

**Cleves School Curriculum Map  
Year 5 – Summer Term 2022-23  
LAND FORMATIONS**

**Maths**

The expectation is that children will begin to be able to achieve these objectives with some support.

**Decimals (including money) - 3 weeks wb 17/4/23**

- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- Divide one- or two-digit numbers by 1000, identifying the value of the digits in the answer as ones, tenths, hundredths and thousandths
- Add and subtract decimals including those with a different number of decimal places
- Solve problems involving addition and subtraction involving numbers up to three decimal places
- Solve measurement problems using all four operations and decimal notation, including scaling and conversions
- Develop fluency in using money expressed in £, converting to p when necessary
- Solve problems involving money, using the four operations
- Add and subtract whole numbers with more than 4 digits, including using formal written methods
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- Solve addition and subtraction multi-step problems in familiar contexts, deciding which operations and methods to use and why
- Solve problems involving addition, subtraction, multiplication and division, and a combination of these
- Develop their understanding of the meaning of the equals sign

**Measurements - 2 weeks wb 15/5/23**

- Convert between different units of metric measure
- Understand and use approximate equivalences between metric units and common imperial units
- Continue to estimate and compare different measurements
- Express missing measure questions algebraically

**Time - 2 weeks wb 6/6/23**

- Continue to develop understanding of how analogue and digital clocks tell the time
- Continue to practise converting between units of time
- Continue to become fluent in telling the time
- Solve problems involving converting between units of time

**Statistics - timetables - 1 week wb 19/6/23**

- Interpret more complex tables, including timetables
- Complete tables, including timetables
- Solve problems using information in tables, including timetables

**Geometry - Properties of 3D shapes - 2 weeks wb 26/6**

- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- Continue to make and classify 3-D shapes, including identifying all of the 2-D shapes that form their surface

## Literacy

**Treasure Island** - character development through description and dialogue

**Adventure in Isle of Wight** - first person account of adventurous activity

**Performance Poetry** - based on Isle of Wight residential experiences

**Balanced Argument** - formal text discussing the pros and cons of a statement

**Coastal Erosion** - explanation of the processes involved in coastal erosion

**Endangered Animals** - Information text on an endangered species and how we can protect them.

## Computing

### **Digital Citizenship**

Using We are Internet Legends to

- Use technology safely, respectfully and responsibly
- Enhance knowledge of Digital Safety and the use of social media.

### **Google Skills**

- **Using** Google Forms and Google Sheets

### **Google Sites**

- Creating a website on Digital Safety

## Science

### **Gears, Levers and Pulleys**

- How these simple machines can increase the force exerted for a given effort.

### **Plants**

- Key parts of flowering parts (Kew Gardens workshop)
- Life cycle of flowering plants (Kew Gardens workshop)
- Asexual reproduction of plants (growing potatoes)

### **Living Things and their Habitats**

- Factors involved in loss of biodiversity
- Understand the work of naturalists (incl. Jane Goodall, Dian Fossey and Birute Galdikas)

## Land Formations

- The structure of the Earth and tectonic plates
- Mountain formation, key mountain ranges and peaks
- Land formation from water and ice erosion e.g. Grand Canyon, fjords, U-shaped valleys
- Land formation from coastal erosion
- Volcano formation and significance of the Pacific Rim
- Highlands and peaks of UK
- OS maps - 6 figure grid references and contour lines
- Comparison of the physical and human geographical features of the Alps and the Himalayas (Nepal and Switzerland)

<p><b><u>Games and PE</u></b></p> <p><b>Games</b></p> <p><b>Track Events</b></p> <ul style="list-style-type: none"> <li>• Develop technique and experience of sprinting, hurdles, middle distance running and relay races, including baton exchange..</li> </ul> <p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>• Develop techniques including racket grip, forehand and backhand shots using control.</li> <li>• To develop an understanding of rules and game situations and apply basic skills during a game.</li> </ul> <p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>• Develop techniques of fielding including throwing, catching and basic bowling.</li> <li>• To practise the correct technique for striking the ball with the bat.</li> <li>• To apply the skills learnt to game situations</li> </ul> <p><b><u>Indoor Athletics</u></b></p> <ul style="list-style-type: none"> <li>• Develop techniques and ability in running for speed and distance; jumping for distance and height; different types of throws; jumping obstacles while running</li> <li>• To apply skills learned during competitive events.</li> </ul>	<p><b><u>Art</u></b></p> <p><b>Georgia O’Keefe</b></p> <ul style="list-style-type: none"> <li>• To record and collect visual information using digital cameras</li> <li>• To develop close observation skills using viewfinders</li> <li>• To plan a sculpture through drawing and other preparatory work</li> <li>• To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>• To mix and match colours to create atmosphere and light effects</li> </ul> <p><b><u>Design Technology</u></b></p> <p><b>Bridges</b></p> <ul style="list-style-type: none"> <li>• To know the key vocabulary of a bridge.</li> <li>• To know the design structure of the following bridges: beam, arch, truss and suspension</li> <li>• To create a moodboard of famous or/ and unusual bridges from around the world.</li> <li>• To know the forces that affect bridges</li> <li>• To test a variety of bridge design structures for strength</li> </ul>	<p><b><u>PSHE</u></b></p> <p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Sleep</li> <li>• Sun safety</li> <li>• Diseases and Medicine/Vaccination</li> <li>• Hygiene and preventing the spread of disease</li> </ul> <p><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• Identity (including gender identity)</li> <li>• Mental wellbeing</li> </ul> <p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>• Keeping our bodies safe and FGM</li> </ul> <p><b>First Aid Training</b></p> <hr/> <p><b><u>RE</u></b></p> <p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>• To understand about the life of Buddha and the beliefs and practices of Buddhism.</li> </ul> <p><b>Belief expressed through art</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of how different beliefs, including Muslims and Christians, express their beliefs through Art</li> <li>• To understand different religious symbols</li> </ul> <p><b>What do Christians believe God is like?</b></p> <ul style="list-style-type: none"> <li>• To understand Christian beliefs of the Holy Trinity, the Holy Spirit and the nature of God.</li> </ul>
<p><b><u>Music</u></b></p> <p>Throughout the year the children will be part of a termly rotation that will include;</p> <ul style="list-style-type: none"> <li>• Trumpet tuition (Surrey Arts),</li> <li>• learning how to play the Glockenspiels</li> <li>• using Charanga.com to explore jazz music and voice</li> </ul> <p>This term:</p> <p>5K &amp; 5C - trumpet tuition (Surrey Arts),</p> <p>5G &amp; 5F - learning how to play the Glockenspiels</p> <p>5N &amp; 5M - using Charanga.com to explore jazz music and voice</p>	<p><b><u>French</u></b></p> <ul style="list-style-type: none"> <li>• Going on holiday</li> <li>• Activities on holiday</li> <li>• Immediate future tense</li> <li>• Opinions of holidays</li> <li>• Rooms in the house</li> <li>• Descriptions of rooms</li> <li>• Activities at home</li> </ul>	