



Greenmount Primary School Year 5 Curriculum Medium Term Map 2019/20

Autumn Term

	Where in the world is Beeston? Use map for Leeds Owl hunt						Let's celebrate! What the Vikings did for us					
Context for learning:												
Maths	Place value and calculations (addition and subtraction)						Calculations (multiplication and division) fractions and decimals.					
English	<u>Writing Outcomes</u> Descriptive Writing Diary entry Biographies (Black history month).		<u>Grammar and Talk/drama</u> Modal verbs, expanded noun phrases, subordinating conjunctions Hot Seat inspirational people Freeze Frame – Windrush Relative clauses, parenthesis (commas), TRaMP adverbials Now press play Relative clauses		<u>Books and Vocab</u> Snow Sister Grief, Bath/bath (proper noun, noun, verb, abstract noun), chamber, lacing, beneficiary, 'squaring her shoulders', instantly, 'rob me blind', 'gritted teeth', 'sinking feeling', 'dead end', 'heck', 'crikey', squabbling, resemblance. Variety of Black history non-fiction books.		<u>Writing Outcomes</u> Newsround reports (presenting/filming information) Newsround reports about Vikings beginning to invade Britain. Film/book reviews		<u>Grammar and Talk/drama</u> Relative clauses and pronoun, revisit modal verbs. Parenthesis, convey own opinion clearly, through writing, using evidence. Freeze frame Vikings Role on the Wall – significant figure from the Vikings Presenting Newsround Report		<u>Books and Vocab</u> Examples of Newsround reports. Tier 2 vocab from exemplar Newsround report. To summarise, anticipate, in the first case, in the first instance. Literacy shed short movies, books read during reading for pleasure sessions	



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<p>History</p>		<p>The Vikings To know how the Vikings helped to shape Britain today Now press play: Vikings overview. -to know who the Vikings were, where they came from and why the invaded Britain. Raiders or Traders? -to compare the significance of two Anglo-Saxon kings - to know who King Ethelred II was and why Danegeld was introduced. - to identify and explain key aspects of daily life in Viking times. -to explore the differences between Anglo Saxon and modern Britain justice systems -to explain how the last Anglo Saxon kings shaped Britain.</p>
<p>Geography</p>	<p>To understand where Beeston is, what is around it and how it differs from other areas in the world. -to locate counties and cities in the UK -to locate countries in Europe -to use simple coordinates to locate places in an atlas -to use keys and symbols to recognise physical features on an ordnance survey map -to use 4-figured references to locate specific places on an ordnance survey of a local region -to create own map of land use using maps and photos. -to find out about a places features using map including rural and urban areas.</p>	<p>Link to history – to investigate different types of settings and their origins.</p>
<p>Science</p>	<p>To know where we are in the universe. -to know that the planets are spherical and that scientists know this based on evidence -to know the planets in our solar system -to know the Earth rotates and orbits the sun -to investigate day and night in different parts of the world</p>	<p>To know the properties of materials -to group and compare everyday materials based on their properties to understand, based on evidence from fair tests, reasons for particular uses of every day materials including metal, plastic and wood. -to investigate the conductivity of every materials (electric/thermal) -to investigate the solubility of materials</p>



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	-to explain the movement of the moon (Now press play: Mission to Mars. To know about moons orbiting their planets).	- to know that materials are either solids, liquids or gases and some materials can change between different states (water, eggs) (Now press play: Solids, liquids and gases and changing states).
Art	<p>To use a sketch book to develop drawing skills and to evaluate our own work and the work of others.</p> <ul style="list-style-type: none"> -to use tones when sketching -to create different textures in sketches -to create different textures in sketches using line and tone -to use shading to colour objects -to sketch figures 	<p>To create a finished image of a Viking shield using printing.</p> <ul style="list-style-type: none"> -to research viking shield designs/patterns and collect ideas in sketch book -to design own shield based on research -to transfer own design onto polystyrene -to consider colour to create pattern -to print a pattern for a viking shield
DT		
Computing	<p>Coding – Scratch – developing games</p> <ul style="list-style-type: none"> -To design and programme a character game -Design a backdrop and character for a game. -to add features or effects to enhance a game. -to create an original animated game with a specific goal. -to programme costume changes for a sprite. -to add game point scoring and levels. <p>Now press play – online safety.</p>	<p>Flowol</p> <ul style="list-style-type: none"> -to draw and interpret a flowchart with the correct symbols. -Create and edit a flowchart to control a simulated advice. - to control multiple outlets at the same time. - to use a decision symbol. -create a flowchart programme containing a subroutine. -design, write and debug my own flowchart. <p>‘Under the Ocean’ into film festival trip</p>
Music	<p>Indian Music</p> <p>Composing a tala rhythm cycle.</p>	<p>Gospel Music</p> <ul style="list-style-type: none"> -Music that celebrates religion explore the whirling Dervishes Gospel melody -singing and playing recorders in 2 or 3 parts. -Sacred harp music.
PSHE	<p>Physical health and wellbeing: In the media</p> <ul style="list-style-type: none"> -to know that messages given on food adverts can be misleading -to recognise positive role models 	<p>Identity, society and equality: Stereotypes, discrimination and prejudice (including tackling homophobia)</p> <ul style="list-style-type: none"> -to know about stereotyping, including gender stereotyping



