



# Year 5 - PHES Medium Term Curriculum Map - Term 1.1 2024-2025



## ENTRY POINT

- Make a cactus garden.  
Shallow container with drainage hole
- Stones for drainage
  - Variety of cacti
  - Compost
  - Coarse sand
  - Pebbles for decoration

## ENGLISH

### Myths and legends

- use a thesaurus.
- choosing which shape of a letter to use when given choices and deciding whether to join specific letters.
- choosing the writing implement that is best suited for a task.
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- using a wide range of devices to build cohesion within and across paragraphs.
- ensuring the consistent and correct use of tense throughout a piece of writing
- using passive verbs to affect the presentation of information in a sentence.

### Playscripts

- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- using semi-colons, colons or dashes to mark boundaries between independent clauses.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

## IPC

### International

- Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups.
- Be able to identify ways in which people work together for mutual benefit.

### Technology

- Be able to gather and use information to suggest solutions to problems.
- Be able to devise and use step-by-step plans.
- Be able to work with a variety of tools and materials with some accuracy.

### Art

- Be able to select materials and techniques to communicate an idea and evaluate their level of success
- Be able to interpret the meaning behind artwork, giving reasons for their opinions
- Be able to create an original artwork to serve a self-selected purpose choosing from a range of given media

# TOPIC – The Mayans

## PSHE / PERSONAL LEARNING GOALS

- Being Me in My World
- Planning the forthcoming year
- Being a citizen
- Rights and responsibilities
- Rewards and consequences.
- How behaviour affects groups
- Democracy, having a voice, participating.
- Cultural differences how they can cause conflict.
- Racism
- Rumours and name-calling
- Types of bullying
- Material wealth and happiness
- ES77 - E safety

## Science

- Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect
- 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
- Use a range of scientific equipment to make systematic and careful observations
- Make predictions based on scientific knowledge
- Ask scientific questions and begin to understand which questions would be best suited to each enquiry type

## MATHEMATICS

### Place Value

- Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- Read, write order and compare numbers to at least 100 000 and determine the value of each digit.
- Read, write order and compare numbers to at least 100 000 and determine the value of each digit.
- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000, 100 000.
- read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.

### Addition and Subtraction

- 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)
- 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 context deciding which operations and methods to use and why.
- solve number problems and practical problems that involve all the above

### Learning ladders objectives

Place value 33,34,35,37,38

Addition and subtraction 17,18,19,20

## EXIT POINT

To show off Mayan masks to the parents along with other project work.

## TRIPS

Science Show Visit



# Year 5 - PHES Medium Term Curriculum Map - Term 1.2 2024-2025



## ENTRY POINT

• Art Gallery.  
Print off a selection of the posters, created by renowned international artists to raise awareness of global warming and climate change.  
Laminate each poster, ensure that the slogans for each poster are covered up, so that only the images are visible.  
Select some photographs related to climate change and the environment. These might include: a landfill site, a recycling logo, a power plant, a scene of flooding, deforestation, a gridlocked street, a wind turbine, a polar bear stranded on an ice floe and so on.  
Set up the gallery, so that it is a surprise for the children when they arrive. Allow time for the children to explore the gallery and talk about the images and exhibits on display. If you wish, join in their discussion and prompt them to think about the message that each artist is seeking to convey. Is there a common theme?  
Afterwards, provide art materials for children to create their own poster or exhibit to add to the display – one that communicates their own personal response to what they have seen.

## MATHEMATICS

- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.
  - Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
  - Multiply and divide numbers mentally drawing upon known facts.
  - know and use the vocabulary of prime numbers, prime factors and composite (non-prime) number.
  - establish whether a number up to 100 is prime and recall prime numbers up to 19.
- Statistics
- Solve comparison, sum and difference problems using information presented in a line graph.
  - complete, read and interpret information in tables, including timetables.
- Measurement: perimeter and Area
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
  - convert between different units of metric measure.
  - calculate and compare the area of rectangles (including squares) including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes.
- Perimeter and area 28,30,31  
Statistics 8,9  
Multiplication and division 14,18,20,15,16

## IPC

- Geography
- 3.14 Be able to collect and record evidence to answer geographical questions.
  - 3.15 Be able to identify geographical patterns and to use their knowledge and understanding to explain them.
  - 3.20 Be able to use and interpret globes and maps in a variety of scales.
- International
- 3.05 Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups
  - 3.06 Be able to identify ways in which people work together for mutual benefit.
- Technology
- 3.05 Be able to gather and use information to suggest solutions to problems.
  - 3.06 Be able to devise and use step-by-step plans.
  - 3.09 Be able to work with a variety of tools and materials with some accuracy.
  - 3.10 Be able to test and evaluate their own work and improve on it.
- DQD3 - Data Handling  
WXN4 - Music Creation

## TOPIC – Climate Control (6 Weeks)

**PSHE / PERSONAL LEARNING GOALS**  
celebrating differences:  
Cultural differences and how they can cause conflict.  
Racism Rumours and name-calling  
Types of bullying  
Material wealth and happiness  
Enjoying and respecting other cultures.

## Science

- Use scientific evidence to answer questions
- Make conclusions based on scientific evidence and from their own testing and findings.
- Identify differences, similarities or changes related to simple ideas or processes.

## ENGLISH

- Persuasive writing (4 Weeks)
- Ask relevant questions to extend their understanding and knowledge.
  - Articulate and justify answers, arguments and opinions.
  - Consider and evaluate different viewpoints, attending to and building on the contributions of others.
  - Identifying and discussing themes and conventions in and across a wide range of writing
  - Distinguish between statements of fact and opinion.
  - Continue to distinguish between homophones and other words which are often confused.
  - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - Using a wide range of devices to build cohesion within and across paragraphs.
  - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
  - Using modal verbs or adverbs to indicate degrees of possibility.
  - Using brackets, dashes or commas to indicate parenthesis.
- Stories from different cultures (2 Weeks)
- Ask relevant questions to extend their understanding and knowledge.
  - Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
  - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
  - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
  - Making comparisons within and across books
  - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
  - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

## EXIT POINT

- Each class to create a presentation to explain:
- What does 'being healthy' mean?
  - Nutrition – making healthy choices and eating a balanced diet
  - Personal hygiene – keeping our body clean
  - Disease – preventing the spread of infection
- Fitness - how has our fitness improved since starting the unit?