Curriculum Map Year 5 – Spring 1

ect:	Unit: (Destination question, key learning)	Key Vocab:	At Home:	Educational Visits: (where appropriate)
Maths	**Arithmetic** **Area and Scaling** • Pupils explain what area is and can measure using counting as a strategy • Pupils explain how to make different shapes with the same area • Pupils explain how to compare the area of different shapes • Pupils measure the area of flat shapes area using square centimetres • Pupils measure the area of flat shapes using square metres • Pupils calculate the area of a rectangle using multiplication • Pupils calculate the area of rectilinear shapes • Pupils use their knowledge of area to solve problems **Calculating with decimal fractions** • Pupils explain how to and the effect of multiplying and dividing a number by 10, 100 and 1,000 • Pupils use their knowledge of multiplication and division by 10/100/1,000 to convert between units of measure (length, mass and capacity) • Pupils explain how to use known multiplication facts and unitising to multiply decimal fractions by whole numbers (tenths and hundredths) • Pupils use their knowledge of multiplying decimal fractions by whole numbers to solve measures problems	Area perimeter Square centimetres Square metres Row Column Length Whole tenth Hundredth Thousandth Kilometres Metres Centimetres Mass grams Kilograms Litres Centilitres Millilitres	**Hit the button** Hit the Button - Quick fire maths practise for 6-11 year olds (topmarks.co.uk) **Maths frame** mathsframe.co.uk/en/resources/category/22/most-popular **BBC** Maths KS2: Understanding area and perimeter - BBC Teach **Oak Academy** Lesson: Calculate and compare the area of rectangles using square centimetres (cm²) | KS2 Maths | Oak National Academy (thenational.academy) And others Unit: Area and perimeter | KS2 Maths | Oak National Academy (thenational.academy)	
English	Text: COSMIC by Frank Catrell Boyce (snippets of Chalie and the Chocolate Factory) Use of dialogue to advance action and linking punctuation		Cosmic by Frank Cottrell Boyce | BBC Teach (youtube.com)	

	Information Text Persuasion (Letter)				
Science	**Earth and Space** **Key questions:** **How have models of our solar system changed over time?** **Does the moon move?** **What causes us to have seasons?** **How can a satellite be useful?** To know: - The Sun is a star at the centre of our solar system. - The Sun, Earth and Moon are approximately spherical bodies. - The names, order and relative positions of the planets and other main celestial bodies. - A moon is a celestial body that orbits a planet and give examples of moons that orbit other planets. - The Earth and other planets orbit around the Sun. - The tilt of the Earth and its orbit around the Sun causes the seasons. - The Moon orbits around the Earth. - How the Earth's rotation causes day and night and the apparent movement of the Sun across the sky. **Working Scientifically** - Pose and identify testable questions about the movement of the celestial bodies in our Solar System. - Use a model to represent the Solar System. - Design and draw a table to record data on moons. - Accurately draw day and night and seasons diagrams.	artificial satellite axis calibrate celestial bodies climate change data Earth elliptical face first quarter moon force full moon gravity horizon Jupiter last quarter moon Mars Mercury midda natural satellite Neptune new moon phase planet Pluto Orbit Solar System reflect rotate Saturn shadow space space junk spherical		

	• Calibrate a sundial using a compass and torch and use it to measure time. • Analyse patterns in temperature data for the Earth and use them to predict temperature values for the Earth in the future.	star sundial sunrise sunset table the Sun the Moon tilt Uranus Venus		
DT	**How can a recipe be adapted to your health needs?** Cooking and nutrition	abattoir adaptation balanced beef brand cook cross-contamination cut design enhance equipment evaluate farm grate hygiene ingredients label measure nutrient nutrition nutritional value preference press process recipe safety theme beam bridge arch bridge truss bridge strength	[Spaghetti bolognese | Design and Technolog... - VideoLink](#) [Burly Beef: from farm to fork... - VideoLink](#)	

	Bridges, why do they not collapse? Structures	technique corrugation lamination stiffness rigid factors stability visual appeal aesthetics joints mark out hardwood softwood wood file/rasp sandpaper/glasspaper bench hook/vice tenon saw/coping saw assemble material properties reinforce wood sourcing evaluate quality of finish accuracy		
Music	**How Does Music Improve Our World?** **Composing and chords** - Singing and listening - Playing - Improvising and composing using a selection of notes.	Pulse/Beat Rhythm Pitch Tempo Dynamics Timbre Texture Structure Notation		
Latin	**Minimus Mouse** **Meet the Family** - Introduce yourself and greet another **Food, glorious food!** - What the Romans ate. - The ways Romans entertained. - Nouns & adjectives used in Latin			

Computing	**Programming** • Iteration • Randomisation • Selection • Variables **Computations thinking** • Algorithms **Computer Systems** • Inputs/Outputs • Sensors Overall Leaning • Gain practical skills for creating, testing, and **transferring code to micro:bits**. • Understand that computers need instructions in a sequence, also known as **algorithms,** and that these are written as programs in **code**, a language the computer can understand. • Learn how **sequences and loops** can be used to make animations and control programs. • Gain practical experience and understanding of **inputs, outputs,** and **variables** in real-world contexts. • Learn how **logic ('if…then' instructions)** and **sensors** combine to make a simple control system. • Combine skills and knowledge gained through the previous lessons to **create computer simulations** of real-world games of chance. • **Evaluate** what you have made.	Algorithm Input Output Sensor Iteration Randomisation Selection Sequences Loops Code Computer simulation		

PSHE and RSE	**Health and Wellbeing**
	Relaxation
	The importance of rest
	Embracing failure
	Going for goals
	Taking responsibility for my feelings
	Healthy meals
	Sun safety
	
	Key Skills:
	   • Developing independence for protecting myself in the sun.
	   • Understanding the relationship between stress and relaxation.
	   • Considering calories and food groups to plan healthy meals.
	   • Developing greater responsibility for ensuring good quality sleep.
	   • Taking responsibility for my own feelings.
	
	Key knowledge:
	   • To understand the risks of sun exposure.
	   • To know that relaxation stretches can help us to relax and de-stress.
	   • To know that calories are the unit that we use to measure the amount of energy certain foods give us.
	   • To know that what we do before bed can affect our sleep quality.
	   • To understand what can cause stress.
	   • To understand that failure is an important part of success.
		Goal
		Protect
		Relaxation
		Responsibility
		Steps
		Fail		

PE	Dodgeball Netball Rugby			
Forest Skills	**Fire** Wood gathering Tree identification Safety rules Fire 'Triangle' Appropriate place for fires Fire lighting (+steel and flint) Putting fires out Campfire cooking (bread twists; smores; hot chocolate)			

	Skills: Concentration and listening skills Spatial awareness Resilience Teamwork Environmental awareness Appropriate hygiene Risk taking			
RE	Islam (Ramadan/Eid) **What helps Muslims to live a good life?** Christianity (Easter) **How did the Church begin, and where is it now?** Buddhism **The Buddhist way of life** (not a main unit)			