

Warden Hill Primary School Curriculum Mapping 2015-16
Year Group: 5

Term	Autumn 1 (8)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (5)	Summer 1 (7)	Summer 2 (8)
Topic Name	Viking Invaders		Ancient Greeks			
Assemblies	Vikings		Greek			
Literacy	<p>Recounts 2 weeks - BISHOPS WOOD SCHOOL TRIP (TOPIC RECOUNT - EARLY ON).</p> <p>Fiction from our literacy heritage - 2 weeks - Classic Novels - Jungle Book, Just So Stories,</p> <p>Comic Strips - Superhero Theme - 2 weeks.</p> <p>Newspaper reports - 1 week.</p>	<p>Fiction Take 1 book 1 week - Viking at School.</p> <p>Viking Sagas - 1 week.</p> <p>Instructions - 2 week.</p> <p>Explanations - 2 weeks (How Santa went round the world.)</p> <p>1 week - The Magic Box (poetry).</p>	<p>SPAG week - 1 week.</p> <p>Traditional Tales Legends - 3 weeks (Myths & Legends - Talk for Writing).</p> <p>Structure - spoken word poetry 2 weeks (Narrative Poem - Michael Rosen - Chocolate Cake) Performance poetry.</p>	<p>Grammar & Comprehension - 1 week.</p> <p>2 weeks - Persuasive writing.</p> <p>Film Narrative - The Piano - 2 weeks.</p>	<p>Science Fiction Pie Corbett - 3 weeks.</p> <p>Non chronological reports 2 weeks (iPhones, iPads, Apple Watches).</p> <p>2 weeks Take one book - Leon & the Place Between.</p>	<p>Cheltenham Week.</p> <p>Extended Writing Week</p> <p>Take 1 poet 1 week Poetic style (Roger McGough).</p> <p>Discussion - 2 weeks.</p> <p>Suspense & mystery - 1 week.</p> <p>Year 5 Recount - 1 week.</p>
SPAG	<p style="text-align: center;">Word</p> <p style="text-align: center;">Sentence</p> <p style="text-align: center;">Text</p> <p style="text-align: center;">Punctuation</p> <p style="text-align: center;">Terminology for pupils</p>					
	<p>Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>]</p> <p>Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>]</p> <p>Identifying Main & Subordinate Clauses.</p> <p>Using Causal Connectives appropriately.</p> <p>Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]</p> <p>Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p> <p>Resources - Rising Stars progress test , Grammar a Day and Rising Stars Skill Builders</p>					