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	-to know how the media can manipulate images and that these images may not reflect reality	-to know about prejudice and discrimination and how this can make people feel.
PE	<p>To perform gymnastics using counter balance and counter tension.</p> <ul style="list-style-type: none"> -to understand vocabulary relating to gymnastics -to perform counter balances on the floor and using apparatus -to be able to perform counter tensions on the floor and using apparatus -to build develop sequence in and out of balances -to evaluate their own work and the work of others 	<p>To create and perform a dance inspired by space.</p> <ul style="list-style-type: none"> -to explore movement through improvisations -to apply canon into our movement -to add drama and emotion to dance sequences -to interact with a partner to develop sequences showing interlinking dance moves
RE	<p>Link to Art</p> <p>Why are some journeys and places special?</p>	What values are shared in codes for living?
French	<p>Getting to know you</p> <ul style="list-style-type: none"> -to use the simple future tense to talk about what they want to do when they grow up -to use words in context to explain feelings -to use basic grammar for future tense -to begin to describe things orally and written 	<p>All about ourselves</p> <ul style="list-style-type: none"> -to name facial features -to extend sentences using simple conjunctions -to ask and answer questions about everyday life in the classroom -to ask and answer questions in the third person -to say how they are feeling



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Spring Term

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Context for learning:	Can you travel in time?			Let's be curious.		
Maths	Number and place value, measure and time			Time and geometry (shape and position)		
English	<p><u>Writing Outcomes</u> Educational podcasts</p> <p>Worry letters and responses (relating to science)</p> <p>Writing in protest (linked to rainforest and fast food chains).</p>	<p><u>Grammar and Talk/Drama</u> Succinct factual information sometimes reflecting appropriate opinion of writer.</p> <p>Sentence openers – judging the opinion or effect needed. Relative clauses.</p> <p>Indicate levels of degrees or possibility using adverbs or modals.</p>	<p><u>Books and Vocab</u> Concerned/reassure Links to PSHE and Science</p> <p>Inevitable, surely, probably, discomfort, natural</p> <p>Deforestation, Fair trade, biomes, transatlantic, supply and demand, blame, consumer</p>	<p><u>Writing Outcomes</u> The Highwayman (literacy) William Shakespeare</p> <p>Poems with figurative language (The highway man)</p> <p>Crime and punishment narrative.</p>	<p><u>Grammar and Talk/Drama</u> Character conversations between characters.</p> <p>Personification, metaphor Use shall/shan't/ought Show don't tell Expanded similes Expanded noun phrases</p> <p>Performing poems</p> <p>Highwayman – role on the wall.</p>	<p><u>Books and Vocab</u> Torrent, inn, claret, breeches, 'brown doe-skin', love-knot, hollows, 'dumb as a dog', galloped, tawny, looping, moor.</p>



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	Telephone conversation between agony aunt/uncle and person with a worrier				
	Protest against Rainforest destruction – what are people saying and thinking?				
History				<p>How has crime and punishment in Britain changed over the years?</p> <ul style="list-style-type: none"> - To understand some of the terms used in crime and punishment - To find out how the legal system worked in different time periods - To compare modern British and historical British justice system - To find out about different punishment methods that were popular during the Tudor period - To understand the experiences of Victorian prisoners - To begin to appreciate how we make decisions has been through a parliament for some time? (Guy Fawkes) <p>(Now press play: Tudors)</p>	
Geography	<p>How does world trade affect the world’s rainforests? (Now press play: rainforest and deforestation)</p> <ul style="list-style-type: none"> - To locate countries in N/S America - To explain the UK’s trade links with other countries 				



