

## Year 5 Interim Curriculum Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>Vikings</b>	<b>Earth and Space</b>	<b>Battle of Hastings</b>	<b>Brazil</b>	<b>Changes</b>	<b>Local Study - Land Use</b>
English	<p><b>(Poem)</b> A list of small and happy things. (Greater Depth - Children to change the tone of their poem to create a different mood) <b>(non-fiction)</b>Instruction - How to train your dragon.</p> <p><b>Topic - how to build a viking boat</b></p> <p><b>(fiction)</b>character- Monkey see Monkey do.  (Greater depth focus - selecting verb forms for meaning and effect) <b>Topic - description of own group</b></p>	<p><b>(poem)</b> Autobiography <b>(non-fiction)</b>Explanation - How to hide pirate treasure <b>Topic - explanation of chosen planet</b> (Greater depth focus - using punctuation precisely to convey meanings) <b>(fiction)</b>setting- The magicians shop <b>Topic - Setting of an distant alien planet.</b> (Greater depth focus - to use appropriate tone to deliver the effect of the setting)</p>	<p><b>(Poem)</b> Left behind <b>(non-fiction)</b>Journalistic - Dragons must go <b>Topic - news report of battle</b> (Greater depth focus - To be able to use the correct grammatical structures for a newspaper and show change in formality through quotations) <b>(fiction)</b>Suspense - Nightmare man. <b>Topic - adapt to phobia</b> (Greater depth focus: To write the story from a different perspective)</p>	<p><b>(poem)</b> Taking one idea for a walk. <b>(non-fiction)</b>Non-chronological - Teacher <b>Topic - Rainforest</b> (Greater depth focus - using punctuation precisely to convey meanings) <b>(fiction)</b>Description - The ants and the grasshopper. <b>Topic - to adapt a tale for the rainforest</b> (Greater depth focus - Use of tone in speech to convey character)</p>	<p><b>(poem)</b> The blue Elephant <b>(non-fiction)</b>Persuasive - Magic bean store <b>Topic - Advert for market store</b> (Greater depth focus: to use appropriate language to portray a desired effect ) <b>(fiction)</b>Characterisation/ dialogue - Skillywigger. (Greater depth focus - choosing the appropriate register within speech and character)</p>	<p><b>(poem)</b> Cool <b>(non-fiction)</b>Discussion - Keep the horse <b>Topic - Recycling center - Good idea?</b> (Greater depth focus - Focus on writing from different perspectives and using grammar to emphasise this)  <b>(fiction)</b> Action - Sentence opener. <b>Topic - Stop the bulldozers</b> (Greater depth focus - selecting verb forms for meaning and effect)</p>
Spellings, Punctuation and Grammar	<p><b>Spellings</b> Words with endings that sound like /shuhs/ spelt with -cious,-tious or -ious, short vowel sound /i/ spelt with y, long vowel sound /i/ spelt with y, Homophones &amp; near</p>	<p><b>Spellings</b> Words with 'silent' letters, Modal verbs, Words ending in 'ment', Adverbs of possibility and frequency, Statutory Spelling Challenge Words <b>Punctuation</b></p>	<p><b>Spellings</b> Words containing the letter string 'ough', Adverbials of time, Adverbials of place, Words with an /ear/ sound spelt 'ere', Statutory Spelling Challenge Words</p>	<p><b>Spellings</b> Words with an /or/ sound spelt 'or', /or/ sound spelt 'au', Convert nouns or adjectives into verbs using the suffix -ate, verbs using the suffix -ise, verbs using the suffix -ify, verbs using the suffix -en</p>	<p><b>Spellings</b> Creating nouns using -ity suffix, using -ness suffix, using -ship suffix, Homophones &amp; Near Homophones, <b>Punctuation</b> Using and punctuating direct</p>	<p><b>Spellings</b> Unstressed vowels in polysyllabic words, Adding verb prefixes de- and re-, over-, Convert nouns or verbs into adjectives using suffix -ful, suffix -ive, suffix -al</p>

