

# KS1 & 2 Curriculum Mapping 2014-15 – identifying science & foundation subject objectives

Year Group: **YEAR 5**

Term:      1      2      3      4      **[5]**      6

**Thematic Unit Name: Living things and their habitats**

## NC STATUTORY SUBJECT Programmes of Study (POS):

### ENGLISH

#### Recounts (2 weeks) including:

- Scene setting opening
- Events in the right order, tell the story of what happened
- Summary or conclusion with comments
- Details to bring it alive
- Names of people or places
- Varied but consistent use of past tense, for example, 'As he was running away he noticed ...'
- Focus on participants I or we, he, she, they or specific names
- Using fronted adverbials and adverbials
- Degree of formality adopted
- Adverbs, conjunctions or prepositions to show the passing of time
- Paragraphs

#### Persuasion (4 weeks)

- I can identify persuasive features of texts
- I can write a persuasive letter
- I can present a successful persuasive argument as part of a debate
- I can speak persuasively
- I can ask successful questions

### MATHEMATICS

#### Statistics

- I can draw and use a variety of forms of bar graphs and charts
- I can make a line graph
- I can complete, read and interpret tables
- I can follow a line of enquiry

**SCIENCE: Living things and their habitats**

- 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.

**Art & Design**

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

**Computing**

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

**Design & Technology**

None this term

**Languages (KS2) Spanish**

listen attentively to spoken language and show understanding by joining in and responding

- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- present ideas and information orally to a range of audiences\*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

<p><b>Geography</b> None this term</p>
<p><b>History</b> Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <ul style="list-style-type: none"> <li>Investigating the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day</li> </ul>
<p><b>Music</b></p> <ul style="list-style-type: none"> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Composing a piece of music inspired by Gustav Holst's 'The planets'</li> </ul>
<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [through athletics linked to Greek Olympic sports]</li> <li>perform dances using a range of movement patterns, based on traditional Greek dances</li> </ul>
<p>RE (Locally Agreed Syllabus)</p> <p><b>How do Buddhists show their commitment to their religion?</b></p> <ul style="list-style-type: none"> <li>We are learning to explain the main events in the life of Siddhartha Gautama</li> <li>To understand the importance of the festival of Vesak for Buddhists</li> <li>To listen to Buddhist stories and their morals and discuss my views</li> </ul>
<p>PHSE (non-statutory)</p> <p><b>Relationships</b></p> <p>1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>1d) to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way (in the area of 'embarrassment');</p> <p>2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p>

**Notes:**