Year 5/6 Curriculum Map 2022-23

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic and Focus	**To Infinity and Beyond** **Science**		**Shang Dynasty** **History**		**Natural Disasters – including rivers** **Geography**	
English	<u>Narrative</u> The Jamie Drake Equation Writing to entertain <u>Non Fiction</u> Jamie Drake Non Chronological Report Writing to inform	<u>Narrative</u> Hugo Cabret Writing to entertain <u>Non Fiction</u> Hidden Figures Biography Writing to inform <u>Poetry</u> Space	<u>Narrative</u> The Kite Rider Writing to entertain <u>Non Fiction</u> Archaeological Explanation Writing to explain	<u>Narrative</u> Broken – Video Clip Writing to entertain <u>Non Fiction</u> Newspaper article – discovery of Shang Dynasty (1928) Writing to inform	<u>Narrative</u> Floodlands Writing to entertain <u>Non Fiction</u> Visit Pompeii Writing to persuade	<u>Narrative</u> Varmints Writing to entertain <u>Poetry</u> Finding a Voice
Spelling	Following the No-Nonsense Spelling Programme for Spelling *Throughout the terms the children will learn words from the Y5/6 statutory word list.*					
	The suffix 'ation' e.g. information, adoration The suffix 'sion' e.g. division, invasion The suffix 'ssion' e.g. expression, confession The suffix 'cian' e.g. magician	Words ending 'sure' and 'ture' e.g. measure, creature Possessive apostrophes for plurals e.g. boys', mice's Endings that should like shus e.g. –cious and -tious Words ending '-cial' and '-tial'	Words ending –ably, -ibly Words ending in 'ant', '-ance and '-ancy' Words ending '-ent', '-ence' and '-ency'	Homophones (*dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit*) Homophones ('ce'/'se') Revision of homophones covered in KS2	Root words and meaning Generating words from prefixes Generating words from prefixes and roots Hyphens	Homophones (*draught/ draft, dissent/descent, precede/proceed, wary/ weary*) Strategies for learning words: commonly misspelt homophones
Punctuation & Grammar	<u>Pupils should be taught to</u>: Develop their understanding of the concepts by:					

	♣ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ♣ using passive verbs to affect the presentation of information in a sentence ♣ using the perfect form of verbs to mark relationships of time and cause ♣ using expanded noun phrases to convey complicated information concisely ♣ using modal verbs or adverbs to indicate degrees of possibility ♣ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <u>Indicate grammatical and other features by:</u> ♣ using commas to clarify meaning or avoid ambiguity in writing ♣ using hyphens to avoid ambiguity ♣ using brackets, dashes or commas to indicate parenthesis ♣ using semi-colons, colons or dashes to mark boundaries between independent clauses ♣ using a colon to introduce a list ♣ punctuating bullet points consistently ♣ use and understand the grammatical terminology for Year 5 and 6 accurately and appropriately in discussing their writing and reading.
Writing - Composition	Pupils should be taught to: <u>Plan their writing by</u>: ♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ♣ noting and developing initial ideas, drawing on reading and research where necessary ♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <u>Draft and write by</u>: ♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ♣ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ♣ précising longer passages ♣ using a wide range of devices to build cohesion within and across paragraphs ♣ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <u>Evaluate and edit by</u>: ♣ assessing the effectiveness of their own and others' writing ♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ♣ ensuring the consistent and correct use of tense throughout a piece of writing ♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ♣ proof-read for spelling and punctuation errors ♣ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Handwriting	<u>Pupils should be taught to:</u> Write legibly, fluently and with increasing speed by: ♣ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ♣ choosing the writing implement that is best suited for a task.

Reading	Pupils should be taught to: ♣ maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices ♣ identifying and discussing themes and conventions in and across a wide range of writing ♣ making comparisons within and across books ♣ learning a wider range of poetry by heart ♣ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <u>Understand what they read by:</u> ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ♣ asking questions to improve their understanding ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ♣ distinguish between statements of fact and opinion ♣ retrieve, record and present information from non-fiction ♣ 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 courteously ♣ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ♣ provide reasoned justifications for their views.
Mathematics	**Mathematics to be taught throughout the year** **Y5 Number and place value** • 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 100 000 • 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 **Y6 Number and place value** • read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • round any whole number to a required degree of accuracy

	• use negative numbers in context, and calculate intervals across zero • solve number and practical problems that involve all of the above
	Y5 Addition and Subtraction • 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 • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
	Y5 Multiplication and Division • 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 (nonprime) numbers • establish whether a number up to 100 is prime and recall 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
	Y6 Addition and Subtraction, Multiplication and Division • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • perform mental calculations, including with mixed operations and large numbers • identify common factors, common multiples and prime numbers • use their knowledge of the order of operations to carry out calculations involving the four operations • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