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	<p>homophones, <b>Punctuation</b> Using brackets, dashes or commas to indicate parenthesis, using colons to introduce a list, punctuating bullet points consistently</p> <p><b>Grammar</b> Recognise vocabulary and structure for formal speech. Using passive verbs. Use perfect form of verbs to mark relationships of time and cause. Using expanded noun phrases. Using modal verbs</p>	<p>Commas after fronted adverbials, use commas to clarify meaning <b>Grammar</b> Recognise vocabulary and structure for formal speech Using expanded noun phrases. Using relative clauses.</p>	<p><b>Punctuation</b> Using hyphens to avoid ambiguity , revisit using semi-colons or dashes to mark boundaries between independent clauses</p> <p><b>Grammar</b> Recognise vocabulary and structure for formal speech. Using passive verbs. Using perfect form of verbs to mark relationships of time and cause.</p>	<p><b>Punctuation</b> Revisit, Using brackets, dashes or commas to indicate parenthesis, Indicating possession by using possessive apostrophe with plural nouns</p> <p><b>Grammar</b> Recognise vocabulary and structure for formal speech. Using passive verbs. Use perfect form of verbs to mark relationships of time and cause. Using expanded noun phrases.</p>	<p>speech, using semi-colons or dashes to mark boundaries between independent clauses.</p> <p><b>Grammar</b> Using modal verbs Using relative clauses.</p>	<p><b>Punctuation</b> Revisit Using brackets, dashes or commas to indicate parenthesis, using colons to introduce a list, punctuating bullet points consistently</p> <p><b>Grammar</b> Recognise vocabulary and structure for formal speech Using modal verbs. Using relative clauses.</p>
<p>Reading</p>	<p>Apply their growing knowledge of root words , prefixes and suffixes, to read aloud and understand the meaning of new words. To read and discuss an increasingly wide range of text: Instructions, Comedy Fiction, poetry. Identifying and discussing themes. Recommending books. Making comparisons across books. Identify language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language. Checking text makes sense and question the text to improve their understanding. Inference characters</p>	<p>Apply their growing knowledge of root words , prefixes and suffixes, to read aloud and understand the meaning of new words. To read and discuss an increasingly wide range of text: Explanation, Myths and legends Fiction, poetry. Identifying and discussing themes. Recommending books. Making comparisons across books. Identify language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language. Checking text makes sense and question the text to improve their understanding.</p>	<p>Apply their growing knowledge of root words , prefixes and suffixes, to read aloud and understand the meaning of new words. To read and discuss an increasingly wide range of text: news report, Horror Fiction, poetry. Identifying and discussing themes. Recommending books. Making comparisons across books. Identify language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language. Preparing poems to perform out aloud. Checking text makes sense and question the text to improve their</p>	<p>Apply their growing knowledge of root words , prefixes and suffixes, to read aloud and understand the meaning of new words. To read and discuss an increasingly wide range of text: non-chronological report, Story from other culture Fiction, poetry. Identifying and discussing themes. Recommending books. Making comparisons across books. Identify language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language. Checking text makes sense and question the</p>	<p>Apply their growing knowledge of root words , prefixes and suffixes, to read aloud and understand the meaning of new words. To read and discuss an increasingly wide range of text: persuasive, modern Fiction, plays. Identifying and discussing themes. Recommending books. Making comparisons across books. Identify language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language. Preparing plays to perform out aloud. Checking text makes sense and question the text to improve their</p>	<p>Apply their growing knowledge of root words , prefixes and suffixes, to read aloud and understand the meaning of new words. To read and discuss an increasingly wide range of text: discussion, Action and adventure Fiction, poetry. Identifying and discussing themes. Recommending books. Making comparisons across books. Identify language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language. Preparing discussions to perform out aloud. Checking text makes sense and question the</p>

