents/>

Daily Reading and noting new vocabulary  
Y5 Reading Award

Organisation – Reading Record, Google Classroom

Awareness of the wider world  
<https://www.firstnews.co.uk/>  
<https://www.bbc.co.uk/newsround>

## French

To revise basic greetings and cognates.  
To learn about different types of housing.  
To be able to give my opinion and describe my house/where I live.  
To be able to talk about the area that I live in.

## Music

To understand the origins of samba music and its role in Brazilian culture.  
To be able to maintain an individual part in a polyrhythm.  
To be able to compose four beat syncopated rhythms.  
To be able to play four chords on the ukulele  
To develop ukulele technique.