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Literacy & SPAG SMSC	We will be looking at various text types involving morals and weight up the pros and cons of these situations as a class (Q: What would you do? How would you resolve that situation?) (Just So Stories/Cautionary Tales). In our superhero unit we will look at modern day heroes and how these people impact on our society (Q: How can we impact positively on society?). We will look at texts from a range of time periods, digesting and understanding archaic language and how this links to our past. When looking at text types we will discuss where we would find these in society (in libraries/online etc.). We share work aloud and chn practise speaking confidently & also listening carefully and respectfully. Sharing views and opinions using evidence to support.					
Guided Reading	<p>Reading Explorers Year 5 Viking Sagas BBC Belair Guided Reading Comprehension Year 5 Guinness Book of Records Main focus - AF2 and AF3 for assessment.</p> <p>Class read - Viking at School - Jeremy Strong.</p>	<p>Greek myths and legends Reading Explorers Year 5 Belair Guided Reading Comprehension Year 5 Guinness Book of Records Focus English</p> <p>Main Focus AF5 and AF5</p> <p>Class read- myths and legends</p>	<p>Reading Explorers Year 5 Belair Guided Reading Comprehension Year 5 Guinness Book of Records Focus English Fiction Express</p> <p>Main focus AF4 and 6</p>			
Guided Reading SMSC	Looking at different text types about different people & cultures. Chn will have the opportunity of discussing people from socio-economic groups and relating this to modern society. In non-fiction books the wider world and the differences & similarities between themselves and us. Learning to base personal opinions on evidence and fact and also learning how to share their opinion respectfully and constructively. (Q: Why do you think that? How do you know? How does that relate to...?)					
Numeracy	<p>Number and place value Addition and subtraction Multiplication and division Fractions Measurement Geometry Statistics</p> <p>Hamilton Trust, Target Maths, Medal Maths, Big Maths, MyMaths, Wizard Maths, 2014 NC, Spotlight Maths 5 & 6.</p>	<p>Number and place value Addition and subtraction Multiplication and division Fractions Measurement Geometry Statistics</p> <p>Hamilton Trust, Target Maths, Medal Maths, Big Maths, MyMaths, Wizard Maths, 2014 NC, Spotlight Maths 5 & 6.</p>	<p>Number and place value Addition and subtraction Multiplication and division Fractions Measurement Geometry Statistics</p> <p>Hamilton Trust, Target Maths, Medal Maths, Big Maths, MyMaths, Wizard Maths, 2014 NC, Spotlight Maths 5 & 6.</p>			
Numeracy SMSC	Student use perseverance, determination & teamwork to solve problems creatively. How logical reasoning can be applied to a wide range of issues outside of numeracy and expanded into modern society. Understanding how other cultures have impacted on our number system/way of calculating (e.g. using Roman Numerals). Pupils communicate with each other effectively in group and paired work, sharing ideas and opinions respectfully and learning to cooperate.					
Science	Properties of materials.	Reversible and irreversible changes.	Forces and magnets.	Seasonal changes - solar system.	Living things in their habitats.	Animals including humans (only one statement linked to SRE).
Science SMSC	Learning about the solar system and how our world fits into the wider universe - we are a very small part of a small planet in a small solar system in a small galaxy! Is there other life? Odds on there is! Learning to investigate something objectively and dispassionately - what do I want to know? How can I find out? Learning about wildlife & different habitats, how can I be sympathetic to these habitats?					
ICT (Scheme)	<p>We Are Cryptographers - Cracking Codes.</p> <p>Switched On Computing - Rising Stars.</p>	<p>We Are Cryptographers - Cracking Codes.</p> <p>Switched On Computing - Rising Stars.</p>	<p>We Are Artists - Fusing Geometry and Art.</p> <p>Switched On Computing - Rising Stars.</p>	<p>We Are Bloggers - Sharing Experiences and Opinions.</p> <p>Switched On Computing - Rising Stars.</p>	<p>We Are Architects - Creating a Virtual Space.</p> <p>Switched On Computing - Rising Stars.</p>	<p>We Are Web Developers - Creating a Website About Cyber Safety.</p>
IT SMSC	Learning about new technology, how to stay safe in the modern world/use social media platforms safely. How to communicate via computers effectively and appropriately, understanding that the internet is a global community in which we can communicate across the world. Using internet research to investigate other cultures/societies both contemporary and ancient. Learning to share views and opinions constructively through blogging. Being able to share views and opinions with each other responsibly and accepting that people do not always agree.					