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	<p>feelings and thoughts and motives from their actions.</p>	<p>Predicting what might happen. Retrieve, record and present information from non-fiction. Summarise the main ideas drawn from more than one paragraph.</p>	<p>understanding. Inference characters feelings and thoughts and motives from their actions. Distinguish from fact or opinion.</p>	<p>text to improve their understanding. Predicting what might happen. Retrieve, record and present information from non-fiction. Summarise the main ideas drawn from more than one paragraph.</p>	<p>understanding. Inference characters feelings and thoughts and motives from their actions.</p>	<p>text to improve their understanding. Predicting what might happen. Distinguish from fact or opinion.</p>
<p>Maths</p>	<p><b>Number and Place value</b></p> <p>Children will be able to read, write, order and compare numbers to at least 1000000 and determine the value of each digit.</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.</p> <p>Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000</p> <p>Solve number problems and practical problems that involve all of the above.</p> <p><b>Number-</b></p> <p>Children will add and subtract numbers mentally with increasingly large numbers, add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). They will solve addition and subtraction multi-step problems in contexts deciding</p>		<p><b><u>Number: Place Value and Decimals</u></b></p> <p>Children will be able to read, write, order and compare numbers with up to three decimal places.</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>Solve problems involving number up to three decimal places.</p> <p><b>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</b></p> <p>Read and write decimal numbers as fractions [ for example <math>0.71 = \frac{71}{100}</math>]</p> <p>Use all four operations to solve problems involving measure [ for example, length, mass, volume, money] using decimal notation, including scaling.</p>		<p><b><u>Geometry- shapes</u></b></p> <p>Children will identify 3D shapes, including cubes and other cuboids, from 2D representations.</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> <p><b><u>Number- Fractions and Percentages.</u></b></p> <p>Children will identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.</p> <p>Recognize the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.</p> <p><b>Solve problems involving multiplication</b></p>	

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which operations and methods to use and why.

### **multiplication and division**

Children will multiply and divide numbers mentally drawing upon known facts.

They will multiply and divide whole numbers by 10, 100 and 1000.

Multiply numbers up to 4 digits by a one or two digit number using a formal written method when appropriate.

Divide numbers up to 4 digits by a one digit or two digit number using the formal written method where appropriate and interpret the remainders appropriately for the context.

Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)

Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.

Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.

### **Measure- Area and Perimeter**

Children will measure and calculate the perimeter of composite rectilinear shapes in cm and m.

Calculate and compare the area of rectangles (including squares), and units,

### **Number- Four Operations**

Children will add and subtract numbers mentally with increasingly large numbers.

Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)

Divide numbers up to 4 digits by a one digit or two digit number using the formal written method where appropriate and interpret the remainders appropriately for the context.

Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.

**Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.**

### **Number- Fraction, Percentages and equivalences (Including decimals)**

Children will be able to compare and order fractions whose denominators are multiples of the same number.

Identify, name and write equivalent fractions of a given fraction,

**and division, including calculating fractions of number and quantities, scaling by simple fractions and problems involving simple rates.**

### **Number- Properties of Number**

Children can identify multiples and factors of any given number.

Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.

**Establish whether a number up to 100 is prime and recall prime numbers up to 19**

Identify patterns and links between numbers, and special classes of number- for example square numbers, composite numbers etc...

### **Geometry- Position and Direction**

Children will identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Convert between different units of metric measure (for example, km and m; cm and m; cm and mm; g and kg; l and ml)

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	<p>including cm<sup>2</sup> , m<sup>2</sup></p> <p>using estimate standard the area of irregular shapes.</p> <p>Develop and use the formula to find the area of rectangles (including squares) and explain how this is derived.</p> <p><b><i>Greater Depth - Developed through reasoning problems.</i></b></p>	<p>represented visually including tenths and hundredths.</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements &gt;1 as a mixed number.</p> <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p> <p>Solve problems involving multiplication and division, including calculating fractions of number and quantities, scaling by simple fractions and problems involving simple rates.</p> <p>Recognize the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.</p> <p>Solve problems which involve knowing the decimal and percentage equivalent of fractions including <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{3}{5}</math>, <math>\frac{3}{4}</math> and fractions whose denominators are multiples of 10 or 25.</p> <p><b><u>Geometry- angles</u></b></p>	<p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints- when conversion graph or formula is given.</p> <p><b><u>Measures- Length, Mass, Capacity and Volume.</u></b></p> <p>Children can estimate volume [for example using 1cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]</p> <p>Use all four operations to solve problems involving measure</p> <p>Solve problems involving converting between units of time.</p> <p><b><u>Measures Area and Perimeter.</u></b></p> <p>Children will calculate and compare the area of rectangles (including squares), and including using standard units, cm<sup>2</sup>,m<sup>2</sup> estimate the area of irregular shapes.</p> <p>Develop and use the formula to find the area of rectangles (including squares) and explain how this is derived.</p> <p>Find the area and perimeter of composite shapes.</p> <p><b><i>Greater Depth - Developed through reasoning</i></b></p>
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			<p>Children know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</p> <p>Draw given angles, and measure them in degrees (o)</p> <p>Identify: angles at a point and one whole turn (total 360o), angles at a point on a straight line and ½ a turn (total 180o) and other multiples of 90o</p> <p><b>Greater Depth - Developed through reasoning problems.</b></p>		<b>problems.</b>	
Science	<p><b>(Forces)</b> plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter</p>	<p><b>(Earth and Space)</b> Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas or arguments. Describe the movement of the Earth, and other planets, relative to the Sun in the solar</p>	<p><b>(Scientists and inventors)</b> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Use test results to make predictions to set up further comparative and fair tests. Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p><b>(Living things and their habitats)</b> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. <a href="#">Cross-Curricular Learning: Look at plants and animals of the rainforest</a></p>	<p><b>(Properties and changes)</b> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams</p>	<p><b>(Animals including humans)</b> Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as</p>