	Y5 Fractions (including decimals and percentages) • 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 from one form to the other and write mathematical statements > 1 as a mixed number [for example, 5 2 + 5 4 = 5 6 = 1 5 1] • add and subtract fractions with the same denominator and denominators that are 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 = 100 71] • 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 2 1 , 4 1 , 5 1 , 5 2 , 5 4 and those fractions with a denominator of a multiple of 10 or 25. **Y6 Fractions (including decimals and percentages)** • use common factors to simplify fractions; use common multiples to express fractions in the same denomination • compare and order fractions, including fractions > 1 • add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form • divide proper fractions by whole numbers [for example, 3 1 ÷ 2 = 6 1] • associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 8 3] • identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places • multiply one-digit numbers with up to two decimal places by whole numbers • use written division methods in cases where the answer has up to two decimal places • solve problems which require answers to be rounded to specified degrees of accuracy • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
	Y6 Ratio and Proportion • solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

	Y6 Algebra • *use simple formulae* • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables
	Y5 Measures • 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 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), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes • estimate volume [for example, using 1 cm3 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 **Y6 Measures** • solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places • convert between miles and kilometres • recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use formulae for area and volume of shapes • calculate the area of parallelograms and triangles • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3]
	Y5 Geometry – properties of shape • 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 angles, and measure them in degrees (o) • <u>identify:</u> angles at a point and one whole turn (total 360o) angles at a point on a straight line and 2 1 a turn (total 180o) other multiples of 90o • 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

<table>
<tr><td></td><td colspan="4">Y5 Geometry – position and directions
• 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.
Y6 Geometry – properties of shape
• draw 2-D shapes using given dimensions and angles
• recognise, describe and build simple 3-D shapes, including making nets
• compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
• illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
• recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
Y6 Geometry – position and directions
• describe positions on the full coordinate grid (all four quadrants)
• draw and translate simple shapes on the coordinate plane, and reflect them in the axes</td></tr>
<tr><td></td><td colspan="4">Y5 Statistics
• solve comparison, sum and difference problems using information presented in a line graph
• complete, read and interpret information in tables, including timetables
Y6 Statistics
• interpret and construct pie charts and line graphs and use these to solve problems
• calculate and interpret the mean as an average</td></tr>
<tr><td>Science</td><td colspan="2">Physical Processes – Forces.
Earth and Space
History of Copernicus, Ptolemy and Galileo.</td><td colspan="2">Properties and changes of materials</td><td>Life Processes and Living Things</td></tr>
<tr><td>Computing</td><td colspan="2">E-Safety</td><td colspan="2">Impact of Technology</td><td>Programming</td></tr>
<tr><td>History</td><td colspan="2">History of famous scientists Copernicus, Ptolemy and Galileo</td><td colspan="2">The History of the Shang Dynasty in China.</td><td></td></tr>
<tr><td>Geography</td><td colspan="2">Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</td><td colspan="2">Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</td><td>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</td></tr>
<tr><td>Art</td><td>Exploring and developing ideas with sketchbooks.
Introducing Robert McCall.</td><td>Drawing skills.
Robert McCall - perspective</td><td>Painting
Chinese calligraphy and decorative effects.</td><td>Printing
Layered screen printing.
Recap perspective</td><td>Textiles
Using fabric as a medium for creating Volcanoes inspired by The Great Wave of Kanagawa by Hokusai.</td></tr>
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DT	Woodwork – Photo frames		Design and create a pulley system that has an electrical component.		Y5 – Rocket making	Cooking and Nutrition Making a healthy soup using ingredients from Italy.
RE	Why do some people believe God exists?	What can be done to reduce racism? Can religion help?	What would Jesus do? Can we live by the values of Jesus in the twenty-first century?		If God is everywhere why go to a place of worship?	Green religion? How and why should religious communities do more to care for Earth?
PHSE	Being me in my world	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
PE	Gym Travelling & Balancing Symmetry / Asymmetry Games Passing and receiving Principals of defence and attack	Games Passing and receiving Principals of defence and attack Apply in small sided games Gym Partner Work	Gym Partner work. travelling actions Dance Balance	Games Passing and receiving Principals of defence and attack Apply in small sided games Dance Traditional	Outdoor and Adventurous Problem Solving Athletics Running, jumping, throwing	Athletics (Sports Day Activities) Games Small sided games – rugby, football, netball, hockey, rounders
Music	Listening focus – Holst Planets. Exploring the instruments of the orchestra.	Singing and performance.	Charanga – A New Year Carol Focus on rhythm.	Charanga – Jazz 1 Focus on playing tuned instruments in parts. Improvisation	Notation, composition and performance.	Charanga –Jazz 2 Focus on playing tuned instruments in parts. Improvisation, composition and reading music on a staff.
Christian Values	Compassion	Trust:	Courage:	Responsibility: What are the children's rights and responsibilities?	Service: Service shown by different faiths to their global community. Joseph's service to his people, family and God.	Truthfulness: RE - Rules for living – 'truth shall set you free' Truthfulness in the Wizard of Oz – true

						to yourself? Is the Wizard truthful?
British Values	School House captains voted School council elections Democracy – Giving pupils a voice in discussion – Did people have democracy in the periods studied? What did they have?		Tolerance of other cultures - linked to RE – Mutual respect – International Space Centre. Individual liberty – linked to RE (freedom to follow your religious beliefs) tightrope walker (free to risk his own life for entertainment) Space programme		Tolerance of other cultures – linked to RE and different countries affected by disasters. Democracy – Giving pupils a voice in discussion and looking at democracy in the countries we study. Debate and voting. Rights of people around the world.	

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