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	<ul style="list-style-type: none"> - To explain the concept of fair trade - To understand different climate zones - To describe the location of the world's rainforests - To understand the effect of trade on rainforests - To identify the similarities and differences between Yorkshire and Brazil. 	
Science	<p>What do we know about humans and other animals?</p> <ul style="list-style-type: none"> - To describe the stages of human development - To explain how babies grow and develop - To describe and explain the main changes that happen during puberty - To identify the main changes in old age - To investigate the gestation period in mammals 	<p>Let's explore how we can transform materials!</p> <ul style="list-style-type: none"> - To describe changes using scientific words (evaporation, condensation). - To demonstrate that dissolving, mixing and changes of state are reversible changes - To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda - To use the terms 'reversible' and 'irreversible'. - To investigate how to recover a material from a solution by evaporating.
Art		<p>Can I recreate paintings from the time periods we have studied?</p> <ul style="list-style-type: none"> - To use sketchbooks to record observations and use to review and revisit ideas (drawing circular objects, patterns, use different techniques to create texture relating to Tudor Globe) - To improve their mastery of art and design techniques (mod-roc for Globe) - To demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. - To work on preliminary studies to test media and materials - To create imaginative work from a variety of sources.



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DT	Can I design and program using Crumble? <ul style="list-style-type: none"> - To investigate a famous designer - To evaluate existing products - To design an electrical product - To plan algorithms - To programme 	
Computing	Let's become radio presenters! <ul style="list-style-type: none"> - To combine audio effects to create an original radio jingle (Audacity) - To research and plan digital content for a radio podcast - To use software to create and present digital content for a radio podcast - To design and record a persuasive radio advert for a product or service - To present and evaluate audio content. 	3D modelling (Sketch Up) <ul style="list-style-type: none"> - To draw 3D shapes - To add detail to 3D drawings - To add detail to 3D drawings (inside building) - To add and manipulate 3D models - To create a complex 3D model - To create an original 3D model.
Music	Rap <ul style="list-style-type: none"> - To exploring the genre of rap - To compose an original their rap on Force and Rollercoasters 	Music Notation <ul style="list-style-type: none"> - To use recorders to learn to read notation
PSHE	Keeping safe and managing risk: Playing safe <ul style="list-style-type: none"> - To understand how to keep safe online (Now press play: E-safety) - To understand that violence within relationships is not acceptable - To understand that problems that can occur when someone goes missing from home 	Mental health and emotional wellbeing: Dealing with feelings <ul style="list-style-type: none"> - To learn about wide range of emotions and feelings and how these are -experienced in the body - To learn about times of change and how this can make people feel about the feelings associated with loss, grief and bereavement
PE	Tag rugby and hockey <ul style="list-style-type: none"> - To explore passing styles (miss pass) - To explore passing styles (loop pass) - To understand how to defend 	Tennis <ul style="list-style-type: none"> - To develop racket technique including the volley shot - To develop the volley thinking about where to hit the ball - To understand how and when to serve correctly



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	<ul style="list-style-type: none"> - To hold a tournament - To develop shooting techniques in hockey - To develop dribbling techniques in hockey 	<ul style="list-style-type: none"> - To learn about how the game changes when playing in doubles - To hold a tournament
RE		What do Christians believe about old and new covenants?
French	That's tasty! <ul style="list-style-type: none"> - To ask and answer questions about drink choices. - To interpret a chart written in French - To write a sentence to express my choices - To write a sentence expressing my preferences - To use adjectives to describe nouns - To use the correct French form of "some". 	Family and friends <ul style="list-style-type: none"> - To recognise and repeat rhyming words in a song - To vary sentences by changing vocabulary - To add detail to a sentence with an adjective - To use a bilingual dictionary to translate - To select suitable adjectives to describe a subject - To describe own opinion

Summer Term

Context for learning:	Freestyle			Moving on up!		
Maths	Number and place value, fractions, decimals and percentages			Statistics and consolidation.		
English	<u>Writing Opportunities</u> Third person narrative integrated with dialogue, setting and character.	<u>Grammar and Talk/Drama</u> Pronouns to avoid repetition Adapt sentence structure Verb phrases to create subtle differences.	<u>Books and Vocab</u> Atlantis/the wave (A stimulus for short story)	<u>Writing Opportunities</u> Biography of a monarch Instructional writing	<u>Grammar and Talk/Drama</u> Relative clauses, parenthesis (commas), TRaMP adverbials Focus on introduction/conclusion.	<u>Books and Vocab</u> Selection of non-fiction books.



