

Year 5 – Wellesley Park Primary School

Core Curriculum Map



Wellesley Park Primary School
Reaching for Success Together

2021-2022	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
English	<p>Fiction: Perseus and Medusa Quest/Journey (characterisation)</p> <p>Non Fiction: Explanation – Medusa Pleasing Machine</p>	<p>Fiction: The Canal Warning Tale (setting)</p> <p>Non Fiction: Newspaper – Boys Rescued From Canal</p>	<p>Fiction: Zelda Claw Tale of Fear (suspense focus)</p> <p>Poetry: Personification Poems</p>	<p>Non Fiction: Non-Chronology Report (Raincats)</p> <p>Poetry: Simile and Metaphor Poem/ Performance Poetry</p>	<p>Fiction: Time Slip Scarab Portal Tale (openings/endings)</p> <p>Non Fiction: Discussion Text– Should Tomb Raiders Be Punished?</p>	<p>Fiction: Beowulf Defeat The Monster (description focus)</p> <p>Non Fiction: Persuasion – Should Grendells Be Allowed To Live On Earth?</p>
Speaking & Listening	<ul style="list-style-type: none"> -Listen and respond appropriately to adults and peers. -Ask relevant questions to extend their understanding and knowledge -Use relevant strategies to build their vocabulary --Articulate and justify answers, arguments and opinions -Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 		<ul style="list-style-type: none"> - Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments -Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas -Speak audibly and fluently with an increasing command of Standard English 		<ul style="list-style-type: none"> -Participate in discussions, presentations, performances, role play, improvisations and debates -Gain, maintain and monitor the interest of the listener(s) -Consider and evaluate different viewpoints, attending to and building on the contributions of others -Select and use appropriate registers for effective communication 	
Reading	<p>Tom's Midnight Garden by Phillipa Pearce</p> <p>Secrets of World War 1</p>	<p>Boy By Rolad Dahl</p> <p>The Solar System</p>	<p>Romeo and Juliet</p> <p>The Tudors</p>	<p>Varjak Paw by SF Said</p> <p>Life cycles</p>	<p>Brightstorm: A sky-ship adventure Vashti Hardy</p> <p>Treasure Hunter</p>	<p>Beowulf by Michael Morpurgo</p> <p>Materials Science</p>
SPAG	<p>Word Structure – Consolidate Year 4 list Introduce: Metaphor Personification Onomatopoeia Empty words e.g. someone,</p>	<p>Sentence Structure – Consolidate Year 4 list Introduce: Relative clauses beginning with who, which, that, where, when, whose or an</p>	<p>Text Structure – Consolidate Year 4 list Introduce: Secure independent use of planning tools Story mountain /grids/flow diagrams</p>	<p>Punctuation – Consolidate Year 4 list Introduce: Rhetorical question Dashes Brackets/dashes/commas for parenthesis Colons</p>	<p>Terminology – Consolidation of Y3/4 Introduce: • Relative clause/ pronoun • Modal verb • Parenthesis • Bracket - dash</p>	<p>Recap and Revision of Yr5 objectives.</p> <p>Non -Fiction (Refer to Connectives and Sentence Signposts document for</p>

	<p>somewhere was out to get him</p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) Verb prefixes (e.g. dis–, de–, mis–, over– and re–)</p>	<p>omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.) Expanded –ed clauses as starters</p>	<p>(Refer to Story Types grids)</p> <p>Plan opening using: Description /action/dialogue</p> <p>Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph</p> <p>Use change of place, time and action to link ideas across paragraphs. Use 5 part story structure</p>	<p>Use of commas to clarify meaning or avoid ambiguity</p>	<ul style="list-style-type: none"> • Determiner • Cohesion • Ambiguity • Metaphor • Personification • Onomatopoeia • Rhetorical question 	<p>Introduction and Endings)</p>
Maths	<p>Number: Place Value (up to a million, rounding, negative, Roman numerals)</p> <p>Number: Addition and Subtraction (4 digit numbers, inverse, problems)</p>	<p>Statistics (line graphs, tables, timetables)</p> <p>Number: Multiplication and Division (x and divide by 10, 100 & 1000)</p> <p>Measurement: Perimeter and Area</p>	<p>Number: Multiplication and Division (multiply up to 4 digits by 2 digit, divide 4 digits by 1 digit, remainders)</p> <p>Number: Fractions (improper, mixed, compare, order, add, subtract)</p>	<p>Number: Fractions (continued)</p> <p>Decimals and percentages</p> <p>Consolidation</p>	<p>Number: Decimals</p> <p>Geometry: Properties of Shape (angles, protractors,</p>	<p>Geometry: Position and Direction (quadrants, coordinates, translation)</p> <p>Measurement: Converting Units (metric and imperial)</p> <p>Measurement: Volume</p>