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	<p>graphs, bar and line graphs report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identify scientific evidence that has been used to support or refute ideas or arguments. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <i>Cross-Curricular Learning: Information found will help improve learning and outcome in literacy</i></p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p>		<p>and labels, classification keys, tables, scatter graphs, bar and line graphs. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and</p>	<p>displays and other presentations. Describe the changes as humans develop to old age.</p>
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					<p>gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>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.</p>	
History	<p>Children will look at the history of boats and how they have changed over the years. They will look at a viking long boat and what made it so</p>		<p>Children to look at kings and queens from british history and to do a study on a chosen monarch. We will then focus our learning on the battle of hastings</p>		<p>Children will look at a brief history of our city and how it has changed over the year. We will focus our learning on the history of Norwich market and how that</p>	



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	<p>successful in helping the Viking explore the globe</p> <p>Children will discover what parts of the globe vikings traveled to and what impact they had on the civilisation.</p>		<p>and look at the story through the tapestry.</p> <p><b>Cross-Curricular Learning: Information found will help improve learning and outcome in literacy</b></p>		<p>has changed to continue to be a successful place of trade.</p> <p><b>Cross-Curricular Learning: Information found will help improve learning and outcome in literacy</b></p>	
<p>Geography</p>				<p>Children will identify rainforests from around the world and why they are found in these locations. Children will then focus on the Brazilian rainforest and how it is built up in four layers. They will also look at the wildlife, nature and its inhabitants and how they have all adapted to live in extreme conditions.</p> <p><b>Cross-Curricular Learning: Information found will help improve learning and outcome in literacy</b></p>		<p>Children will study ordnance survey login maps of their local area, identifying features and learning how to read maps. They will be creating their own town focussing on what features are important for a town to run a community successfully.</p> <p><b>Cross-Curricular Learning: Information found will help improve learning and outcome in literacy</b></p>
<p>Computing</p>	<p><b>(E-Safety)</b></p> <p>I can explain how identity online can be copied, modified or altered.</p> <p>I can demonstrate responsible choices about my online identity, depending</p>	<p><b>(E-Safety)</b></p> <p>I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is</p>	<p><b>(E-Safety)</b></p> <p>I can use different search technologies I can evaluate digital content and can explain how I make choices from search results.</p> <p>I can explain key</p>	<p><b>(E-Safety)</b></p> <p>I can recognise when someone is upset, hurt or angry online. I can describe how to get help for someone that is being bullied online and assess when I need to do or</p>	<p><b>(E-Safety)</b></p> <p>I can search for information about an individual online and create a summary report of the information I find.</p> <p><b>Algorithms and</b></p>	<p><b>(E-Safety)</b></p> <p>I can assess and justify when it is acceptable to use the work of others. I can give examples of content that is permitted to be reused.</p>