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		<p>Show, don't tell. Past present.</p> <p>Conscience alley – character during a vital moment in story.</p>			<p>Extra information on ingredients, precision.</p> <p>Hotseat monarch</p> <p>Present instructions on a cookery programme.</p>	<p>Cookery books and cooking programme.</p> <p>Method, ingredients, whisk, stir, fold, utensils</p>
History				<p><u>Monarchs through the ages</u></p> <p>General history skills from periods studied and known.</p> <p>Test out a hypothesis in order to answer a question.</p> <p>Draw a timeline with different time periods outlined which show different information such as periods of history, when famous people lived etc</p> <p>Use mathematical skills to work out exact time scales and differences as need be.</p> <p>Make comparisons between historical periods: explaining things that have changed and things which have stayed the same.</p>		
Geography	<p><u>Rivers, coasts and the water cycle</u></p> <p>Physical Geography including coasts, rivers and the water cycle including transpiration (evaporation of water through plant leaves).</p>					



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	<p>To locate and name some of the world's rivers and coasts.</p> <p>To investigate the features of rivers.</p> <p>To investigate the features of coasts.</p> <p>To understand the process of the water cycle. (Now press play: Water Cycle)</p>	
Science	<p>Living things and their habitats (link with rivers - Geography)</p> <p>To describe the differences in the life cycles of a mammal, an amphibians, an insects and a bird</p> <p>To describe the life cycles of common plants</p> <p>To explore the work of well know naturalists and animal behaviourists (David Attenborough and Jane Goodall)</p>	<p>Forces:</p> <p>To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>To identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. (Now press play: Forces)</p>
Art		<p>Sculptures</p> <p>To design sculptures with detail and precision.</p> <p>To create sculptures using a range of materials.</p> <p>To describe the work of a famous sculpture artist.</p>
DT	Structures (Isambard Brunel)	Food Technology – cooking with school produce



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	<p>To accurately measure, mark out, cut and shape materials and components.</p> <p>To accurately assemble, join and combine materials and components.</p> <p>To apply a range of finishing techniques, including those from art and design</p> <p>To use techniques that involve a number of steps.</p> <p>To demonstrate resourcefulness when tackling practical problems.</p> <p>To appreciate the work of Brunel and his impact on the modern world.</p>	<p>Cook pizza using vegetables from school garden as topping.</p> <p>To be able to explain the nutritional value of food and why we need different nutrients in our diet in order to stay healthy.</p>
Computing	<p>Web Design</p> <p>Insert and format an image in a webpage.</p> <p>Independently create a hyperlink.</p> <p>Learn how to share a webpage so it can be viewed by anyone.</p> <p>Use the advanced features of Google's web search.</p>	<p>Online Safety</p> <p>To identify a dangerous spam email.</p> <p>To create multiple strong passwords for use across different platforms.</p> <p>To spot citations online.</p> <p>To alter a photograph.</p>
Music	<p>Rock music</p>	<p>Scales and arpeggios</p>
PSHE	<p>Drug, alcohol and tobacco education:</p> <p>Can they describe the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis?</p> <p>Do they know about different influences on drug use – alcohol, tobacco and nicotine products?</p>	<p>Careers, financial capability and economic wellbeing.</p> <p>Do they know that money can be borrowed but there are risks associated with this?</p> <p>Can they describe enterprise?</p>



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	<p>Do they know the strategies to resist pressure from others about whether to use drugs – smoking, drugs and alcohol?</p>	<p>Can they explain what influences people's decisions about careers?</p>
PE	<p>Health related exercise and football</p> <p>Can children warm themselves up?</p> <p>Can children cool themselves down?</p> <p>Can they explain the impact of exercise on the body?</p> <p>Can the children complete fitness assessments in pairs?</p>	<p>Cricket and athletics</p> <p>Do pupils understand the rules of cricket?</p> <p>Can pupils work as a team and show sportsmanship?</p> <p>Can pupils compete in athletic competitions?</p>
RE	<p>Should we forgive others?</p> <p>Can they explain what forgiveness is?</p> <p>Can they explain forgiveness in Judaism and Buddhism?</p> <p>Can they compare forgiveness in Judaism and Buddhism?</p>	
French	<p>School Life</p> <p>Can children:</p> <p>Listen and respond to topic vocabulary?</p> <p>Answer questions orally using the topic vocabulary?</p> <p>Answer questions in writing using the topic vocabulary?</p> <p>Take part in a conversation with a partner and show it to an audience?</p>	<p>Time Travelling</p> <p>Can children:</p> <p>Explain how larger numbers are often described by combining smaller number words?</p> <p>Use numbers in a sentence correctly?</p> <p>Demonstrate their understanding of a sentence?</p> <p>Identify auxiliary verb and past participle verb?</p> <p>Apply prior knowledge to say when and where they were born?</p>



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		<i>Say when significant people in French history were born and died?</i>
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Queries/questions: