



## Tarleton Whole School Curriculum Map 2017-2018

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



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		<p><i>performance of a poem.</i></p> <ul style="list-style-type: none"> <li>to write a new poem, or verse for a poem, based on a model.</li> </ul>	<p><i>those studied.</i></p>			
<b>GPS</b>	<ul style="list-style-type: none"> <li>Revision of nouns, verb, adjectives, adverbs, clauses and subordinate clauses</li> <li>Revision of basic punctuation</li> <li>Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must.</li> <li>Create and punctuate complex sentences using '-ed' openers.</li> <li>Inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>Create and punctuate complex sentences using <i>-ing</i> openers.</li> <li>Demarcate complex sentences using commas and explore ambiguity of meaning.</li> <li>Identify and use brackets and dashes.</li> <li>Create and punctuate sentences using simile starters.</li> <li>Revision of determiners and prepositions</li> <li>Reported speech</li> <li>Apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>Link ideas across paragraphs using adverbials for time and place and numbers e.g. <i>Several hours later, on a nearby planet.</i></li> <li>Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, subsequently.</i></li> <li>Dashes and brackets for parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>Create complex sentences by using relative clauses with pronouns which, and whose</li> <li>Standard and non-standard English</li> <li>Expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>Create and punctuate complex sentences using <i>-ed</i> openers.</li> <li>Create and punctuate complex sentences using <i>-ing</i> openers</li> <li>Use devices to build cohesion, e.g. <i>firstly, furthermore, as a consequence.</i></li> <li>Ellipses</li> <li>Dashes</li> <li>Hyphens</li> </ul>	<ul style="list-style-type: none"> <li>Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly.</i></li> <li>Create and punctuate complex sentences using <i>-ed</i> openers.</li> <li>Create and punctuate complex sentences using <i>-ing</i> openers. Active and passive verbs</li> <li>Subject / object</li> </ul>
<b>Maths</b>	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>
<b>Science</b>	Material Properties	Materials – reversible and irreversible changes	Earth and Space	Forces and Falling objects	Life Cycles in animals and plants	Animals including humans – growth and development of humans PLUS exercise and the circulatory system
<b>Computing</b>	<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>
<b>History</b>	<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>Early Islamic Civilisation</p> <p>Chronology</p> <p>Events, People and Changes</p> <p>Communication</p> <p>Enquiry, Interpretation and Using Sources</p>		<p>Ancient Greece (including sport)</p> <p>Chronology</p> <p>Events, People and Changes</p> <p>Communication</p> <p>Enquiry, Interpretation and Using Sources</p>
<b>Geography</b>		<p>World and local Food - Where does world food come from?</p> <p>Place knowledge UK (Tarleton Food)</p>	<p>Earth From space</p> <p>Location Knowledge</p> <p>Mapping</p> <p>Weather</p> <p>Use of ICT / Technology</p>		<p>Contrasting Region- Amazon Basin, rainforests, biomes</p> <p>Enquiry and Investigation</p> <p>Communication</p>	



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		Mapping – equator (longitude / latitude) Fieldwork			Human and physical geography	
<b>Art</b>	Printing – iconic British images  Press printing		Drawing and paintings developed into abstract textured painting			3d sculpture Greek jugs
<b>DT</b>		Food – design and make bread for a purpose		Mechanical systems- cams, pulleys, gears	3D textiles – rain-maker	
<b>PE...need to adjust</b>	Gymnastics  Swimming	<b>Net and Wall Games</b>  <b>Swimming</b>	Dance  Swimming	<b>Striking and Fielding</b>  <b>Swimming</b>	Invasion Games  Striking and Fielding	Athletics  Gymnastics
<b>Music</b>	Rock	Jazz	Pop Ballads	Hip Hop	Motown	Western Classical music
<b>RE And Class Value</b>	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
<b>Multicultural links</b>	Differences in the way English and French people greet each other	Multicultural links with food Differences between French and English schools	Compare French and English foods	Compare localities in France and England	Multicultural links with rainforest	Compare theme parks in France with England
<b>PSHE</b>	New Beginnings  Healthy Lifestyles	Getting on and falling out Bullying Healthy Lifestyles	Going for Goals	Good to be me	Relationships <b>SEX EDUCATION</b>	Changes



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<b>Fairtrade/Eco</b>		<ul style="list-style-type: none"> <li>▪ Fair Trade – link to food topic</li> </ul>			Eco – link to deforestation	
<b>British values</b>	<b>Fairness and Justice</b>  Tolerating other faiths ( multicultural week)	<b>Fairness and Justice</b> <b>Mutual respect ( linked to PSHE – Getting on and falling out)</b>	<b>Fairness and Justice</b> Law ( linked to class Christian Value)	<b>Fairness and Justice</b> <b>Individual liberty</b>	<b>Fairness and Justice</b> <b>Rule of trust</b>	<b>Fairness and Justice</b>
<b>MFL</b>	<b>Salut Gustave!</b> Greetings Conversation Personal information	<b>A l'ècole</b> Name school subjects Talk about likes and dislikes at school Telling the time	<b>La nourriture</b> Ask politely for food items Describe how to make a sandwich Express opinions about food	<b>En ville</b> Name places in the town Ask the way and give directions Say where you are going	<b>En vacances</b> Ask and say where you are going on holiday Express opinions about holidays Talk about holiday plans	<b>Chez moi</b> Name rooms in the house Describe rooms in the house Say what people do at home