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	<p>on context. I understand and can give reasons why passwords are important. I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p> <p>I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.</p> <p><b>How computers work.</b> Children will look at how the world wide web works. They will look at binary codes and understand the terminology of “bytes”.</p>	<p>not my/our fault. I can make positive contributions and be part of online communities. I can describe some of the communities in which I am involved and describe how I collaborate with others positively. I can describe ways technology can affect healthy sleep and can describe some of the issues. I can describe some strategies, tips or advice to promote healthy sleep with regards to technology.</p> <p><b>Communication.</b> Children will look at effective ways of searching for information safely and effectively. Children to present their information in a presentation. <a href="#">Cross-Curricular Learning: Researching information on planets</a></p>	<p>concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence. I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). I can explain what is meant by ‘being sceptical’. I can give examples of when and why it is important to be ‘sceptical’. I can explain what is meant by a ‘hoax’. I can explain why I need to think carefully before I forward anything online. I can explain why some information I find online may not be honest, accurate</p>	<p>say something or tell someone. I can explain how to block abusive users. I can explain how I would report online bullying on the apps and platforms that I use. I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline). I can describe ways that information about people online can be used by others to make judgments about an individual.</p> <p><b>Data and Information.</b> Children to gather and interpret data using different software. <a href="#">Cross-Curricular Learning: presenting data of a rainforest</a></p>	<p><b>programming</b> Children to use scratches to debug and create a game in the style of pacman. <a href="#">Cross-Curricular Learning: Using market style objects to create the game.</a></p>	<p style="text-align: center;"><b>Assessment</b></p>
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			<p>or legal.</p> <p>I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose).</p> <p><b>Algorithms and Programing</b></p> <p>Children will use scratch to create algorithms to draw shapes they will then use this knowledge to operate bots.</p> <p style="color: blue;">Cross-Curricular Learning: identifying shapes.</p>			
PSHE	<p><b>Being me in my world</b></p> <p>can face new challenges positively and know how to set personal goals. I know how to use my Jigsaw Journal. I know what I value most about my school and can identify my hopes for this school year understand my rights</p>	<p><b>Celebrating difference.</b></p> <p>I can give some examples of bullying behaviours including direct and indirect types. I can tell you why bullying is hurtful and wrong. I can explain the differences between direct and indirect types of bullying.</p>	<p><b>Relationships</b></p> <p>I can tell you some basic rules about how to stay safe when using technology to communicate with my friend. I can tell you some reasons why using technology to communicate could lead to harm for myself or others</p>	<p><b>Healthy me</b></p> <p>can give some reasons why people may worry about how their bodies look, and I can compare healthy and unhealthy ways that people use food in their lives. I can tell you why my body is good the way it is. I can describe the</p>	<p><b>Dreams and goals</b></p> <p>I can suggest examples of dreams and goals a young person might have in a culture different from mine and compare these with my own. I can describe the dreams and goals of a young person in a culture different from mine and can reflect</p>	<p><b>Changing Me</b></p> <p>I can identify some changes that happen to girls' and boys' bodies during puberty. I know my body will change during puberty and I can tell you how I feel about that I can describe how boys' and girls' bodies change during puberty.</p>