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RE	Judaism Including a Jewish feast.	Judaism	How and why do believers care for the world and others?	How and why do believers care for the world and others?	How should believers live? What do religions say?	How should believers live? What do religions say?
RE SMSC	Investigating and learning about other people's beliefs and cultures. How these relate to modern day British values?					
History	Vikings Trip to Bishops Wood.	Vikings Assembly.	Ancient Greeks Meet the Greeks Artists and Athletes Believers and Thinker Leaders and Fighters Olympics - London 2012 Greek Day - Food/Clothing Assembly.			Week of Cheltenham History
Geography			Mapwork - Linked to Ancient Greek topic.	Mapwork - Linked to Ancient Greek topic.	Country study.	Country Study.
Topic SMSC	Learning about modern & ancient cultures and societies. How have they impacted on modern British life? Looking at local history and how our own school community has developed over our 50 year existence. Comparing different regions and sections of countries and how they relate to each other and then to ourselves. Presenting information in front of the rest of the class and also in whole school assemblies - chn will all be included in these assemblies and speaking/acting parts rotated to ensure everyone has a chance to act and speak. Taking part in school trip to Bishops Wood Activity centre to find out what Viking life was like, what hobbies/professions/social roles were there? How does this relate to our own lives now?					
DT	Long boats - design and make.		Talking textiles - tapestry based on a Greek myth. Labyrinths. Cheltenham Junior Chef competition.		Healthy vegetable parcel cooking.	
Art	Hall display. Designing longboat figure heads. Jewellery design. Viking shields.		Containers - clay pots. Greek Gods statues.		Art Nouveau - Mucha	The impressionists - landscapes Monet, Cezanne & Seurat.
Art & DT SMSC	Learning about art & design respective to different cultures & societies (Q: How did they make it? What materials did they have? Why is this? Why did they need longboats? How can I make this better?). Learning to persevere and use constructive feedback to improve designs/creations. Learning to be creative & finding personal style.					
Music	Composition roundabout Viking songs	Harvest songs/ Christmas	Composition		Benjamin Britten Guide to the Orchestra	Benjamin Britten Guide to the Orchestra
Music SMSC	Learning songs from different cultures & learning how these were shared within their respective societies.					
PE	Netball and football Swimming Lancashire Scheme of Work	Netball and football Swimming Lancashire Scheme of Work	Rugby and Hockey Dance Lancashire Scheme of Work	Rugby and Hockey Gym Lancashire Scheme of Work	Cricket & Rounders Athletics Lancashire Scheme of Work	Cricket & Rounders Athletics Lancashire Scheme of Work
PE SMSC	Working as a team, taking different roles within a group and working together to achieve a shared goal. Learning about how to keep active/fit and be a healthy member of society (1 mile Cheltenham half marathon/Park runs/Sports clubs/Inter House competitions/Inter School/Regional competitions). How to compete respectfully and abide by a set of rules successfully. Pupils volunteer for clubs and show a willingness to participate in school events.					

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PSHE	5A Communication and Participation 5B: Self awareness Cambridge Scheme of Work	5C My relationships 5D Valuing difference Cambridge Scheme of Work	5E: Rules and Rights 5F: Understanding and practicing democracy Cambridge Scheme of Work	5G: Me in my community 5H: Similarities and differences Cambridge Scheme of Work	5I: How my body works and changes 5J: Maintaining personal hygiene Cambridge Scheme of Work	5K: Changing emotions and responsibilities 5L: Healthy lifestyles Cambridge Scheme of Work
PSHE SMSC	How to communicate, solve conflict, be respectful, solve problems as a group, building good relationships with peers and family. My emotions/development, how my body will change and how to manage these changes positively and sensitively, how can I be a healthy and productive member of my community - promote these values and home and with relatives.					
French	Weather. Gaston la Goutte.		Solar system. Town/houses.		Pen-pals project.	
French SMSC	Communication effectively with children from other countries, learning another language that we can use late in life, learning about another country's beliefs and culture, looking at similarities and differences between ourselves and French people.					
General SMSC	Chn always encouraged to act and behave in a respectful way, thinking of how they would like to be treated. Lots of independent learning where chn have to work hard in order to achieve their goals and targets - related to how self-motivation is important for later on in life as well! Working in groups and teams helps instil good working relationships with changeable groups. Self-assessing and peer assessing helps to articulate feedback in a constructive and positive way. House points and class behaviour system gives children positive goals to aim for and rewards for participating in the wider school community in a positive way. Making the classroom our own through class displays and 'I am Proud' wall. Encouraged to be good role models for younger children on playground/in assemblies etc. Learning about positivity & negativity and how to adapt a positive 'I Can' attitude to our learning.					