



Tarleton Whole School Curriculum Map 2021

| Year 5 | Aut 1 (7wks) | Aut 2(7wks) | Spr 1 (6wks) | Spr 2(6wks) | Sum (5 wks) | Sum 2 |
|-----------------|--|---|--|--|--|---|
| Theme | <i>A Kingdom United</i> | <i>Food, Glorious Food!</i> | <i>Victorious Victorians</i> | <i>Earthlings</i> | <i>Amazon Adventure</i> | <i>Inspirational Inventions</i> |
| Literacy | <p>Legends</p> <ul style="list-style-type: none"> ▪ <i>to write a story, based on a model, which includes:</i> <ul style="list-style-type: none"> - <i>Appropriate use of sentences with '-ed' openers.</i> - <i>A blend of action, dialogue and description.</i> - <i>Features of the legend genre.</i> <p>Persuasion</p> <ul style="list-style-type: none"> ▪ <i>to write and persuasive brochure (Anglo Saxon Village) which includes:</i> <ul style="list-style-type: none"> - <i>modal verbs.</i> - <i>the use of appropriate grammar and vocabulary (Standard English).</i> - <i>persuasive devices including</i> | <p>Myths</p> <ul style="list-style-type: none"> ▪ <i>to write a myth based on Norse mythology</i> <p>Reports</p> <ul style="list-style-type: none"> ▪ <i>to write a non-chronological report about an aspect of the Olympics.</i> | <p><i>Stories with historical settings</i></p> <ul style="list-style-type: none"> ▪ <i>to write a new chapter or scene linked to novel/story with historical setting.</i> ▪ <i>to create a presentation linked to reading, e.g. Is Fagin a hero or a villain?</i> <p>Film /Play scripts</p> <ul style="list-style-type: none"> ▪ <i>to write a play script for a new scene of a familiar film or book (storyboard, detail to include camera angles, direction etc).</i> <p>Classic Narrative poetry</p> | <p>Science Fiction</p> <ul style="list-style-type: none"> ▪ <i>To write a science fiction story to entertain an identified audience</i> <p>Information Texts</p> <ul style="list-style-type: none"> ▪ <i>To write an information booklet which includes more than one non-fiction text type, e.g. non-chronological report, instructions and explanation (</i> <p>Poems with a structure</p> <ul style="list-style-type: none"> ▪ <i>To write a new poem drawing on</i> | <p>Stories from other cultures</p> <ul style="list-style-type: none"> ▪ <i>to write story set in the rainforest.</i> <p>Debate</p> <ul style="list-style-type: none"> ▪ <i>to write a persuasive speech.</i> ▪ <i>to prepare and conduct a debate.</i> <p>Poems with figurative language</p> <ul style="list-style-type: none"> ▪ <i>to write a poem set in the rainforest</i> | <p>Novel as a theme (Hugo Cabret)</p> <ul style="list-style-type: none"> ▪ <i>to produce a range of writing outcomes linked to the novel, e.g. diary, letter, internal monologue, summary, prediction.</i> ▪ <i>to write a short story or chapter for a novel about an invention.</i> <p>Magazine: (information text hybrid)</p> <ul style="list-style-type: none"> ▪ <i>to produce a presentation based on reading and research about an eco - issue</i> <p><i>To write a page for a magazine which</i></p> |



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| | <i>images, words and phrases.</i> | | <ul style="list-style-type: none"> ▪ <i>to prepare an oral performance of a poem.</i> ▪ <i>to write a new poem, or verse for a poem, based on a model.</i> ▪ | <i>the structure(s) of those studied.</i> | | <i>includes a range of text types.</i> |
| GPS | <ul style="list-style-type: none"> ▪ Revision of nouns, verb, adjectives, adverbs, clauses and subordinate clauses ▪ Revision of basic punctuation ▪ Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must. ▪ Create and punctuate complex sentences using '-ed' openers. ▪ Inverted commas | <ul style="list-style-type: none"> ▪ Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly.</i> ▪ Create and punctuate complex sentences using -ed openers. ▪ Create and punctuate complex sentences using -ing openers. Active and passive verbs ▪ Subject / object | <ul style="list-style-type: none"> ▪ Create and punctuate complex sentences using -ing openers. ▪ Demarcate complex sentences using commas and explore ambiguity of meaning. ▪ Identify and use brackets and dashes. ▪ Create and punctuate sentences using simile starters. ▪ Revision of determiners and prepositions ▪ Reported speech ▪ Apostrophes | <ul style="list-style-type: none"> ▪ Link ideas across paragraphs using adverbials for time and place and numbers e.g. <i>Several hours later, on a nearby planet.</i> ▪ Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, subsequently.</i> ▪ Dashes and brackets for parenthesis ▪ | <ul style="list-style-type: none"> ▪ Create and punctuate complex sentences using -ed openers. ▪ Create and punctuate complex sentences using -ing openers ▪ Use devices to build cohesion, e.g. <i>firstly, furthermore, as a consequence.</i> ▪ Ellipses ▪ Dashes ▪ Hyphens | <ul style="list-style-type: none"> ▪ Create complex sentences by using relative clauses with pronouns which, and whose ▪ Standard and non-standard English ▪ Expanded noun phrases |
| Maths | Place value (decimals) Written + and – including problems | Mental x and ÷ (factors, multiples) Division including problems | Place Value Counting and Negative Numbers | Mental and Written Division 2-D and 3-D Shape Sorting | Place Value Decimals Fractions Measures (Time) and Statistics | Place Value Written Calculations Fractions Percentages |