Wider Curriculum

	Autumn	Spring	Summer
History	<p>Significant Event – World War 1</p> <p>Cause and life in the trenches</p> <p>Significant Event – World War 1</p> <p>Life at home</p>	<p>The Tudors</p> <p>Focus: thematic study: e.g. looking at how the role of the monarch has changed from Tudor times to today</p>	<p>Local History – English Civil War, Battle of Monmoth</p>

Geography	Biomes and Vegetation Belts Focus: describing and understanding key aspects	Somerset & East Thrac – Geographical skills and fieldwork (Climate) Focus: Comparing human and physical geography	Locational knowledge – hemispheres Focus: describing and understanding key aspects
Science	Space – solar system/moon/rotation Forces – Gravity/air and water resistance/friction/effect of levers, pulleys and gears	Living things – Life cycles/reproduction Properties of Material –Groups and sort materials/uses of materials Rocks – name and group rocks and soils	Properties of Material – Dissolving/solids liquids and gases/ reversible changes Humans and aging – reproduction and puberty. Skeletons, muscles and nutrition
RE	What do Christians believe about God & Incarnation? (Links with Christmas)	What do Jewish people believe about G-d and the Covenant and Torah? (Links with Passover)	What do Muslim people believe about Islam and Iman?
Computing	<u>Esafety</u> I am kind and responsible <u>Handling data</u> Discovering my solar system <u>Programming</u> Logo my shapes	Subject under review	Subject under review
Health & Relationships	Collaboration Negotiation and compromise How good a friend are you? Being assertive Our emotional needs Communication Qualities of friendship Kind conversations Happy being me	What are habits? Positive and negative risks Spot bullying Drugs: true or false? Smoking: what is normal? Would you risk it? The media – health and well-being Rights, responsibilities and duties Voluntary, community and pressure (action) groups	Getting fit The 4 systems in our bodies Our strengths and talents Independence and responsibility Basic first aid How are they feeling? The intensity of different feelings Taking notice of our feelings Changing bodies and feelings

	Consequences of positive and negative behaviour on others	Spending wisely	Growing up and changing bodies
PE	Gymnastics Swimming Dynamic dance	Invasion - Netball Striking and fielding - Cricket	Nimble Nets - Tennis Young Olympians - Athletics
Art	ICT – Green Screen introduction and animation (biomes, stop/ start motion of the growth of plants)	Sculpture – MAKING! Self Portraits – mixed Media choices (Junk / Clay / Modroc / foil / wire)	Painting: Realism Historical (Hopper) to Modern (children’s own) links to History – Dunster Castle
DT	Design: design and make a 3D globe with different textures	Cooking & Nutrition: Healthy Eating – Exploring our own and others’ cultures (link to Geography)	Textiles – Exploring felt making
Music	Charanga Living on a Prayer (Rock) - play and perform in solo and ensemble contexts, Charanga Classroom Jazz 1 (Bossa Nova and Swing) - improvise music for a range of purposes using the inter-related dimensions of music	Charanga How does music make the world a better place? How does music teach us about our community?	Charanga How does music shape our way of life? How does music connect us to the environment?
French	Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes.	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
Enrichment and memorable moments	Study of the stars – Planetarium	Listen to classical music	In school bike day Watch a RSC production Replace a fuse