

Blwyddyn 5- Long Term Curriculum Map

Languages, Literacy and Communication: *Oracy*

I can...
- Contribute to group discussion and take some responsibility for completing the task well - Build on and help to develop the ideas of others in my group
I can...
- Listen carefully and use techniques to help me remember the main points - Listen and respond to the content and the speaker's viewpoints
I can...
- Explain information, using ways to be convincing - Speak clearly, formally and with volume to reach a larger audience - Explore issues and themes in role-play situations

Reading

I can...
- Use a range of strategies to make meaning of words and sentences - Read extended texts independently for sustained periods - Identify how punctuation relates to the structure of sentences and how meaning is constructed in complex sentences - Use a range of strategies for skimming and scan to find specific details - Identify features of texts - Use information from trusted sources, on screen and on paper, selecting and downloading if I need to
I can...
- Show understanding of main ideas and significant details in texts - Infer meaning which is not explicitly stated - Identify and explore ideas and information that interest me
I can...
- Read on sight the appropriate h/f words. - Use pauses, emphasis and pace to entertain and maintain interest. - Find relevant words in a text without prompting. - Identify pronouns. - Discuss the use of pronouns. - Read words that have common letter strings but different pronunciation, e.g. rough, bough, cough. - Locate new words and make collections of new words linked to personal interest or particular topics. - Recognise the apostrophe and discuss its use for possession.
I can...
- Gather and organise information and ideas from different sources - Identify what the writer thinks about the topic - Consider if the content is reliable

Writing

I can...
- Write with a clear purpose, showing consideration for the reader - Expand upon main idea(s) with supporting reasons, information and examples - Use techniques in planning writing - Explore the layout of web pages to create material using available tools - Revise and improve writing, explaining why they have made changes
I can...
- Use features which show the structure of the writing - Write an introduction that establishes context, a series of appropriately ordered points and a suitable conclusion - Use paragraphs, which have a main idea and related details - Use images, graphs and illustrations which are clear, relevant and appropriate
I can...
- Use different sentence structures, including complex sentences showing relationships of time, or cause - Use conditionals to show hypotheses or possibilities, e.g. if, might, could - Use the full range of punctuation to guide the reader in complex sentences - Use a variety of strategies to spell words with complex regular patterns - Produce legible, cursive handwriting with increasing fluency
I can...
- Use language appropriate to writing, including standard forms of English - Use appropriate vocabulary, including subject-specific words and phrases.

Translanguaging

I can give examples of how familiar languages have changed over time, and I understand the reasons for change, drawing on my previous knowledge.
When receiving short extracts of information, in both my L1 and L2, I can sustain my attention, even when encountering unfamiliar language occasionally.
I am beginning to use strategies to help me understand information received in both my L1 and L2 independently. I can identify key points.
I can express the information I receive in another language, communicating clearly and organising details appropriately.

Humanities

Religion, Values and Ethics:
Understanding the human condition; asking deepening questions; being compassionate to all; caring for the natural world; showing awe and wonder for nature; being part of a diverse community; understanding my own and others' identities; understanding the roles of all leaders and followers; making healthy relationships; making moral decisions; understanding everyone's journey through life
Geography/ History/ Social Studies:
Exploring and investigating the world, its past, present and future; Understanding how complex events and human experiences are, and interpreting and showing this in different ways; Understanding that the natural world is diverse and changeable, and is affected by processes and human actions; Understanding that human societies are complex and diverse, and shaped by human actions and beliefs; Becoming an informed, self-aware citizen who gets involved with challenges and opportunities that face humanity, being able to take thoughtful, ethical action.
Geography/ History/ Social Studies:
Ethnicity, migration, globalization, developing country/ developed country
Religion, values and ethics:
Ethics, morality, humanity
Outdoor learning:
Flora: oxygen, carbon-dioxide, photosynthesis, chlorophyll, glucose, transpiration
Fauna: birds: beak/ bill, crown, nape, tail-feathers (fanned or forked) [flight- flapping, bounding, gliding and hovering]; *amphibians:* gills
Places: zoo, valley, Area of Outstanding natural Beauty

International Languages

- I can recognise high frequency words and phrases and understand the general meaning in what I hear, read and see. - I can listen and read empathetically, recognising the differing opinions of others. - I can listen and read to build a bank of words and sentences and use these to improve my own communication. - I can listen and read to gain an understanding of how grammar and punctuation affect meaning.
- I can communicate using familiar phrases and sentences - I can start to reflect on my language use in order to improve the quality of my communication - I can start to interact with others, sharing information, feelings and opinions. - I can construct my own sentences using the vocabulary and patterns I have learnt.
- I can join in with familiar songs, rhymes, stories and poems. - I can respond creatively in my language of choice to literature in the international language - I can use familiar words and phrases and experiment with newly-learned vocabulary to create work in the international language. - I can express my opinions in my language of choice supporting my views with examples from the literature I have heard, read or viewed in the international language. - I can show empathy when responding to literature and understand that others may have different views from my own.

