



Uplands Junior Academy LTP Curriculum Map Year 5

	Autumn	Spring	Summer
Theme	Victorians	Ancient Egyptians	Ancient Greece
Time allocation	15 weeks	12 weeks	10 weeks (12 weeks)
Visits or class visitor	Black Country Living Museum Planetarium Foxtan Locks	Visit to local museum Visitor to come in	Visit – Brooks Hill
Hook/Wow (start of term)			
End of theme celebration	Play – performance – Oliver/ Olivia?		Ancient Greek Day including Olympics and Greek food
Key reading texts	Oliver Twist – Charles Dickens Way Home A Viking in the Springtime – Jonny Duddle	Brightstorm – Vashti Hardy Floatsam – David Wiesner Ramadan – Stanley Cook	Who Let the Gods Out - Maz Evans FARThER – Grahame Baker Smith
Reading	Fluency, inference, deduction, evaluation, vocabulary, text structure, poetry, prediction, summary, explanation	Fluency, inference, deduction, evaluation, vocabulary, text structure, poetry, prediction, summary, explanation	Fluency, inference, deduction, evaluation, vocabulary, text structure, poetry, prediction, summary, explanation
Oracy	Use of year group sentence stems daily. Weekly oral discussion in at least one lesson.	Use of year group sentence stems daily. Weekly oral discussion in at least one lesson.	Use of year group sentence stems daily. Weekly oral discussion in at least one lesson.
Writing	<ul style="list-style-type: none"> • Diary, • persuasive letter (in role) • narrative – Problem and resolution • instructions, • Biography – Charles Dickens, • Poetry - Cinquain 	<ul style="list-style-type: none"> • Explanation text – mummification Process • Balanced Argument • Pamphlet/leaflet – Egyptian Gods • Recount – eye-witness report • Narrative letters- x 2 (between 2 characters) 	<ul style="list-style-type: none"> • Non-chron report • Narrative – Alternative ending chapter • Newspaper • poetry – narrative poem • Playscript



	Book Review to the author					
Grammar	<ul style="list-style-type: none"> Recognising and applying vocabulary, sentence structures and text structures that are appropriate for informal/formal situations and suited to purpose and audience. Relative clauses beginning with the relative pronouns: who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Devices to build cohesion within a paragraph [Speech, adverbials of time/place/manner, tenses, numbers – secondly etc.] Linking ideas across paragraphs using adverbials of time, place, and number, or tense choices Use brackets, dashes or commas to indicate parenthesis and embedded clauses. Use of commas and hyphens to clarify meaning or avoid ambiguity Using the perfect form of verbs to mark relationships of time and cause Revise and embed correct use of direct speech punctuation Revise and embed comma after fronted adverbials <p>Expanded noun phrases are continued to be used to add detail.</p>					
Alan Peat's Exciting Sentences	<ul style="list-style-type: none"> NOUN, who/which/where Outside (inside) sentences ___ing, ___ed sentences The more, the more sentence Short sentences 					
Spelling	<ul style="list-style-type: none"> Words with the letter string 'ough' Words with 'silent' letters Etymology of words words ending in '-able' and '-ible' Homophones (isle/aisle, 	<ul style="list-style-type: none"> Revise plurals (adding '-s', '-es' and '-ies') Revise apostrophe for contraction and possession Use of the hyphen Proof-reading 	<ul style="list-style-type: none"> Revise: apostrophe for possession Rare Grapheme Phoneme Correspondence (GVPs-bruise, guarantee, immediately, vehicle, yacht) Words ending in '-ably' and '-ibly' 	<ul style="list-style-type: none"> Building words from root words Homophones Strategies for statutory words Words spelt 'ei' and 'ie' 	<ul style="list-style-type: none"> using etymological/ morphological strategies for spelling Homophones (cereal/ serial, father/farther, guessed/guest, morning/ mourning, who's/whose) 	<ul style="list-style-type: none"> use of dictionary to check words, referring to first three or four letters problem suffixes Spellings taught in previous term.



	aloud/allowed, affect/ effect, herd/heard, past/ passed)	<ul style="list-style-type: none"> Strategies for statutory words Using dictionaries	Homophones (led/lead, steel/steal, alter/altar)			
Handwriting	Write joined, legibly, fluently and with increasing speed Choosing which shape of a letter to use when given choices					
Maths	Place value, addition & subtraction, Graphs & tables, multiplication & division, area & perimeter – Via Power Maths 5A	Multiplication & division, fractions, decimals & percentages – Via Power Maths 5C.		Decimals, Properties of shape, position & direction, converting units, Volume – Via Power Maths 5C		
Science	<p>Earth and space</p> <p>To know about and explain the movement of the Earth and other planets relative to the Sun. To know about and explain the movement of the Moon relative to the Earth. To know and demonstrate how night and day are created. To describe the Sun, Earth and Moon (using the term spherical).</p> <p>Forces</p> <p>know what gravity is and its impact on our lives. identify and know the effect of air resistance.</p>	<p>Properties and changes of materials</p> <p>compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets). know how a material dissolves to form a solution; explaining the process of dissolving. know and show how to recover a substance from a solution. know how some materials can be separated. demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating). know and can demonstrate that some changes are reversible and some are not.</p>		<p>Living things and their habitats</p> <p>know the life cycle of different living things, e.g. mammal, amphibian, insect bird. know the differences between different life cycles. know the process of reproduction in plants. know the process of reproduction in animals.</p> <p>Animals, including humans</p> <p>create a timeline to indicate stages of growth in humans.</p> <p>Working scientifically</p>		



