

English

Writing

- To understand how to add Prefixes & Suffixes and to spell words with silent letters
- To use fronted prepositional phrases e.g. Throughout the stormy winter...
- To be able to link paragraphs using adverbials, place, sequence or ideas to create cohesion
- To maintain viewpoint and tense consistently throughout a piece of writing
- To use a wide range of clause structures, manipulating their position in the sentence
- To use the perfect verb form to mark relationships of time or cause
- To use modal verbs (could, would, should, may, might) to indicate degrees of possibility
- To use a colon to introduce a list

Reading

- To identify that presentational choices vary according to the form and purpose of the writing
- Discuss how authors use language, including figurative language and the impact on the reader
- To explain and discuss their understanding of what they have read, through formal presentations and debates, maintaining a focus on the topic
- To identify main ideas drawn from more than one paragraph and summarise these, identifying the key details that support the main idea
- To be able to make links between the authors' use of language and the inferences drawn

Mathematics

- 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 through zero
- 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
- Statistics: solve comparison, sum and difference problems using information presented in a line graph
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- Multiply numbers up to 4 digits by a one- or two-digit number
- Recognise and use square numbers and the notation for squared (2^2)
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- Add and subtract fractions with the same denominator and multiples of the same number
- Read and write decimal numbers as fractions (e.g. $0.71 = 71/100$)
- 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
- 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 hundred, and as a decimal
- Use all four operations to solve problems involving measure (e.g. length, mass, volume, money)

Tower Hill Primary School



Curriculum Map Year 5 Spring Term

Science

Material World/Out of this World

- Identify the properties and uses of a range of materials
- To plan comparative or fair tests and then take accurate measurements or make accurate observations
- To use relevant scientific language to explain their ideas
- To learn how the planets in our solar system are organised
- To describe the movement of the Earth and the Moon relative to the sun in our solar system.

Design Technology

Food Technology/Textiles

- To taste and evaluate different European foods
- To produce a European flag using fabric and different types of stitch
- To be able to evaluate our work and make improvements

Music/Creative Development

- Listen2Me- Instrumental - Ukulele
- Voices Foundation - compound time notation, songs in three parts, melodic instruments to perform melodic phrase structure, responses to short sung phrases (doh and lah pentatonics).

Year 5

All children in Year 5 will be working on these areas, at their own level.

Computing - Networks/Coding

- To be able understand computer networks including the internet
- To understand the opportunities networks offer for communication and collaboration
- To be able to identify the functions of blocks of code
- To use block code to create a game

Spring - Magnificent Maya!

Visits and Visitors

This term we will be visiting Cadbury World as part of our work on the Ancient Maya and alongside our key text 'Charlie and the Chocolate Factory'.

Art/Creative Development

Salvador Dali - Melting Clocks

- To use their sketch books to trial and record ideas
- To review and revisit ideas so that they can make improvements to their designs
- To be able to make sculptures using a range of materials
- To learn about prominent artists

History

The Ancient Maya

- To learn about a non-European civilisation that contrasts with British History
- To gain a coherent knowledge of Britain's past and that of the wider world
- To know significant aspects of the history of the history of the wider world, including characteristic features of past non-European societies

Religious, Personal, Social, Moral and Health Education

- The Mosque and the Five Pillars of Islam
- To identify our own dreams and goals and the steps we can take towards them
- To identify how we can stay healthy

Physical Education

Dodgeball, Hockey, Gymnastics and Dance

- To refine defending, attacking and marking skills in order to work successfully as part of team
- Copy, repeat, rehearse and refine simple dance motifs, applying actions with coordination and control.