

# St Michael's School Curriculum Map



## Year 5

### Geography

Locate the main countries in Europe and North or South America. Locate and name principal cities.  
Compare 2 different regions in UK rural/urban. Name and locate the key topographical features including coast, features of erosion and rivers. Understand how these features have changed over time.  
Compare a region in UK with a region in S. America with significant differences and similarities.  
Understand some of the reasons for similarities and differences  
Describe and understand key aspects of :  
Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.  
Distribution of natural resources focussing on energy  
Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied  
Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present  
Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### Music

Vocal skills - unison, 2,3, and 4 part singing, sight-singing  
Performance - Christingle, Form 5 Informal Concert, Thanksgiving, SEESMA, solo instrumental, group/class compositions  
Notation - conventional (introduce Flat IO program, graphic  
Instruments - keyboards, classroom percussion and own instruments  
Composition - rhythm squares, cyclic patterns  
Improvisation - jazz, explore mood (journey into Space)  
Listening topics - South Asian music, musical eras, genres, aural awareness skills  
Evaluate own and others performances and compositions

### PE & Games

Compete with others and keep track of personal best performances, setting targets for improvement.  
Running short sprints and techniques  
Running for distance and endurance strategies  
Throw accurately and refine performance.  
Show control in take off and landings when jumping.  
Create well-executed sequences that include a full range of movements  
Choose and combine techniques in game situations e.g. running, throwing, passing  
Work alone, or with team mates in order to gain points or possession  
Choose the most appropriate tactics for a game  
Strike a bowled or volleyed ball with accuracy  
Uphold the spirit of fair play and respect in all situations  
Lead others if called upon and act as a good role model within a team  
**Sporting Fixtures:** House matches, friendly matches, ISA, SPSSA Netball, Tag Rugby, Hockey, Football, Sportshall Athletics, Cross Country, Borough Sports and Super Sports by selection

### Computing

**Michaelmas Term:** Digital Literacy: Online safety. Computer Science: Programming (scratch)  
Design a game with variables  
**Lent Term:** Computer Science: Designing a physical system- Crumbles. Information Technology and Computer Science: Creating a Website/ advertisement content  
**Trinity Term:** Digital literacy and Information Technology: Digital Art  
Information Technology: Sketchup- designing in response to a need.

### Modern Foreign Languages

**Michaelmas Term:** Puedo - I can (with activity phrases).  
Spanish festivals - celebrations.  
**Lent Term:** Seasons - opinions with reasons.  
Clothes- say what you wear in different situations.  
**Trinity Term:** Las Olimpiadas - all about sport.  
Desayuno En el Café (At the Café) - food likes/dislikes. Ordering food from a Spanish menu.

### PSHE

**Michaelmas Term:** Living in the Wider World: Britain. Relationships: Team  
**Lent Term:** Health and Wellbeing: It's My Body. Living in the Health and Wellbeing: Aiming High.  
**Trinity Term:** Relationships: Growing Up  
Wider World: Money Matters.

### Design and Technology

Pupils rotate through the three skills sections termly over the year.  
Cooking:  
Food hygiene. Cooking with eggs and soup.  
Sewing:  
Using a pattern, following instructions.  
Make a Pixie figure.  
Construction:  
Design and make a stage set.

### Art and Design

**Michaelmas Term:** St Michael's day banner. Mark making, observational drawing, photography. Paint a poppy decoration. Christmas card, calendar and Christmas decoration.  
**Lent Term:** Land and sky. Drawing in perspective, aerial perspective. Building on watercolour techniques.  
**Trinity Term:** Design and make large 3D Ancient Greek vases.

### Educational Visits

**Michaelmas Term**  
Isle of Wight residential visit  
Outdoor Education Day at Othona  
**Lent Term**  
Outdoor Education Day at Othona  
Synagogue (R.E., PSHE)  
**Trinity Term**  
Junior Music Festival (SEESMA)  
Outdoor Education Day at Othona

## English

**Narrative**

Write stories set in places the pupils have seen

Write stories that contain mythical, legendary or historical characters or events.

Write letters from characters of different cultures.

Write scripts

Write stories, letters, scripts and character profiles inspired by reading across the curriculum

**Non-fiction**

Write instructions (including recipes)

Write recounts

Write persuasive texts

Non chronological reports

Magazine articles

**Poetry**

Learn by heart and perform a significant poem.

Explore and write poems that convey an image using similes, metaphors and personification.

Explore and write additional verses for narrative poetry

**Reading**

Read and listen to a wide range of styles of text including non-fiction texts, myths and legends, modern fiction and books from other cultures.

Explore classic British fiction: authors, vocabulary, context, comprehension of language

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views.

Recommending books that they have read to their peers, giving reasons for their choices.

Read, listen to and discuss whole novels

Explore complex texts and extracts, answering a range of comprehension questions to demonstrate complex understanding

**Handwriting**

Write legibly and fluently with increasing speed and personal style.

Choose the writing implement that is best suited for a task.

