

**Cleves School Curriculum Map 2021-22**  
**Year 5 – Autumn Term**  
**TUDORS**

**Maths**

The expectation is that children will begin to be able to achieve these objectives with some support.

**Number and Place Value**

- Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.
- Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.
- Round any number up to 1000000 to the nearest 10,100, 1000, 10000 and 100000
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals

**Addition and Subtraction**

- Develop their understanding of the meaning of the equals sign
- Add and subtract numbers mentally with increasingly large numbers
- Continue to develop knowledge of addition and subtraction facts and to derive related facts
- Solve addition and subtraction multi-step problems in familiar contexts, deciding which operations and methods to use and why
- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy

**Multiplication and Division**

- Use multiplication and division as inverses
- Develop their understanding of the meaning of the equals sign (\*)
- Establish whether a number up to 100 is prime
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- Multiply and divide numbers **mentally** drawing upon known facts
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- Solve calculation problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- Identify multiples and factors, including all factor pairs of a number, and common factors of 2 numbers (NB: Also an algebra objective)
- Recall square numbers and cube numbers and the notation for them
- Recall prime numbers up to 19

**Measure (Area and Perimeter)**

- Understand the difference between perimeter as a measure of length and area as a measure of two-dimensional space
- Measure the perimeter of composite rectilinear shapes
- Calculate the perimeter of composite rectilinear shapes
- Calculate and compare the area of rectangles

- Estimate the area of irregular shapes

**Statistics**

- Complete table and interpret more complex tables (not timetables)
- Solve problems using information in tables (not timetables)
- Decide the best way to present given data

**Geometry (Position and Direction)**

- Continue to use coordinates in the first quadrant to become fluent in their use
- Identify the points required to complete a polygon
- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

**Literacy**

**Mega City** - Revising grammar, editing and uplevelling skills

**Recount Writing** - The children will write a first-hand account of the Battle of Bosworth, linked to our history topic.

**Non Chronological Report** - The children will create a non chronological report based on their learning of Henry VIII’s wives.

**Stories from other times in history** - The children will write an adventure narrative set in the Tudor times.

**Playscripts**- We will study and create playscripts based on Shakespeare’s Twelfth Night.

**Narrative Poem** - We will study and language and structure of the Highwayman poem by Alfred Noye

**Computing**

**E-Safety and digital awareness**

The use of email and how to use digital communications safely

**Digital Citizenship**

Understand the importance of good digital citizenship including digital etiquette, and respect and how to be digitally safe.

**Hour of Code**

**We Are Game Developers - Scratch**

To understand how to create algorithms that use as few steps as possible (efficiency) and more complex algorithms which include repetition

**Science**

**Properties and changes of 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 give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

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| <p>(e.g.forever loops). To write computer programs that use variables and be able to debug own and others' computer programs.</p> <p><b>Typing proficiency</b><br/>To use 'Typing Web' to develop the skill of touch typing effectively.</p> | <p><b><u>Pulleys and Levers</u></b><br/>The children will be able to identify simple mechanisms, including levers, gears and pulleys, that increase the effect of a force.</p> <p>The children will also continue to develop their Working Scientifically skills.</p> |
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| <p><b><u>History</u></b><br/><b>The Tudors</b><br/>The children will;</p> <ul style="list-style-type: none"> <li>• Understand some key events in British history between 1066 and 1485.</li> <li>• Know the order of the Kings of England from 1066 - 1485 and understand the significance of the Wars between the Houses of Lancaster and York and key dates.</li> <li>• Understand the significance of the Battle of Bosworth and how it led to the start of the Tudor dynasty which united the Houses of Lancaster and York.</li> <li>• Know the succession of the Tudor monarchs, the relationships between them and key dates.</li> <li>• Know the history and significance of Hampton Court as it links to the reign of Henry VIII (Hampton Court trip)</li> <li>• Understand the reasons why Henry VIII broke with the Roman Catholic church.</li> <li>• Understand how the succession of English monarchs after Henry VIII led to the persecution of Protestants and Catholics.</li> <li>• Understand why Elizabeth I was a significant ruler and understand her major accomplishments, including the defeat of the Spanish Armada.</li> <li>• Understand the significance of Tudor Explorers, their importance in England's prosperity and the development of the British Empire.</li> <li>• Understand some aspects of Tudor life (Tudor Day)</li> </ul> |
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| <p><b><u>Games and PE/Dance</u></b><br/><b>Real PE</b><br/>The children will continue to develop and build upon their skills and coordination through activities based on the 'Real PE' programme.</p> <p><b>Tudor Dance</b></p> <ul style="list-style-type: none"> <li>• Etiquette &amp; The Pavane</li> <li>• The Galliard</li> </ul> <p><b>Basketball</b></p> <p><b>Athletics</b><br/>The children will be learning how to compete in a variety of track and field athletic events including;</p> | <p><b><u>Art</u></b><br/><b>Tudor Portraiture and the Renaissance Art Period</b><br/>Children will</p> <ul style="list-style-type: none"> <li>• Know key facts about the artist Hans Holbein The Younger</li> <li>• Be able to answer questions about the Portrait of Henry VIII by Hans Holbein The Younger.</li> <li>• Understand the key features of the Renaissance Art 15th to 16th Century</li> <li>• Recognise 4 key artists from this period and their artwork - Leonardo da Vinci, Michelangelo, Raphael, Donatella</li> </ul> | <p><b><u>PSHE</u></b><br/><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Families and friendships</li> <li>• Safe relationships</li> <li>• Respecting ourselves and others</li> </ul> <p><b>Rights and Responsibilities – UNICEF.</b><br/>Form a Class Charter linked to Rights and Responsibilities.</p> <p><b>Anti - Bullying Week</b></p> |
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| <ul style="list-style-type: none"> <li>● Pace Judgement</li> <li>● Sprint start</li> <li>● Fitness circuit</li> <li>● Long/Triple Jump</li> <li>● Throwing</li> <li>● Inter-house Competition</li> </ul>   | <p>The children will learn how to draw facial features focusing on proportions and detail.</p> <p>Children will finally complete a multi-media Tudor portrait to reflect their understanding.</p> | <p><b>RE</b><br/>How can churches help us to understand Christian belief?</p> <p><b>Harvest</b><br/>What would communities do without Harvest?</p> <p>How did Jesus' teaching challenge people?<br/>Why is light an important sign at Christmas and in many religions?</p> |
| <p><b><u>Design Technology</u></b><br/><b>Food Technology</b><br/>Year 5 will develop an understanding of, and skills in, working with food. They will investigate existing products and explore the functions and properties of the ingredients.</p>  |   |  |
| <p><b><u>Music</u></b><br/>Throughout the year the children will be part of a termly rotation that will include;</p> <ul style="list-style-type: none"> <li>● brass tuition (Surrey Arts),</li> <li>● learning how to play the Glockenspiels</li> <li>● using Charanga.com to explore jazz music and voice</li> </ul> <p>This term</p> <p>5F &amp; 5G - brass tuition (Surrey Arts),<br/>5B &amp; 5M - learning how to play the Glockenspiels<br/>5T &amp; 5C - using Charanga.com to explore jazz music and voice</p> |   | <p><b><u>French</u></b></p> <ul style="list-style-type: none"> <li>● School subjects</li> <li>● Comparing British schools to French schools</li> <li>● Agreement of adjectives</li> <li>● Telling the time</li> <li>● Christmas traditions</li> </ul>                      |