

## Communication objectives

### **Listen and respond appropriately to adults and their peers.**

*I can listen to complicated information, know the important parts and respond to it.*

*I can work out when a message has a different meaning.*

### **Ask relevant questions to extend their understanding and knowledge.**

*I can ask a variety of follow up questions to find out more about the initial answer/ information gives.*

*I can ask a specific question so that the speaker clarifies what s/he meant.*

### **Use relevant strategies to build their vocabulary**

*I can use topic vocabulary accurately in my spoken answers and written work.*

### **Articulate and justify answers, arguments and opinions**

*I can share information with other people so that they can understand me clearly.*

### **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings**

*I can tell stories with a sub-plot.*

*I know how to try to make people agree with me when I am talking to them.*

*I can use long sentences to talk about my ideas.*

### **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments**

*I can ask questions and make helpful comments to help keep a conversation going.*

### **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas**

*I can share complicated information with other people so that they can understand me clearly.*

*I can persuade people to agree with me by talking to them.*

### **Speak audibly and fluently with an increasing command of standard English**

*I can say all speech sounds clearly.*

*I can say polysyllabic words clearly.*

*I can identify the sounds in a word, the number of syllables and rhyming words and use this in my reading and spelling.*

*I can talk using standard English when appropriate.*

### **Participate in discussions, presentations, performances, role play, improvisations and debates**

*I can listen carefully to others and politely agree or disagree with them.*

*I can use persuasive language when presenting my thoughts and ideas.*

### **Gain, maintain and monitor the interest of the listener(s)**

*I can repeat or rephrase what I have said to help someone understand me.*

*I can use language to make people laugh.*

### **Consider and evaluate different viewpoints, attending to and building on the contributions of others**

*I can work out when a message has a different meaning.*

# Curriculum Map

Select and use appropriate registers for effective communication  
 I can talk using Standard English when appropriate.

|   | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|---|---|---|--|--|--|--|
| <b>Reading Spine</b>  | <u>Class read</u>   |   | <u>Class read</u>  |  | <u>Class read</u>  |  |
| The Wolves of Willoughy Chase<br>Varjak Paw<br>Wolf Brother<br>Street Child<br>The Midnight Fox<br>Tom's Midnight Garden<br>FARTHER | The Wolves of Wiloughy Chase – Joan Aiken<br>The Last Spell Breather – Julie Pike<br><br>Reading Comprehension texts<br><b>Fiction:</b><br>Snow Base (Short text)<br>King Arthur (Short text)<br>Bella (short text)<br>Hunted<br><br><b>Poetry:</b><br>The Listeners by Walter de la Mare<br>I Wandered Lonely As A Cloud by William Wordsworth<br><br><b>Non-fiction:</b><br>Mother Earth<br>Seahorses (short text)<br>Hedgehogs |   | Varjack Paw – SF Said<br>Artemis Fowl - Eoin Colfer<br><br>Reading Comprehension texts<br><b>Fiction:</b><br>Dystopia<br>Tomb Raider<br>The Wind in the Willows<br>Hidden in the Sand (Short text)<br>Down the Rabbit Hole (Short text)<br><br><b>Poetry:</b><br>To Mars<br>Our Family Dogs<br><br><b>Non-Fiction:</b><br>Visit Nevada<br>Spectacular Saturn<br>How to play the Guitar |  | Reading Comprehension texts<br><b>Fiction:</b><br>Orpheus and Eurydice<br>The Demon Headmaster<br>Peter Pan and the Lost Boys<br><br><b>Poetry:</b><br>The Peacock<br>On Turning Ten<br><br><b>Non-fiction:</b><br>Vanquishing Vikings<br>Headless Horseman Horror<br>River Severn |  |
| <b>English</b>  | <b>Fiction:</b> Finding Tale<br>Key Text – Kidnapped<br><br>Wider Curriculum<br>Piece: Information<br>Text – Non-<br>chronological Report<br>about a rainforest<br>animal<br>(Science/Geography)<br>Key Text – The<br>Rhiswanozebta<br>Published Piece  | <b>Non-Fiction:</b><br>Information Text –<br>Newspaper Report<br>Key Text – Once Upon<br>a Times<br><br><b>Poetry:</b> Poem on a<br>Theme<br>Key text – A list of<br>Small and Happy things | <b>Fiction:</b><br>Warning Tale<br>Key Text – The Pyramid<br><br><b>Curriculum Piece:</b><br>Instructions – How to<br>mummify a body.  | <b>Non-Fiction:</b><br>Disucssion<br>Key Text – Should Daleks<br>be allowed to live on<br>Earth?<br><br><b>Poetry:</b><br>Using poetic language<br>Key Text – The Universe | <b>Non-Fiction:</b><br>Persuasive Letter<br>Key Text –<br><br><b>Poetry:</b><br>Layers of the Rainforest   | <b>Fiction:</b><br>Fantasy Tale<br>Key Text – The Workhouse<br><br><b>Curriculum Piece:</b><br>'Faded' Music Video –<br>Setting Description. |