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	<p>and responsibilities as a British citizen. I can empathise with people in this country whose lives are different to my own. I understand my rights and responsibilities as a British citizen and a member of my school. I can empathise with people in this country whose lives are different to my own. I can make choices about my own behaviour because I understand how rewards and consequences feel. I understand that my actions affect me and others. I understand how an individual's behaviour can impact on a group. I can contribute to the group and understand how we can function best as a whole. I understand how democracy and having a voice benefits the school</p>	<p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied. I can consider a range of bullying behaviours and understand the impact these may have. I can recognise some of the reasons and feelings that motivate some children to bully and suggest why some children are the victims of bullying.</p> <p style="text-align: center; color: blue;">Cross-Curricular Learning: Anti Bullying week</p>	<p>I can explain how to stay safe when using technology to communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others. I can compare and contrast safe and unsafe uses of technology to communicate with friends and describe strategies that will keep me safe. I can explain the pressures that might make me or others use technology in risky or harmful ways and consider how best to resist those pressures</p>	<p>different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures. I respect and value my body. I can describe and evaluate the different roles food can play in people's lives, and I can explain the links between body image pressures and the various eating disorders people can develop. I respect and value my body and I understand the part this plays in maintaining my self confidence.</p>	<p>on how these relate to my own. I can describe the dreams and goals of a young person in a culture different from mine and account for the similarities and differences with my own dreams and goals. I can evaluate the ways in which our opportunities and life chances are different.</p>	<p>I can express how I feel about the changes that will happen to me during puberty. I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty, and understand the emotional changes that may take place at the same time. I can consider how these changes will affect me and prepare myself for the feelings I may experience.</p>
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	<p>community and know how to participate in this.</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it.</p>					
RE	Following the scheme of work from the LPC					
Art and Design		<p>Children will look at different planets. They will study their colours and textures. They will then practice colour mixing to help them create tones that they can use to decorate their planet.</p> <p style="color: blue;">Cross-Curricular Learning: Children will be studying planets within science.</p>		<p>Children to look at Brazilian Artist, <b>Romero Britto</b> Children will design and evaluate their work to the style of Britto.</p> <p style="color: blue;">Cross-Curricular Learning: using geographical features of Brazil to help with drawings.</p>	<p>Market Stalls Children to design their own market stall. Children will look at style and design to make their stall look appealing. Children will focus on creating a food stall where they will create their own food to sell on the stall. We will promote healthy eating and encourage the children to create a meal that is design for certain needs.</p> <p style="color: blue;">Cross-Curricular Learning: Measurement with weight and capacity, Doubling, and using money</p>	<p>Children to do pencil studies in both graphite and colour pencils. They will then be given the opportunity to sketch different building around Norwich's center.</p> <p style="color: blue;">Cross-Curricular Learning: Children will be looking at building around their local area to help them get a better understanding of what can be found in their city.</p>

## Year 5 Interim Curriculum Map

<p>Design and Technology</p>	<p>Woodwork Children to design and build a model boat Children will look at a variety of different boats, they will look at their features and why they are built in such a way. Children will then design a build a testing boat first to see what works and what doesn't. They will then use wood work tools to create a final model boat to be tested on open water. <i>Cross-Curricular Learning: History of Viking boats.Using measuring skills help with sizing</i></p>	<p>Children to help rebuild and strengthen a working planetarium. <i>Cross-Curricular Learning:Measurement and shape.</i></p>	<p>Textiles Children to create their own class tapestry using a variety of stitches to cause different effects. <i>Cross-Curricular Learning: Historical links with tapestry.</i></p>			
<p>Languages</p>	<p><b>La Famille</b> Identifying members of your family. The alphabet Household items Using basic prepositions sur and dans to describe position.</p>		<p><b>Bon Anniversaire</b> Recognise and ask for various snacks giving options about food. Number 21-31 Months of the year.</p>		<p><b>Encore!</b> Revising ways to describe people. Nationalities. Giving characteristics using various adjectives.</p>	

## Year 5 Interim Curriculum Map

Music	<p><b>Unit:</b> Livin' On A Prayer  <b>Style:</b> Rock  <b>Topic and cross curricular links:</b>          How rock music developed from the Beatles onwards. Analysing performance.</p>	<p><b>Unit:</b> Classroom Jazz 1  <b>Style:</b> Jazz  <b>Topic and cross curricular links:</b>          History of music - Jazz in its historical context.</p>	<p><b>Unit:</b> Dancin' In The Street  <b>Style:</b> Motown  <b>Topic and cross curricular links:</b>          The history of Motown and its importance in the development of Popular music. Civil Rights.</p>	<p><b>Unit:</b> Fresh Prince Of Bel Air  <b>Style:</b> Hip Hop  <b>Topic and cross curricular links:</b>          Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffitti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles.</p>	<p><b>Unit:</b> Make You Feel My Love  <b>Style:</b> Pop Ballads  <b>Topic and cross curricular links:</b>          Historical context for ballads.</p>	<p><b>Unit:</b> Reflect, Rewind and Replay  <b>Style:</b> Western Classical Music and your choice from Year 5  <b>Topic and cross curricular links:</b>          Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>
PE						
Trips/Visitors		Science museum, London		Kew gardens	Market and city visit.	Trip into Norwich to study the buildings