











# Year 5 Summer 1 Curriculum Map

Subject	Focus/Opportunities for learning
<p>English</p> 	<p><b>Narrative Writing – The Present</b> – Video inspired English, vocabulary work, similes and metaphors, parenthesis including brackets, cohesion devices, onomatopoeia , adverbs of time, planning and editing skills</p> <p><b>Spelling and Grammar</b> – relative clauses, subordinating conjunctions, modal verbs, dialogue, prefixes, homophones and near homophones</p>
<p>Maths</p> 	<p><b>Statistics</b> Draw line graphs, Read and interpret line graphs, Read and interpret tables, Two-way tables, Read and interpret timetables.</p> <p><b>Fractions B</b> Multiply a unit fraction by an integer, Multiply a non-unit fraction by an integer, Multiply a mixed number by an integer, Calculate a fraction of a quantity, Fraction of an amount, Find the whole, Use fractions as operators</p> <p><b>Negative Numbers</b> Understand negative numbers, Count through zero in 1s, Count through zero in multiples, Compare and order negative numbers, Find the difference</p> <p><b>Position and direction</b> Read and plot coordinates, Problem solving with coordinates, Translation, Translation with coordinates, Lines of symmetry, Reflection in horizontal and vertical lines</p>
<p>Science</p> 	<p><b>Forces</b></p> <ul style="list-style-type: none"> <li>• To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>• Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>• Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>
<p>History</p> 	<p><b>Ancient Egyptians</b></p> <ul style="list-style-type: none"> <li>• Timeline of British and Egyptian history</li> <li>• Structure of Ancient Egyptian Society</li> <li>• Who ruled Egypt?</li> <li>• What the Ancient Egyptians believed</li> <li>• Ancient Egyptian trade</li> <li>• Akhenaten</li> <li>• Cleopatra</li> </ul>
<p>French</p> 	<p><b>Les Glaces (Ice Creams)</b></p> <ul style="list-style-type: none"> <li>• To recognise and recall 5 ice-cream flavours in French.</li> <li>• To recognise and recall 5 more ice-cream flavours in French.</li> <li>• To use the verb 'je voudrais' (I would like) in French.</li> <li>• To construct a question in French to ask for a cone or a pot of ice-cream with the number of scoops wanted.</li> <li>• To use all my new knowledge to perform a short role-play and order an ice-cream in French</li> </ul>

<p>Art</p> 	<p><b>Painting (Focusing on Banksy)</b></p> <ul style="list-style-type: none"> <li>• Use colour to express feelings, mood or divide foreground and background.</li> <li>• Use brushstrokes and colour to create an emotional background.</li> <li>• Record shapes, plan composition and consider symbolic colour.</li> <li>• Use a range of brushes, brushmarks and make thoughtful choices.</li> </ul>
<p>RE</p> 	<p><b>Theme:</b> Prayer and Worship  <b>Key Question:</b> What is the best way for a Sikh to show commitment to God?  <b>Religion:</b> Sikhism</p>
<p>PE</p> 	<p><b>Gymnastics – Tuesday</b></p> <ul style="list-style-type: none"> <li>• To perform symmetrical and asymmetrical balances.</li> <li>• To perform interesting symmetrical and asymmetrical balances using apparatus.</li> <li>• To develop the straight, forward, straddle and backward roll.</li> <li>• To develop the straight, forward, straddle and backwards roll into a sequence.</li> <li>• To explore different travelling actions using both canon and synchronisation.</li> </ul> <p><b>Athletics – Thursday/Friday</b></p> <ul style="list-style-type: none"> <li>• To understand pace and apply different speeds over varying distances.</li> <li>• To develop fluency and co-ordination when running for speed.</li> <li>• To develop technique in relay changeovers.</li> <li>• To build momentum and power in the triple jump.</li> <li>• To develop throwing with force for longer distances.</li> <li>• To develop throwing with greater control and technique.</li> </ul>
<p>PSHE</p> 	<p><b>Relationships (Jigsaw)</b></p> <ul style="list-style-type: none"> <li>• Recognising Me</li> <li>• Safety with Online Communities</li> <li>• Being in an Online Community</li> <li>• Online Gaming</li> <li>• My Relationship with Technology: screen time</li> <li>• Relationships and Technology</li> </ul>
<p>Music</p> 	<ul style="list-style-type: none"> <li>• To continue to learn the recorder</li> <li>• Listen to and compose Blues</li> <li>• Composition: sound effect and jingles in advertising</li> </ul>