## Curriculum Map

|                  |  |  |   |                                  |  |  |
|------------------|--|--|---|----------------------------------|--|--|
|                  | Short Unit:<br>Character<br>Descriptions         |  |   |                                  |  |  |
| <b>Maths</b>     | Place Value<br>Addition and<br>Subtractions      | Multiplication and<br>Division<br>Fractions  | Multiplication and<br>Division<br>Fractions<br>Decimals and<br>Percentages                          | Perimeter and Area<br>Statistics | Shape<br>Position and Direction<br>Decimals                                  | Negative Numbers<br>Converting Units<br>Volume                           |
| <b>Science</b>   | Living Things and<br>their habitats<br>(Biology) | Properties of Materials<br>(Chemistry)   |   | Forces<br>(Physics)              | Earth and Space<br>(Physics)   | Animals including<br>humans<br>(Biology)                                 |
| <b>History</b>   |  | The Ancient<br>Egyptians   | The life of Nelson<br>Mandela (short<br>Unit)   | The Vikings                      |  | Coal Mining in<br>Derbyshire from the<br>Victorian times<br>(short unit) |
| <b>Geography</b> | South America<br>The Amazon<br>Rainforest        |  | United Kingdom<br>East Midlands   |                                  | Europe<br>Scandinavia  |  |
| <b>Computing</b> | Coding<br>Online Safety                          | Online Safety<br>Databases   | Game Creator<br>Concept Maps  | Coding                           | 3D Modelling   | Advanced Word Processing<br>)  |
| <b>Art</b>       |  | Painting and mixed<br>media: Portraits   |   | Drawing: I need space            | Craft and design:<br>Architecture  | Sculpture and 3D:<br>Interactive installation                            |
| <b>DT</b>        | Mechanisms – Pop-<br>up Books                    | <i>Food Technology –<br/>What could be<br/>healthier?<br/>Spaghetti Bolognaise</i> | <i>Structures – Bridges</i>   | <i>Textiles – Stuffed Toys</i>   |  | <i>Monitoring Devices – Digital<br/>World</i>                            |
| <b>RE</b>        | U2.1 Why do some<br>people believe in<br>God?    | U2.2 What would<br>Jesus do? Can we<br>live by the values of                       | U2.4 If God is everywhere, why go to a place<br>of worship?<br><b>Christians, Hinduism, Jewish.</b> |                                  | U2.6 What does it mean to be a Muslim in Britain<br>today?<br><b>Muslims</b> |  |

## Curriculum Map

|              |   |  |   |   |  |   |
|--------------|---|--|---|---|--|---|
|              | Christians, Jews and Humanists  | Jesus in the twenty-first century?<br>Christians   |   |   |  |   |
| PE           | Real PE: Physical<br><br>+<br>Tag Rugby   | Real PE<br><br>+<br>Gymnastics   | Real PE<br><br>+<br>Dance   | Real PE<br><br>+<br>Basketball/Netball  | Real PE<br><br>+<br>Athletics  | Real PE<br><br>+<br>Striking and Fielding<br>Quik Cricket   |
| PSHE         | Jigsaw: Being Me  | Jigsaw: Celebrating difference   | Jigsaw: Dreams and Goals  | Jigsaw: Healthy Me  | Jigsaw: Relationships  | Jigsaw: Changing me   |
| P4C          | P4C   | P4C  | P4C   | P4C   | P4C  | P4C   |
| Music        | Derbyshire Music Hub – Ukuleles   |  |   |   |  |   |
| MFL - French | <b>La Jolie Ronde</b><br><b>Week 1+2</b><br>Lesson 1: The High Street (2 x 30 mins)<br><br><b>Week 3+4</b><br>Lesson 2: The High Street (2 x 30 mins)<br><br><b>Week 5+6</b><br>Lesson 3: The High Street (2x30 mins)<br><br><b>Week 7</b><br>Lesson 4: The High Street (2 x 30 mins) | <b>La Jolie Ronde</b><br><b>Week 1</b><br>Lesson 4: Recap High Street<br><br><b>Week 2+3</b><br>Lesson 5: A short story (2 x 30 mins)<br><br><b>Week 4+5</b><br>Lesson 6: Christmas: L'arbre de Noel (2 x 30 mins)<br><br><b>Week 6,7 + 8</b><br>Lesson 7: Christmas: L'arbre de Noel (1 x 15min and 2 x 30 min) | <b>La Jolie Ronde</b><br><b>Week 1+2</b><br>Lesson 8: Keeping fit (2 x 30 mins)<br><br><b>Week 3+4</b><br>Lesson 9: Keeping Healthy (2 x 30 mins)<br><br><b>Week 5+6</b><br>Lesson 10: Keeping Healthy (2x 30 mins) | <b>La Jolie Ronde</b><br><b>Week 1+2</b><br>Lesson 11: Keeping Healthy: Food (2 x 30mins)<br><br><b>Week 3+4</b><br>Lesson 12: Keeping Healthy (2 x 30 mins)<br><br><b>Week 5</b><br>Lesson 13: Keeping Healthy: Eating habits (1x 30 mins) | <b>La Jolie Ronde</b><br><b>Week 1+2</b><br>Lesson 14: Food: A French Breakfast (2 x 30 mins)<br><br><b>Week 3+4</b><br>Lesson 15: Preparing a traditional dessert (2 x 30 mins)<br><br><b>Week 5+6</b><br>Lesson 16: Date/Weather (2 x 30 mins) | <b>La Jolie Ronde</b><br><b>Week 1</b><br>Lesson 16: Date/ Weather (1 x 20 min)<br><br><b>Week 2+3</b><br>Lesson 17: Weather/ Seasons<br><br><b>Week 4+5</b><br>Lesson 18: Weather/Live (2 x mins)<br><br><b>Week 6+ 7</b><br>Lesson 19+20: Similarities and Difference between UK and France |
| Enrichment   |   |  | 12 <sup>th</sup> January - 'Road to RIAT' programme   |   | 17 <sup>th</sup> – 19 <sup>th</sup> April – Whitehall  |   |

Academic Year: 2023/2024

# Curriculum Map

Year Group: 5