



## Year 5 Curriculum Map: Autumn 1

### ENGLISH

#### Runaway Robot – Frank Cottrell Boyce

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Predict what might happen in a book from details stated and implied.
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

### MATHS

#### Place Value, Addition and Subtraction, Statistics

- Place value to 1,000,000.
- Rounding, ordering and comparing numbers.
- Negative numbers.
- Roman numerals to 1,000 (M).
- Adding and subtracting whole numbers with more than 4 digits using a formal method.
- Identifying factors, multiples and prime numbers.
- Multiply a 4-digit number by a 2-digit number.
- Divide a 4-digit number by a 1-digit number.

### SCIENCE

#### Forces

- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- Understand that forces acting upon an object are balanced, and oppose each other
- Work scientifically to demonstrate the effects of different forces
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

### Geography

#### Local Geography Map Reading skills

- Use a variety of forms of data collection accurately including sketch maps and digital technologies.
- Use symbols and keys on maps including digital / computer and Ordnance Survey maps to identify features and describe places.
- Use four-figure grid references to specify position on maps of different scales including Ordnance Survey maps.



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### MUSIC

#### Theme: Ancient Egypt

- Composing a detailed piece of music from a given stimulus with voices, bodies and instruments.
- To understand that a minor key (pitch) can be used to make music sound sad.
- To understand that major chords create a bright, happy sound.

### COMPUTING

#### Coding and E-safety

- E-Safety.
- Can create more complex real-life problems into algorithms using familiar and new software.
- Can independently identify when to test programs for effective debugging.

### FRENCH

#### French

- Follow the text of a familiar song or story that is read aloud.
- Read and understand complex sentences e.g. noun, adjective, verb.
- Ask and answer a variety of familiar questions.

### DT

#### Mechanisms

- Use research to inform the design of innovative, functional, appealing product.
- Understand that mechanical systems have an input, process and output.
- Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately.

### PE

- Dance
- Handball
- Team Games.

**PE will be on a Thursday afternoon.**

### PSHE

#### Being Me in My World

- Use strategies to regulate their emotions.
- Be able to identify what they value most about school.
- Show empathy for people whose lives are different from their own.
- Be able to work as part of a group, listening and contributing effectively.

### RE

#### What helps Hindus to worship?

- Explore, gather, select and organise ideas about religions or beliefs.
- Investigate and describe similarities and differences within and between religions and beliefs.

## Key Vocabulary

| <u>Maths</u> |
|--------------|
| place value  |
| million      |
| multiply     |
| factor       |
| multiple     |
| prime        |
| divide       |

| <u>English</u>      |
|---------------------|
| relative clause     |
| tense               |
| figurative language |
| predict             |
| comparison          |
| inference           |
| comprehend          |

| <u>Science</u> |
|----------------|
| resistance     |
| gravity        |
| force          |
| Newton         |
| friction       |
| mass           |
| speed          |

| <u>Topic</u>    |
|-----------------|
| Ordnance Survey |
| grid reference  |
| trade           |
| economic        |
| Staines         |
| evaluate        |
| critique        |