YEAR 5 CURRICULUM PLAN 2017 - 2018

English

Narrative told from **different viewpoints**. Use of narrative techniques: **flashbacks; impact of different opening paragraphs; use of characters' dialogue and actions**; re-purposing narrative as a play script.

Recount – biography and autobiography.
Mainly written in chronological order, but may include flashbacks. Use of first or third person as appropriate. May include opinions as well as facts and humorous or interesting incidents.

Non-chronological comparative report
Compares and contrasts at least two subjects. Opening statement or question to hook reader, facts compared and contrasted by using generalisers(most, usually, many etc) and conjunctions (while, whereas) and connecting adverbs (however, in addition, similarly).

Persuasion - one point of view
Opening statement about issue and stance. Points organised in paragraphs with supporting evidence and explanation and linked with connecting adverbs. Closing statement reiterates point of view and appeals to the reader

Fables, myths, legends.
Play scripts.
Stories told from a different point of view or with different "voices".

Poems to perform.

Poem based on a model. For example, The Door by Miroslav Holub, Talking Turkeys by Benjamin Zephaniah.

Narrative poems. For example, The Highwayman by Alfred Noyes.

Word play. For example, turning descriptive language into Kennings.

WORD STRUCTURE
Converting nouns or adjectives into verbs using suffixes **(e.g. –ate; –ise; –ify)**
Verb prefixes **(e.g. dis–, de–, mis–, over– and re–)**

SENTENCE STRUCTURE
Relative clauses beginning with **who, which, where, why**, or whose or an omitted relative pronoun. Indicating degrees of possibility using modal verbs **(e.g. might, should, will, must)** or adverbs **(e.g. perhaps, surely)**

TEXT STRUCTURE
Devices to build cohesion within a paragraph **(e.g. then, after that, this, firstly)**
Linking ideas across paragraphs using adverbials of time **(e.g. later)**, place **(e.g. nearby)** and number **(e.g. secondly)** or tense choices **(For example, He had seen her before.)**

PUNCTUATION
Brackets, dashes or commas to indicate parenthesis
Use of commas to clarify meaning or avoid ambiguity

TERMINOLOGY
relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity

Maths

Number and place value	Addition and subtraction	Multiplication and division	Fractions (including decimals and percentages)	Measurement	Geometry: properties of shapes	Geometry: position and direction	Statistics
Pupils should be taught to: ▪ read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit ▪ count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 ▪ interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero ▪ round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100	Pupils should be taught to: ▪ add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) ▪ add and subtract numbers mentally with increasingly large numbers ▪ use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	Pupils should be taught to: ▪ identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. ▪ know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers ▪ establish whether a number up to 100 is prime and recall	Pupils should be taught to: ▪ compare and order fractions whose denominators are all multiples of the same number ▪ identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths ▪ recognise mixed numbers and improper fractions and convert	Pupils should be taught to: ▪ convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) ▪ understand and use approximate equivalences between metric units and common imperial units such	Pupils should be taught to: ▪ identify 3-D shapes, including cubes and other cuboids, from 2-D representations ▪ know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles ▪ draw given	Pupils should be taught to: ▪ identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	Pupils should be taught to: ▪ solve comparison, sum and difference problems using information presented in a line graph ▪ complete, read and interpret information in tables, including timetables

	000 ▪ solve number problems and practical problems that involve all of the above ▪ read Roman numerals to 1000 (M) and recognise years written in Roman numerals	▪ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	prime numbers up to 19 ▪ multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers ▪ multiply and divide numbers mentally drawing upon known facts ▪ divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context ▪ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 ▪ recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) ▪ solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes ▪ solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign ▪ solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] ▪ add and subtract fractions with the same denominator and multiples of the same number ▪ multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams ▪ read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] ▪ recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents ▪ round decimals with two decimal places to the nearest whole number and to one decimal place ▪ read, write, order and compare numbers with up to three decimal places ▪ solve problems involving number up to three decimal places ▪ recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator 100, and as a decimal ▪ solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and those with a denominator of a multiple of 10 or 25	as inches, pounds and pints ▪ measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres ▪ calculate and compare the area of rectangles (including squares) using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes ▪ estimate volume [for example, using 1 cm^3 blocks to build cuboids(including cubes)] and capacity[for example, using water] ▪ solve problems involving converting between units of time ▪ use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation including scaling	angles, and measure them in degrees (^{o}) ▪ identify: - angles at a point and one whole turn (total 360°) - angles at a point on a straight line and ½ a turn (total 180°) - other multiples of 90° ▪ use the properties of rectangles to deduce related facts and find missing lengths and angles ▪ distinguish between regular and irregular polygons based on reasoning about equal sides and angles		
RE	**Ourselves** Domestic Church	**Life Choices** Baptism / Confirmation	**Hope** Advent / Christmas	**Mission** People / Local Church	**Memorial Sacrifice** Eucharist	**Sacrifice** Lent / Easter	**Transformation** Pentecost	**Freedom and Responsibility** Recconcilliation	**Stewardship** Universal Church

	5.1	5.2	5.3	5.4	5.5	5.6
Computing	We are game developers **Developing an interactive game**	We are cryptographers **Cracking codes**	We are artists Fusing geometry and art **Developing an interactive game**	We are web developers **Creating a web page about cyber safety**	We are bloggers **Sharing experiences and opinions**	We are architects **Creating a virtual space**
Discovery Curriculum	How can we rediscover the wonders of Ancient Egypt? Can you feel the force?	Could you be the next CSI investigator? Do you trust them?	Will we ever send another human to the moon?	Should we go to North Wales for a holiday? So all plants and animals start life as an egg?	Were the Vikings always victorious and vicious?	Why should we save the Rainforest? (study of Brazil and the Rainforest)

MFL	Greetings	Clothing	Colours	Sports/hobbies	Number	Time	Animals	Food/Drink	Home/School/Town	Body parts	Alphabet	Weather	Rhymes / Poems / Songs/ Stories

	5.1	5.2	5.3	5.4	5.5	5.6
Music	Don't stop believing	5 gold rings	Classroom Jazz 1	Benjamin Britten- A tragic story Stop!	Reflect, rewind and Replay	
PE	**Dance** Street / Egyptian	**Net / Wall** Badminton / Tennis	**Gymnastics** Fitness / large apparatus	**Invasion Games** Basketball / Hockey / Netball	**Athletics** Track / field	**Striking and Fielding** Rounders	**Swimming**
PSHE	HELP – why is my body changing?	I don't like it – get me out of here!	I am an Eco-Warrior – what can I do?	Money, money, money – is it a rich man's world?		999 – what is your emergency?