

## Year 5 – Wellesley Park Primary School Core Curriculum Map



**Wellesley Park Primary School**  
Reaching for Success Together

2020-2021	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>English</b>	<p><b>Fiction:</b> Perseus and Medusa Quest/Journey (characterisation)</p> <p><b>Non Fiction:</b> Explanation – Medusa Pleasing Machine</p>	<p><b>Fiction:</b> The Canal Warning Tale (setting)</p> <p><b>Non Fiction:</b> Newspaper – Boys Rescued From Canal</p>	<p><b>Fiction:</b> Zelda Claw Tale of Fear (suspense focus)</p>	<p><b>Non Fiction:</b> Non-Chronology Report (Raincats)</p>	<p><b>Fiction:</b> Time Slip Scarab Portal Tale (openings/endings)</p> <p><b>Non Fiction:</b> Discussion Text– Should Tomb Raiders Be Punished?</p>	<p><b>Fiction:</b> Beowulf Defeat The Monster (description focus)</p> <p><b>Non Fiction:</b> Persuasion – Should Grendells Be Allowed To Live On Earth?</p>
<b>Speaking &amp; Listening</b>	<ul style="list-style-type: none"> <li>-Listen and respond appropriately to adults and peers.</li> <li>-Ask relevant questions to extend their understanding and knowledge</li> <li>-Use relevant strategies to build their vocabulary --Articulate and justify answers, arguments and opinions</li> <li>-Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> </ul>		<ul style="list-style-type: none"> <li>- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>-Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>-Speak audibly and fluently with an increasing command of Standard English</li> </ul>		<ul style="list-style-type: none"> <li>-Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>-Gain, maintain and monitor the interest of the listener(s)</li> <li>-Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>-Select and use appropriate registers for effective communication</li> </ul>	
<b>Reading/ Phonics</b>	The Boy in the Girl's Bathroom	The Wolves of Willoughby Chase by Joan Aiken	Street Child by Berlie Doherty	Varjak Paw by SF Said	Tom's Midnight Garden by Phillipa Pearce	The Mignight Fox by Betsy Byers
<b>SPAG</b>	<p>Word Structure – Consolidate Year 4 list Introduce: Metaphor Personification Onomatopoeia Empty words e.g. someone, somewhere was out to get him</p>	<p>Sentence Structure – Consolidate Year 4 list Introduce: Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.</p>	<p>Text Structure – Consolidate Year 4 list Introduce: Secure independent use of planning tools Story mountain /grids/flow diagrams (Refer to Story Types grids) Plan opening using: Description</p>	<p>Punctuation – Consolidate Year 4 list Introduce: Rhetorical question Dashes Brackets/dashes/commas for parenthesis Colons Use of commas to clarify meaning or avoid ambiguity</p>	<p>Terminology – Consolidation of Y3/4 Introduce: • Relative clause/ pronoun • Modal verb • Parenthesis • Bracket - dash • Determiner • Cohesion • Ambiguity</p>	<p>Recap and Revision of Yr5 objectives.</p> <p>Non -Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p>

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

### Wider Curriculum

2020-2021	Autumn	Spring	Summer
<b>History</b>	Significant Event – World War 1 Cause and life in the trenches Significant Event – World War 1 Life at home	The Tudors Focus: <b>thematic study</b> : e.g. looking at how the role of the monarch has changed from Tudor times to today	<b>Local History</b> – English Civil War, Battle of Monmoth
<b>Geography</b>	Biomes and Vegetation Belts	Somerset & East Thrace – Geographical skills and fieldwork (Climate)	Locational knowledge – hemispheres

	Focus: describing and understanding key aspects		Focus: Comparing human and physical geography		Focus: describing and understanding key aspects	
<b>Science</b>	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		Properties of Material – Dissolving/solids liquids and gases/ reversible changes  Humans -aging	
<b>RE</b>	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?	
<b>Computing</b>	<u>Handling data</u> Discovering my solar system <u>Programming</u> Logo my shapes	<u>Esafety</u> I am kind and responsible <u>Technology in our lives</u> My Online community My rights on the internet Improve my web detective skills <u>Multimedia</u> Presenting my information	<u>Programming</u> Scratch my Roman Numerals My Scratch Merry- Go-Round Ping my Scratch	<u>Esafety</u> I am safe <u>Handling data</u> Measuring my rainfall and water usage My active data <u>Multimedia</u> My weather forecast	<u>Handling data</u> Changing my materials <u>Multimedia</u> Making my building <u>Programming</u> Sparkling my crumble	<u>Esafety</u> I am healthy <u>Technology in our lives</u> Exploring my world Programming My animated sprites <u>Multimedia</u> My sound my mood
<b>Health &amp; Relationships</b>	Collaboration  Negotiation and compromise  How good a friend are you?  Being assertive  Our emotional needs  Communication	Qualities of friendship  Kind conversations  Happy being me  Consequences of positive and negative behaviour on others	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  Spending wisely	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  Growing up and changing bodies

<b>PE</b>	Invaders Boot camp Inside out <i>To evade and pass in dodgeball</i>	Dynamic dance Boxercise Going for goals <i>To move with accuracy and clarity</i>	Gymnastics sequences Step to the beat You are what you eat <i>To extend sequences</i> <b>Swimming</b>	Striking and fielding Gym fit Blood and guts <i>To practise hockey/football</i> <b>Swimming</b>	Nimble nets Pilates Healthy body <i>To control direction of play (Tennis)</i>	Young Olympians Fitness Germ busters <i>To combine running and jumping</i>
<b>Art/DT</b>	<b>Design:</b> design and make a 3D globe with different textures	<b>ICT</b> – Green Screen introduction and animation (biomes, stop/ start motion of the growth of plants)	<b>Textiles</b> – Exploring felt making	<b>Sculpture – MAKING!</b> Self Portraits – mixed Media choices (Junk / Clay / Modroc / foil / wire)	<b>Painting: Realism</b> Historical (Hopper) to Modern (children’s own) links to History – Dunster Castle	<b>Cooking &amp; Nutrition:</b> Healthy Eating – Exploring our own and others’ cultures (link to Geography)
<b>Music</b>	<b>Charanga Autumn 1 Living on a Prayer (Rock)</b> - play and perform in solo and ensemble contexts,	<b>Charanga Autumn 2 Classroom Jazz 1 (Bossa Nova and Swing)</b> - improvise music for a range of purposes using the inter-related dimensions of music	<b>Charanga Spring 1 Make You Feel my Love (Pop Ballads)</b> - listen with attention to detail and recall sounds with increasing aural memory	<b>Charanga Spring 2 Fresh Prince of Bel-Air (Old School Hip-Hop)</b> - use and understand staff and other musical notations	<b>Charanga Summer 1 Dancing in the Street (Motown)</b> - appreciate a wide range of high-quality live and recorded music	<b>Charanga Summer 2 Reflect, Rewind and Play (Classical)</b> The history of Music.
<b>French</b>	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.	