	<p>identify and know the effect of water resistance.</p> <p>identify and know the effect of friction.</p> <p>explain how levers, pulleys and gears allow a smaller force to have a greater effect.</p>	<p>know how some changes result in the formation of a new material and that this is usually irreversible.</p> <p>know about reversible and irreversible changes.</p> <p>give evidenced reasons why materials should be used for specific purposes</p>	<p>Key vocab to be taught:</p>
Computing	<p>Computing systems and networks – sharing information</p> <p>Creating media – vector drawing.</p>	<p>Creating media – video editing</p> <p>Data and information – flat-file databases</p>	<p>Physical programming using hardware (Crumbles)</p> <p>Using programming to design a quiz.</p>
History	<p>Victorians</p> <p>Victorian era</p> <p>Queen Victoria</p> <p>Significant people, jewellery, buildings, clothes</p>	<p>Ancient Egypt</p>	<p>Ancient Greece</p> <p>Construction of magnificent buildings</p> <p>Invention of technologies that changed the world</p> <p>Ancient Greece achievement and influence on the western world</p> <p>Key concepts</p> <p>Chronology – putting people, places and artefacts on a time line</p> <p>Historical enquiry – to be able to devise, ask and answer questions from the past, select sources independently.</p> <p>Key questions? What legacies from the Ancient Greeks have influenced the way we live today?</p> <p>Key vocab to be taught:</p> <p>Ancient civilisations, Gods/Godesses, Execution, Aristocracy,</p>



Geography	Rivers		Map skills: Identify the position and significance of longitude and latitude Locational Knowledge: Locate countries in Europe particularly Greece and north and south America Key vocab to be taught:
PSHE/RSE/SMSC	<p>Health and Wellbeing</p> <ul style="list-style-type: none">• I know what makes a healthy lifestyle, the benefits of exercise and healthy eating and the factors that affect mental health including positive self-image (PE and DT).• I know that images in the media do not always reflect reality and can affect how people feel about themselves (Individual liberty). <p>Self image and social media</p> <p>Online safety</p> <ul style="list-style-type: none">• I understand our school's e-safety code of conduct (Rule of Law).• I have developed an awareness of relevant e-safety issues such as stranger danger (OB)• I understand my role in keeping myself and my peers safe – reporting (PREVENT).• I understand that good online research involves processing the information and interpreting it for others (MOI).	<p>Health and relationships education</p> <ul style="list-style-type: none">• I can explain and manage the ways in which boys and girls grow and develop in puberty physically and emotionally.• I understand the importance of good hygiene routines as I grow into an adult (PE)• I know that marriage is a commitment freely entered into by both people and that no-one should enter a marriage if they don't want to.• I know what makes a healthy relationship and understand that sometimes people make bad choices and abuse the person they are in a relationship with. Use the term domestic violence/abuse.• I am aware that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, gender, gender identity/orientation and disability (Mutual respect). <p>Sexting Puberty</p>	<p>Living in the wider world</p> <ul style="list-style-type: none">• I understand, with support, that economic choices affect individuals, communities and the sustainability of the environment.• I understand how the media present information.



	<ul style="list-style-type: none">• I recognise that not all information on the internet is accurate or unbiased e.g. advertising and develop strategies for identifying the origins of a website (PREVENT, MOI).• I can use online tools to exchange information and collaborate with others within and beyond my school and begin to evaluate their effectiveness(Orel, ORep)• I understand the potential risk of providing personal information including the distribution of images of myself and others in an increasing range of online technologies both within and outside of school (PS, HWL).• I can recognise that everyone on the internet is not who they say they are(Orep, Orel).• I can recognise and act upon unacceptable behaviours online or electronic devices (Orel, HWL).	<p>Gender based honour violence Gang and group violence Hate crime</p> <p><u>Drug education and staying safe</u></p> <ul style="list-style-type: none">• I understand the influence of peers in making risky or unsafe choices and feel confident to deal with these influences (Individual liberty).• I know which commonly available substances and drugs are legal and illegal, their effects and risks and can identify and use strategies to reduce those risks (Rule of law).	
RE			



Music	VOICE -Listen and Appraise -Improvise/ Compose -Perform -Use musical notation -Sing	PITCH -Listen and Appraise -Improvise/ Compose -Perform -Use musical notation -Sing	20TH CENTURY MUSIC -Listen and Appraise -Improvise/ Compose -Perform -Use musical notation -Sing
Art	Lowry	David Hockney	Artist – Alison Lapper Painting Key vocab to be taught:
DT	Food – gruel / healthy options?	Mechanics - Rivers	Textiles Key vocab to be taught:
PE			Athletics Dance Key vocab to be taught:
Black and Asian history and culture			Pablo Fanque
Eco theme	MARINE-REDUCE SINGLE USE PLASTICS		
Cultural capital/life skills	Swimming Plan & cook a meal Visit a charity shop	Ride a bike Residential - Beaumanor	Cook a meal Take a bus or train Visit a museum