



# Year 5 - PHES Medium Term Curriculum Map - Term 2.1 2021-2022



## ENTRY POINT

Space Academy

Astronaut Training Camp

Children work in groups to complete mental and physical challenges

- Agility
- Strength
- Balance
- Aerobic/ anaerobic
- Hand/eye coordination
- Team games

## 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
- 3.16 Be able to use appropriate geographical vocabulary to describe and interpret their surroundings
- 3.18 Be able to use appropriate techniques to gather information
- 3.19 Be able to make plans and maps in a variety of scales using symbols and keys
- 3.20 Be able to use and interpret globes and maps in a variety of scales
- 3.22 Be able to explain how physical and human processes lead to similarities and differences between places
- 3.24 Be able to communicate their knowledge and understanding of geography in a variety of ways

### History

- 3.10 Be able to find out about aspects of the past from a range of sources
- 3.05 Be able to plan their own performance
- 3.10 Be able to refine and improve their performance based on their understanding of what is needed

### Science

- 3.02a Be able to conduct scientific investigations posing scientific questions
- 3.02b Be able to choose an appropriate way to investigate a scientific issue
- 3.02c Be able to make systematic and accurate measurements from their observations
- 3.02d Be able to explain and justify their predictions, investigations, findings and conclusions
- 3.02e Be able to record and communicate their findings accurately using the most appropriate medium and the appropriate scientific vocabulary and conventions

### Technology

- 3.04 Be able to respond to identified needs, wants and opportunities with informed designs and products
- 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

## ENGLISH

### Explanation texts

- Ask relevant questions to extend their understanding and knowledge
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Reading books that are structured in different ways and reading for a range of purposes
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Distinguish between statements of fact and opinion
- Noting and developing initial ideas, drawing on reading and research where necessary.
- Précising longer passages
- Using a wide range of devices to build cohesion within and across paragraphs
- Assessing the effectiveness of their own and others' writing
- Using passive verbs to affect the presentation of information in a sentence
- Using semi-colons, colons or dashes to mark boundaries between independent clauses
- Punctuating bullet points consistently

## MATHEMATICS

### Number: Multiplication and Division

- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret 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, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals' sign.

### Number: Fractions

- compare and order fractions whose denominators are all multiples of the same number.
- identify name and write equivalent fractions of a given fraction represented visually including tenths and hundredths.
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number.
- add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.

Multiplication and division 17,19,21,22,23  
Number fractions 1,2,3

# TOPIC – MISSION TO MARS

## PSHE / PERSONAL LEARNING GOALS

### Dreams and goals

- Future dreams
- The importance of money
- Jobs and careers
- Dream job and how to get their goals in different cultures
- Supporting others (charity)
- Motivation

## TRIPS

Demonstrations and talks.

## EXIT POINT

### Back to Earth Exhibition

- Children record Video diaries from Mars/messages home
- Children hold a Press conference on their return home
- Children create their own samples of Martian sand and rock
- Demonstrations and talks of science experiments covered in the topic.



# Year 5 - PHES Medium Term Curriculum Map - Term 2.2 2021-2022



## ENTRY POINT

Talk by school nurse on First Aid in an emergency.

Health/fitness check.

Bleep test by PE dept.

Fitness Challenge to last the length of the unit.

## IPC

### 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.

### Science

3.02a Be able to conduct scientific investigations posing scientific questions

3.02b Be able to choose an appropriate way to investigate a scientific issue

3.02c Be able to make systematic and accurate measurements from their observations

3.02d Be able to explain and justify their predictions, investigations, findings, and conclusions

3.02e Be able to record and communicate their findings accurately using the most appropriate medium and the appropriate scientific vocabulary and conventions

### 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.

## ENGLISH

### Reading

- reading books that are structured in different ways and reading for a range of purposes
- identifying and discussing themes and conventions in and across a wide range of writing
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- Retrieve, record and present information from non-fiction

### Spelling

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

### Handwriting and presentation

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- choosing the writing implement that is best suited for a task

### Writing

- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- ensuring the consistent and correct use of tense throughout a piece of writing
- Proof-read for spelling and punctuation errors
- punctuating bullet points consistently
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

## MATHEMATICS

### Number fractions

- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number.
- add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.

Number fractions 3,4,5

### Number: Decimal and percentages

- round decimals with 2 decimal places to the nearest whole number and to 1 decimal place
- recognise and use thousandths and relate them to tenths, hundredths, and decimal equivalents.
- recognise the per cent symbol (%) and understand that per cent relates to
- solve problems which require knowing percentage and decimal equivalents of  $1/2$ ,  $1/4$ ,  $1/5$ ,  $2/5$ ,  $4/5$  and fractions with a denominator of a multiple of 10 or 25.

Decimal and percentages 11,7,8,12

# TOPIC – BEING HUMAN

## PSHE / PERSONAL LEARNING GOALS

### Healthy me

Anti-social behaviour  
Emergency aid  
Body image  
Relationships with food  
Healthy choices Motivation and behaviour

## TRIPS

n/a

## 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?