

CURRICULUM MAP YEAR 5 – Spring 2020

MAIN FOCUS – 1) The Victorians, Ghana and the Transatlantic Slave Trade

Please Visit: <http://www.elmwood-jun.croydon.sch.uk/learning-zone/>

	WORK COVERED	HOW TO HELP YOUR CHILD AT HOME	Please discuss this vocabulary with your child
MATHS	<p>Number – <i>Place value:</i> revision of recognising, ordering and comparing up to 7 digit numbers, decimals, negative numbers, Roman numerals.</p> <p><i>Basic computation:</i> revision of + - x ÷ strategies and their application to word problems and test questions.</p> <p><i>Fractions:</i> Using fractions, decimals and percentages to describe proportions of a whole. Ordering and simplifying fractions, including mixed numbers.</p> <p>Measurement – <i>Time –</i> reading a digital/analogue clock, converting between 12 hour and 24 hour times, solving word problems involving time. Understand area is measured in cm². Use formula in words for calculating the area of a rectangle. Use, read and write standard metric units of mass.</p> <p>Statistics - Complete, read and interpret information in tables, including timetables.</p> <p>Represent and interpret data from a line graph.</p> <p>Times tables. Arithmetic.</p>	<p>Point out where mathematics can be used in everyday situations and discuss the kind of maths that is needed. (+ - x ÷)</p> <p>Look for examples in everyday life, e.g. newspapers, shops, etc. where fractions, percentages and decimals are used, e.g. ____% reductions.</p> <p>Learn $\frac{1}{2} = 0.5$ $\frac{1}{4} = 0.25$ $\frac{3}{4} = 0.75$ $\frac{1}{10} = 0.1$</p> <p>See what happens on a calculator when you calculate 20-36.</p> <p>Discuss examples of negative numbers below zero, e.g. temperatures / bank balances.</p> <p>Collect boxes of different shapes. Dismantle them to show how the 3D shape is made up (the net).</p> <p>Learn 1 kilogram = 1000 grams $\frac{3}{4}$ kg = 750g $\frac{1}{2}$ kg = 500g $\frac{1}{4}$ kg = 250g</p> <p>Look at kitchen/bathroom scales and read measurements from them.</p> <p>Encourage children to learn times tables and develop a quick recall of these.</p>	<p>multiply divide subtract add</p> <p>fraction half quarter three-quarters one tenth decimal percentage factor mixed number</p> <p>negative</p> <p>three-dimensional two-dimensional square rectangle triangle area</p> <p>area perimeter</p> <p>kilometre metre centimetre millimetre</p> <p>graph axis scale</p>

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ENGLISH	<p>Reading – Regular individual and group reading. Continued practise of comprehension activities to improve retrieval, inference and deduction skills. Test-based practise to develop test technique and awareness.</p> <p>Writing – 'Book Week' – creating information texts based on a chosen animal.</p> <p>To identify and use the features of a variety of writing styles, including: recounts, diaries, discussions, narrative and instructions.</p> <p>To develop the skills necessary to plan writing clearly, using an appropriate structure and layout when writing for a particular purpose.</p> <p>Spelling – Weekly spellings phonic blends / word families / high frequency words. Using spelling words to create sentences which demonstrate their understanding of the word.</p> <p>SPAG – To develop knowledge and application of general punctuation and grammar. For example, relative clause, subordinate clause, main clause, imperative verb and modal verb/ modal adverbs.</p> <p>Handwriting –</p>	<p>Give child access to a wide range of reading materials and listen to them read daily. Reading aloud supports reading development significantly.</p> <p>Discuss the books your children are reading, including vocabulary that they don't understand.</p> <p>Encourage children to identify the main idea in a passage from a non-fiction book.</p> <p>Visit the library and encourage selection of a variety of different books to enjoy with a focus on nonfiction books.</p> <p>Always encourage children to have a go at unfamiliar words, saying the word and writing down the sounds they can hear in order. Encourage use of a dictionary.</p> <p>Provide as many opportunities for children to write, e.g. letters, lists, diaries.</p> <p>Encourage children to always read through what they have written to check that it makes sense. For example, to check that no words or letters have been left out.</p> <p>When learning to spell a word, encourage children to look at it, cover it up, then write it down and check it – LOOK, COVER, WRITE, CHECK.</p> <p>Encourage children to identify syllables in words, e.g. com-pu-ter has 3 syllables. For irregular spellings say the word as it appears, e.g. island <u>IS</u> <u>LAND</u></p> <p>Remind children to use joined up handwriting consistently, regardless</p>	<p>Author purpose layout organisation inference deduction retrieval</p> <p>conjunction adverbial complex compound edit up-level</p> <p>publish formal language setting – time/place setting plot characters opening build up dilemma resolution ending</p> <p>report explanation opinion</p> <p>emotive rhetorical questions biased balanced</p> <p>parenthesis (brackets, dashes, commas hyphens) speech marks paragraph structure comma</p>