BSL As An International Language

- I can experiment with vocabulary. - I can recognise body movements other than using the hands (e.g. facial expressions) in signs of emotions. - I can recognise and follow multi-step instructions about familiar topics and in familiar routines. - I can recognise differences in BSL users' signs and other body movements (e.g. facial expressions) that ask questions or give positive/ negative responses. - I can combine signs to form sentences. - I can show plurals by repeating signs for nouns. - I can sign a range of words that use different movements but the same hand shapes. - I can use different directions of movement when I sign, to show how people do actions together. - I can use both my hands and other body movements (e.g. facial expressions) when asking questions. - I can use both my hands and other body movements (e.g. facial expressions) to show a positive or negative response. - I can respond creatively to a range of BSL literature. - I can use familiar signs and phrases and experiment with newly learned vocabulary. - I am beginning to ask and answer questions to clarify my understanding of BSL literature.

Welsh: *Oracy*

Cwestiwn ac Ateb: I can understand the following questions and respond orally appropriately: <u>Present tense</u> Beth ydy dy hoff lyfr/film et? <i>Fy hoff lyfr/film ydy...</i> Pryd mae dy ben-blwydd di? <i>Mae fy mhen-blwydd i ar...</i> Beth ydy dy gyfeiriad di? <i>Fy nghyfeiriad i ydy...</i> Pwy sy'n byw gyda? <i>Mae... yn byw gyda fy...</i> Beth ydy dy fam di? <i>Yn fy mam i...</i> Pa dim wyt ti'n gefnogi? <i>Dw i'n cefnogi...</i> <u>Past tense</u> Beth fwyneuaist ti? <i>Mwyneuais i...</i> Beth chwaraeai st ti? <i>Chwaraeais i...</i> Pryd est ti? <u>Future tense</u> Sut fydd y tywydd yfory? <i>Bydd hi'n...</i> <u>Third person</u> Sut mae e'n/hi'n teimlo? <i>Mae e'n/hi'n teimlo...</i>

Welsh: *Reading*

I can...
- read texts, choosing strategies which best help me understand them. - compare different things I read - read, showing awareness of how <i>grammar</i> and punctuation affect meaning - develop my vocabulary and pronunciation through listening and reading

Welsh: *Writing*

I can
- I can reflect on the quality of my expression and use a range of strategies to ensure greater clarity in my written communication. - I can explain in my language of choice, where and why I have made any changes or corrections to my writing. - I can attempt to spell more difficult words plausibly using a range of strategies. - I can organise my writing into a logical sequence.

Expressive Arts

Exploring artistic skills and knowledge and to become more curious and creative.
Reflecting, both as artist and audience.
Creating with both skills and knowledge: Using my senses, inspiration and imagination.
Art: composition, perspective
Music: form and structure
Dance: unison and canon, climax
Drama: tension, focus, language, mood, atmosphere, symbols, design (which encompasses stage lighting)
Film and digital media: 2D and 3D space, style and genre

Maths & Numeracy

Developing Numerical Reasoning

- I can transfer mathematical skills to a variety of contexts and everyday situations - I can identify the appropriate steps and information needed to complete the task or reach a solution - I can select appropriate mathematics and techniques to use - I can select and use suitable instruments and units of measurement - I can choose an appropriate mental or written strategy and know when it is appropriate to use a calculator - I can estimate and visualise size when measuring and use the correct units
- I can explain results and procedures clearly using mathematical language - I can refine informal methods of recording written calculations, moving to formal methods of calculation when developmentally ready - I can use appropriate notation, symbols and units of measurement - I can select and construct appropriate charts, diagrams and graphs with suitable scales
- I can select from an increasing range of checking strategies to decide if answers are reasonable - I can interpret answers within the context of the problem and consider whether answers, including calculator, analogue and digital displays, are sensible - I can draw conclusions from data and recognise that some conclusions may be misleading or uncertain

Using Number Skills

I can...
- read and write numbers to 100 000 - understand the value of each digit related to its position and demonstrate this - Represent, compare and estimate numbers with 1 and 2 decimal places, fractional values and negative values on a number line - Round numbers to approximate answers - use mental strategies to recall multiplication tables for 2, 3, 4, 5, 6, 8 and 10 and use to solve division problems - Derive related facts from my times tables - multiply and divide numbers and decimals by 10 and 100. - use my understanding of simple fraction and decimal equivalences when measuring and calculating to order and compare values - begin to convert between representations - calculate fractional quantities and begin to understand a fraction can be used an operator to represent division - use doubling and halving strategies when working with simple proportions
I can...
- find differences between numbers with 1 decimal place - add and subtract 3-digit numbers using an appropriate mental or written method - multiply and divide 3-digit numbers by a single-digit number.
PATTERN/ALGEBRA
- I can explain numerical sequences and spatial patterns in words and by generalising them. - Continue exploring commutativity, associativity and distributivity - Use the inequality signs of less than or equal to and more than or equal to - Further explore function machines - Consolidate understanding of inverse operations - Understand/explore number sentences/equations where missing values are substituted with a symbol or word - Identify multiples, use the terms multiples and factors - Begin to identify prime numbers
I can...
- check answers using inverse operations - estimate by rounding to the nearest 10, 100 or 1 000 and verify my answer - Begin to apply commutative, distributive and associative laws when appropriate
I can...
- order and compare the cost of items up to £1 000 - add and subtract totals less than £100 using correct notation, e.g. £28.18 + £33.45 - plan and track money and savings by keeping accurate records - realise that budgeting is important.