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| | <p>Geometry (angles)</p> <p>Geometry and measures (perimeter)</p> <p>Addition and subtraction (statistics)</p> | <p>Fractions (compare, order, equivalence)</p> <p>Multiplication and measures (area)</p> <p>Statistics and measures (time)</p> | <p>Addition and Subtraction</p> <p>Mental and Written</p> <p>Multiplication</p> <p>Measures (Length, Mass and Capacity)</p> <p>Geometry (Reflection and Translation)</p> <p>Geometry (Angles)</p> | <p>Calculating with Fractions</p> <p>Measures (Area and Volume)</p> <p>Statistics</p> <p>Measures</p> <p>Calculation</p> <p>Assess and Review</p> | <p>Geometry</p> <p>Addition and Subtraction</p> <p>Multiplication and Division</p> | <p>Measures (Mass, Volume and Capacity)</p> <p>Area and Volume of Shapes</p> <p>Assess and Review</p> |
| Science | Material Properties | Materials – reversible and irreversible changes | Forces and Falling objects | Earth and Space | Life Cycles in animals and plants | Animals including humans – growth and development of humans PLUS exercise and the circulatory system |
| Computing | <p>CS – programming / computational thinking</p> <p>E-safety</p> | <p>DL / CS – collaboration / networking</p> <p>E-safety</p> | <p>IT – modelling</p> <p>E-safety</p> | <p>IT – data handling</p> <p>E-safety</p> | <p>IT – multimedia</p> <p>E-safety</p> | <p>CS – programming</p> <p>E-safety</p> |
| History | <p>British settlement by Anglo Saxons and Scots</p> <p>Chronology</p> <p>Events, People and Changes</p> <p>Communication</p> <p>Enquiry, Interpretation and Using Sources</p> | <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Chronology</p> <p>Events, People and Changes</p> <p>Communication</p> <p>Enquiry, Interpretation and Using Sources</p> | <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Victorian Children</p> | | | |
| Geography | | World and local Food - Where does world food come from? | | | Contrasting Region- Amazon Basin, rainforests, biomes | North America |



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| | | Place knowledge UK (Tarleton Food) Mapping – equator (longitude / latitude) Fieldwork | | | Enquiry and Investigation Communication Human and physical geography | Human and physical geography |
| Art | Printing – Anglo Saxon shields Press printing | | Lowry paintings | | Design a 2D object / 3D object that could be sold to promote preventing animal extinction | |
| DT | | Food – design and make bread for a purpose | | Space sculptures | | Mechanical systems- cams, pulleys, gears |
| PE | Gymnastics Swimming | Net and Wall Games Swimming | Dance Swimming | Striking and Fielding Swimming | Invasion Games Striking and Fielding | Athletics Gymnastics |
| Music | Rock | Jazz | Pop Ballads | Hip Hop | Motown | Western Classical music |
| RE And Class Value | Fairness and Justice The Bible | Fairness and Justice Christmas | Fairness and Justice Jesus The Teacher | Fairness and Justice Easter - Victory | Fairness and Justice Women In the Old Testament | Fairness and Justice Death, Loss Hope |
| Multicultural links | Differences in the way English and Spanish people greet each other | Multicultural links with food Differences between Spanish and English schools | | | Multicultural links with rainforest | |
| PSHE | Jigsaw Being me in my world | Jigsaw Celebrating Difference | Jigsaw Dreams and Goals | Jigsaw Healthy Me | Jigsaw Relationships | Jigsaw Changing me |



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| Fairtrade/Eco | | <ul style="list-style-type: none"> ■ Fair Trade – link to food topic | | | Eco – link to deforestation | Climate change and sustainability |
| British values | Fairness and Justice Tolerating other faiths (multicultural week) | Fairness and Justice Mutual respect (linked to PSHE – Getting on and falling out) | Fairness and Justice Law (linked to class Christian Value) | Fairness and Justice Individual liberty | Fairness and Justice Rule of trust | Fairness and Justice |
| MFL (Spanish) | Counting to 10 Greetings | Classroom Instructions Nativity play | Ask for and give name Vocabulary relating to springtime/ weather | Revision of numbers Ask for and give age | Colours Names of fruits | Days of the week Months of the year |