	Regular practise to develop fluency and joined up style.	of subject/task.	
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SCIENCE	<p>Earth and Space – Children will learn to describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>They will describe the movement of the Moon relative to the Earth and recognise the Sun, Earth and Moon as spherical bodies.</p> <p>Children will use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. They will recognise, name and describe some planetary objects.</p> <p>Animals, including humans – Children will be taught to describe the changes in humans as they develop to old age.</p> <p>Children will draw a timeline to indicate stages in the growth and development of humans. They will learn about some of the changes experienced in puberty.</p> <p>Children will research the gestation periods of other animals and compare them with humans. They will find out and record the length and mass of a baby as it grows.</p>	<p>Discuss how night and day occur at different times around the world.</p> <p>Discuss the length of days, weeks, months and years.</p> <p>Visit the library and find books on the subject.</p> <p>Watch space related television programmes.</p> <p>Look at BBC KS2 Science pages to find out more: http://www.bbc.co.uk/bitesize/ks2/science/physical_processes/</p> <p>Raise questions and talk about family members and their different ages.</p> <p>Research the gestation of different animals using the internet or an encyclopaedia.</p> <p>http://www.bbc.co.uk/bitesize/ks2/science/living_things/</p>	<p>Earth Sun Moon spherical day/night sunrise/sunset rotation orbit season planet star solar system universe</p> <p>life cycle age maturity gestation puberty foetus babyhood childhood adolescence adulthood old age</p>

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HISTORY	<p>Victorians – Who were the Victorians? Key facts about Queen Victoria's life. What life was like for poor people compared with rich people in a Victorian town? Victorian education/schools. Victorian food, drink and entertainment. Inventions from the Victorian Era and the Industrial Revolution. Who was Florence Nightingale and what did she achieve?</p>	<p>Encourage use of resources on the LGFL website: https://www.lgfl.net/queen-victoria/default.aspx</p> <p>Identify and discuss features of Victorian buildings in your local area. http://www.workhouses.org.uk/Croydon/ http://www.bbc.co.uk/schools/primaryhistory/victorian_britain/ http://www.bbc.co.uk/schools/primaryhistory/famouspeople/florence_nightingale/</p>	<p>Queen Victoria monarch era jubilee inventions industrial revolution</p> <p>Florence Nightingale influential</p>
GEOGRAPHY	<p>Benin – Locate the Benin Kingdom on a map of Africa. Recall key facts and terms about the Benin Kingdom (such as definitions of Ogiso, Edo etc.), as well as important dates in history. Describe some of the beliefs and rituals of the people of the Benin Kingdom.</p> <p>Write a non-chronological report.</p> <p>Ghana and the Transatlantic Slave Trade – Identify where Ghana is in the world. Describe some similarities and differences between Ghana and the UK/Croydon. Study the reasons for why the slave trade began and how it affected those involved. Write a newspaper report.</p>	<p>Use the internet (Google maps, Google Earth, Image searches) to look at areas of Benin/Ghana. http://news.bbc.co.uk/cbbcnews/hi/pictures/galleries/newsid_2679000/2679929.stm</p> <p>Look at examples of non-chronological reports, including language used, layout and terminology.</p> <p>Look at examples of newspapers including language used, layout and terminology. https://www.theschoolrun.com/homework-help/the-atlantic-slave-trade</p>	<p>Kingdom Empire Civilisation Eweka Ogiso Edo Ritual</p> <p>heading subheading glossary</p> <p>Ghana Africa Transatlantic climate landscape plantation slave headline sub-heading article report direct speech reported speech</p>

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PSHE	<p>Relationships – What sort of relationships do I have and how have they changed?</p> <p>What other types of relationships are there?</p> <p>Good days and bad days – To be able to discuss these topics: - What kind of day have you had? - Truth and honesty. - Sharing feelings. - Expressing feelings. - Stress and Pressure.</p>	<p>Discuss these questions with your child.</p> <p>Encourage your child to talk about these topics, thinking about their own personal experiences.</p>	<p>relationship love trust</p> <p>emotions trust feelings stress pressure</p>
COMPUTING / E SAFETY	<p>We are game developers - Pupils will first create a storyboard and algorithm for an interactive game.</p> <p>Next they will create the games sounds and graphics in Scratch and learn how to write the algorithm as code.</p> <p>During the project they will find and debug any mistakes, evaluate each other's work and explain how their game works.</p> <p>E Safety - thinking about</p> <ul style="list-style-type: none"> • How to ensure passwords are secure. • How to be a good digital citizen • How to avoid SPAM <p>Encourage your child to play Interland: https://beinternetawesome.withgoogle.com/en_us/interland A fantastic interactive game about E-Safety!</p>	<p>Encourage your child to share their game ideas and offer them feedback.</p> <p>Investigate the Scratch website http://scratch.mit.edu/ and look at how other games and animations have been created.</p> <p>If your child has access to a computer, they could practise and develop skills covered in lessons using similar programs.</p> <p>Allow your child the opportunity to practise computer skills on a home computer using 'Google' applications.</p> <p>For further information about online safety, please visit these websites: https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/</p>	<p>algorithm debug code variable repetition blocks</p>