**Grammar**

Recognise each of the eight different parts of speech: noun, verb, adverb, adjective, pronoun, preposition, article, conjunction  
Use a range of strategies to create varied sentence structures when writing, including fronted adverbials, a range of conjunctions, subordinate and embedded clauses

Use relative clauses beginning 'who', 'which', 'where', 'why' or 'whose'

Use a variety of adverbs (time, place, manner) to link ideas across paragraphs

Use modal verbs to indicate degrees of possibility

Use brackets, dashes or commas to indicate parenthesis

Use semi colons, colons and dashes accurately within writing

Use apostrophes correctly- both for possession and contraction

Be encouraged to apply a growing vocabulary

**Spelling**

Along with revisiting and securing previously taught skills, children should also be taught:

Endings which sound like /jəs/ spelt – cious or –tious (E.g. vicious, precious, conscious, delicious, malicious)

Endings which sound like /jəl/ spelt –tial, –cial (E.g. official, special, artificial)

Words ending in –able and –ible, –ably and –ibly

Words with the /i:/ sound spelt ei after c (E.g. deceive, conceive, receive, perceive, ceiling)

Words containing the letter-string ough (ought, bought, thought, nought, brought, fought, rough, tough, enough)

Homophones and other words that are often confused (E.g. aisle, isle, aloud, allowed, affect, effect, altar, alter, ascent, assent, bridal, bridel, cereal, serial, compliment, complement, descent, dissent, desert (abandon), dessert, draft, draught).

**Verbal Reasoning**

Solve codes questions

Identify letter series

Identify letter sentences

Create compound words

Identify missing letters

Solve move a letter questions

Identify missing 3 letter words

Solve pairs questions

Create new words

Identify hidden 4 letter words

Identify synonyms and antonyms

Identify odd words out

solve double meaning questions

solve link word questions

solve explore the facts questions

solve letter sums

Continue a given number series

Find the number to complete given sums

**Non Verbal Reasoning (when required)**

Select the odd one out from a set of pictures

Identify images which are most like each other

Solve matrix grid question

Repeat the changes to a given sequence

Identify ways of breaking codes

Complete a range of given sequences

## Maths

**Number, Place Value and Rounding**

Secure place value to 1,000,000

Count in 10s, 100s, 1000s, 10000s, and 100000s forward and backwards

Round numbers to the nearest 10/100/1000/10000/100000

Add, subtract, multiply and divide negative numbers

Know Roman numerals up to 1000(M) and read and write years in Roman numerals

**Addition and Subtraction**

Mental calculation with increasingly large numbers

Add and subtract up to 1,000,000 using formal methods

Multistep problems using the above

**Position, Direction and Movement**

Identify, describe and represent the position of a shape following reflection or translation. Know the shape has not changed

Complete polygons using co-ordinates

Translate shapes and describe the translation using appropriate vocabulary

Plot co-ordinates in four quadrants

**Multiplication and Division**

Short and long multiplication using formal methods

Short division including dividing 4 digit numbers by 2 digit numbers

Long division - use appropriate long division methods of 2-digit into 4 or 5 digit numbers

Interpret remainders as whole numbers, decimals, fractions or by rounding

Primes, factors, multiples, common factors, prime factors, composite numbers

Work out prime numbers up to 100

Use square and cubed numbers, square roots and triangular numbers and their notation

Solve problems involving all four operations, including multistage problems.

Use rounding and inverse to check answers

**Fractions and Decimals**

Compare and order fractions whose denominators are multiples of the same number, and using common denominators

Add and subtract fractions using common denominators

Add and subtract fractions with re-grouping

Multiply and divide proper fractions and mixed numbers by whole numbers

Multiply and divide proper fractions and mixed numbers by proper fractions and mixed numbers

Write decimals as fractions

Round decimals to 2/3 decimal places

Compare and order decimals up to 3 decimal places

Add and subtract numbers with up to 3 decimal places

Multiply and divide a decimal by a whole number

Multiply/divide a decimal by a decimal

Recognise recurring decimals and use the correct notation

Calculate % of amounts using a range of techniques

Fraction, % and decimal equivalents.

Convert more complex decimals to % and fractions eg  $34\% = 0.34 = \frac{17}{50}$   $\frac{331}{3} = 0.33333... = \frac{1}{3}$  etc.

Solve problems using the above

Solve problems using simple ratio and proportion

**Algebra**

Solve equations using substitution

Use simple formulae

Write simple algebraic expressions and then solve them, including for perimeter and area of regular and simple compound shapes

## Science

**All living things (Biology)**

Life cycles – mammal, amphibian, insect, bird, Reproduction in animals and plants

**Animals including humans (Biology)**

Changes as humans develop

**Properties and changes of materials (Chemistry)**

Classifying materials

Dissolving and evaporation, Separating mixtures, Reversible/irreversible changes

**Physics - Earth and space****Scientists**

Ptolemy, Alhazen, Copernicus

**Forces** - Gravity, air resistance, water resistance and friction, Gears, pulleys, levers and springs

**Scientists** - Robert Hooke

## History

**Michaelmas Term:** The Tudor Monarchs

**Lent Term:** History of St. Michaels School comparison study

**Trinity Term:** Tudor Explorers and Tudor Life Skills

Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world.

They use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods.

They describe some of the main events, people and changes.

They give some reasons for, and results of, the main events and changes.

They show some understanding that aspects of the past have been represented and interpreted in different ways.

They are beginning to select and combine information from different sources.

They are beginning to produce structured work, making appropriate use of dates and terms.

## Religious Education

**Michaelmas Term:** Why do some people believe God exists?

What would Jesus do? Can we live by the values of Jesus in the twenty-first century?

**Lent Term:** If God is everywhere why go to a place of worship?

**Trinity Term:** What does it mean to be a Muslim in Britain today?

## Drama

Enacting stories (the teacher as director/narrator - in or out of role)

Working in role

Using lighting, books, scripts, props, costumes, music

Using drama strategies and mediums

Rehearsing for the Prep Play

Performing in the Prep Play

Responding to performances