

# Aragon Primary School Curriculum Map

## Year 5

### English

We will be studying a range of genres and creating pieces of writing based on the following stimuli:

Museum of Fun (Non-Fiction - Persuasion)

Beyond the Lines (Poetry)

### Reading

Pig Heart Boy, Wonder, There's a Boy in the Girl's Bathroom

### Music: Classroom Jazz

This is a six-week Unit of Work that builds on previous learning. All the learning is focused around two tunes: Three Note Bossa and The Five Note Swing.

### DT - Building Bridges

Using readily-available materials such as card, paper or art straws, children will explore ways in which forces act on bridge structures, how they are constructed and how they are strengthened. Working well as part of a team will be crucial, too – as children get to grips with designing, making and evaluating a variety of bridge designs!

### Spanish - Donde vivo

Types of houses and flats, descriptions, where I live, rooms in the house, singular and plural revision hay/no hay

### History - Industrial Revolution

What was the Industrial Revolution?

How important were the British Empire and trade during the Industrial Revolution?

How did the textile industry change?

How did the steam engine impact the Industrial Revolution?

Why were iron and coal important to the Industrial Revolution?

What was life like during the Industrial Revolution?

### Maths

Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. Recognise and use square numbers and cube numbers, and the notation for squared <sup>2</sup> and cubed <sup>3</sup>. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Multiply and divide numbers mentally drawing upon known facts. Multiply numbers up to 4 digits by a 1- or 2-digit number using a formal written method, including long multiplication for 2-digit numbers. Divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context; solve problems involving multiplication and division. Multiply and divide numbers mentally drawing upon known facts. Solve problems involving multiplication and division.

Complete, read and interpret information in tables, including timetables. Solve comparison, sum and difference problems using information presented in a line graph.

### Science - Materials

Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.

### PSHE - Celebrating Differences

I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.

I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour

### Computing - E-Safety

Year 5 will learn about how to stay safe online.

## Autumn 2

### RE - Is the Christmas story true?

I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.

I can start to explain the Christian belief that Jesus was the Incarnation of God.

I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.

### PE - Sports Leadership

Children learn the characteristics of being a good sports leader and how to apply these when leading a group of younger pupils. Children will learn how to plan, deliver and evaluate sports activities.



"To be the best we can be!"