		https://www.saferinternet.org.uk/advice-centre/parents-and-carers	
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RE	<p>Islam –</p> <ul style="list-style-type: none"> - What are the main features and functions of a local Mosque? - How is Prayer important to Muslims? - What do Muslims learn from the Prophet Muhammad (Pbuh)? - Why do Muslims think of the Prophet Muhammad (Pbuh) as the final Prophet? - Visit to a local Mosque. <p>Christianity –</p> <ul style="list-style-type: none"> - What is the Holy Book of the Christian people? How is it used by them? - How are the stories/parables that Jesus told to his followers relevant to us today? - Easter – Lent celebrations around the world. - Why do many Christians believe that Easter is the most important festival in the Christian year? 	<p>Encourage your child to use reference books, visit the library and internet web sites on the topic.</p> <p>Discuss the beliefs of others in relation to your own. Consider similarities and differences.</p>	<p>Muslim mosque mihrab minaret pray Prophet</p> <p>Bible parables Lent Easter resurrection</p>
MUSIC	<p>Rhythm and Pitch –</p> <p>Be able to read standard rhythmic notation and begin to write own rhythmic patterns. Be able to identify high and low pitches, and write short melodies on tuned percussion instruments.</p> <p>Chords –</p> <p>Know that a chord is a combination of notes at the same time. Play tuned instruments with control. Maintain their own instrumental part.</p>	<p>Encourage your child to listen to a wide range of music. Discuss the rhythms heard in the music – can your child copy them?</p> <p>If your child learns a musical instrument, they could bring it in to participate with in class music lessons.</p>	<p>rhythm duration crotchet quaver minim high low melody</p> <p>chords xylophone glockenspiel</p>

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DT	<p><u>Investigating containers</u> – Designing, planning, making and evaluating various types of containers.</p> <p>Developing knowledge and understanding of the roles and purposes of artists, craftspeople and designers working in different times and cultures (for example, Western Europe and the wider world).</p>	Discuss different types of containers that you see with your child.	urn vessel basket form material techniques decoration shape space pattern line
P.E.	<p><u>Outdoor PE:</u></p> <p>Swimming (one class at a time only)</p> <p>Sports: Developing passing and receiving skills and improving hand/eye co-ordination. Understanding how to defend or intercept a pass/aim for a target.</p> <p>Fitness: Understanding the parts of the body and the importance of warming up. Participating in games that will increase awareness of the changes that occur to the body during exercise, such as an increasing heart rate. Completing circuits to develop agility and co-ordination and performing more complex patterns of movement.</p> <p>Health: Identifying major organs and their functions, considering the importance of looking after teeth and learning about the process of digestion.</p>	<p>Encourage children to maintain fitness through extra – curricular activities and keeping an active home life.</p> <p>Research and/or share with your child dance(s) that are important from your own or your family's culture or country.</p>	fitness balance control footwork land step pivot pass receive direction mobility fitness health heart rate circuit digestive system nutrients organs incisor canine molar

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MODERN FOREIGN LANGUAGES (Spanish)	<p>To recognise and use correct vocabulary for sports and hobbies.</p> <p>To be able to express what you like and you dislike.</p> <p>To learn animal vocabulary.</p> <p>To learn some vocabulary about parts of the body and family members.</p> <p>To learn Easter traditions around the world.</p>	<p>Expressing preferences: http://quizlet.com/18500945/spanish-ii-u3l1-express-preferences-and-opinions-flash-cards/ https://aprenderespanol.org/gramatica/preposiciones.html https://www.petralingua.com/es/aprender-idiomas/espanol-para-ninos-online.php</p> <p>Practice: BBC/languagesKS2/Spanish</p>	<p>Los deportes – <i>Sports</i> El fútbol – <i>Football</i> El baloncesto – <i>Basketball</i> La natación – <i>Swimming</i> La gimnasia- <i>Gymnastics</i> Me encanta – <i>I love...</i>, Me gusta – <i>I like...</i>, No me gusta- <i>I don't like,</i> ¿Te gusta? – <i>Do you like?</i> perro – <i>dog</i> gato-<i>cat</i> pez- <i>fish</i> pajaro-<i>bird</i> conejo-<i>rabbit</i></p>

All children can use their logins to access these sites at home:



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