Science and Technology

Being curious and searching for answers to predict and understand how things happen; Design thinking and engineering to make creative ways to meet society's needs and wants; Understanding how living things depend on each other for survival; Understanding matter and how it behaves in our lives and universe; Understanding how forces and energy help us make sense of our universe; Coding and knowing how it creates our digital world.
Investigations:
Scientific theory, (un) reliable data, variable, analysis, conclusion, explanation
Design thinking:
(with textiles, food, mechanisms, structures or electrical systems): Precision, design decisions, mock-up, innovative, function
Biology:
Respiration, conservation, circulatory-system, gas-exchange (leaf and animal breathing)
Chemistry:
Solid, liquid, gas, vapour, evaporation, condensation, mixture
Physics:
(un)balanced force, pressure, sound, decibel, muffle, sound-proof, echo, volume, resonate, constructive/ destructive, interference
Coding:
Computing for a purpose: digital world **Coding/ programming:** sequence, modify, debug, evaluate, true/false
Networking: network card

Health & Wellbeing

Improving my physical health and well-being for life; Understanding how experiences and relationships affect the mental health and emotional well-being of myself and others; Understanding that my decision-making changes the quality of the life of myself and others; Growing positive relationships with others to help my health and well-being.
Physical health:
Co-ordination, power, roles, engage, fitness programme, consistency, fluency, dental-care, safety-clothes, leisure-wear
Thought/Emotion:
Skeptical, resentful, helpless, apathetic, eager, in awe
Being Inclusive:
Equality, equity
Cynefin:
Hiraeth, kinship, asylum seeker, refugee
Relationships:
Maturity, abusive behaviour

Using Measuring Skills

I can...
- Measure and calculate perimeters - Estimate measure and use measuring instruments with 10 equal divisions between each major unit, and record using decimal notation, e.g. 4.2cm, 1.3kg - Make use of conversions, e.g. $\frac{1}{2}$ of a km = 250m
I can...
- Read and use analogue and digital clocks - Time events in minutes and seconds, and order the results - Carry out practical activities involving timed events and explain which unit of time is the most appropriate. - Begin to perform calculations involving time in hours and minutes
I can...
- Estimate, measure and record temperatures involving positive and negative readings - Calculate temperature differences, including those involving temperature rise and fall across 0°C
I can...
- calculate, estimate and compare the area of squares and rectangles using standard units - find volumes by counting and other practical methods - Understand and use the terms vertices, edges and faces when referring to 3D shapes - Explore nets of 3D shapes - Begin to explore the relationship of the number of sides on a 2D shape and symmetry - use coordinates to specify location - Use coordinates to solve problems involving position - Recognise and name obtuse, acute and reflex angles

Using Data Skills

I can...
- collect different types of data to answer a variety of questions that have been posed, demonstrating an understanding of the importance of collecting relevant data. - Represent data using: - lists, tally charts, tables, diagrams and frequency tables - bar charts, grouped data charts, line graphs and conversion graphs - Extract and interpret information from an increasing range of diagrams, timetables, graphs (using different scales) and pie charts - I can recognise trends. - Use mean, median, mode and range to describe a data set - I can find and use the mean of a simple set of data to explain how the statistics do, or do not, support an argument. I can recognise how anomalies affect the mean. - Further explore outcomes and chance, using appropriate language, and begin to use numerical values to represent probability.

Digital Competence: *Citizenship*

I can...
- Understand the impact that content can have - Use strong, secure and unique passwords - Discuss my use of technology with an adult
I can...
Understand the advantages, disadvantages, permissions and purpose of altering digital images
I can...
- Cite sources when researching and understand why it is important - Understand the rights and permissions regarding editing
I can...
- Behave appropriately online - Use strategies to protect myself and others from online dangers
Interacting & Collaborating
I can...
Exchange online communication with other learners, making use of a growing range of available features
I can...
Manage an online file, adding and responding to comments
I can...
- Understand that there are different types of storage - Manage files and folders locally or online

Producing

I can...
- Create a written plan using a template provided - Adjust keywords and search techniques to find relevant information; begin to reference sources used in my work; consider if the content is reliable
I can...
- Combine a range of multimedia components to produce an appropriate outcome - Create, collect and combine a range of text, image, sound, animation and video for selected purposes.
I can...
- Explain reasons for layout and content of my work - Comment on reasons for layout - Invite feedback/ - responds from others - Create groups and share work between them to allow review of work
Data & Computational Thinking
I can...
Design simple sequences of instructions (algorithms) including the use of Boolean values
I can...
Create, explore and analyse data sets, highlighting relationships within them