

Year 5 Curriculum Overview - Autumn Term

<p>English</p> <p><u>Reading:</u> -Daily guided reading focussing on reading VIPERS.</p> <p><u>Instruction Writing</u> -Use structural features to effectively present work. -Use adverbials (including of time and place). -Apply knowledge of verbs including modal and imperative verbs. -Introduce a list, correctly using colons, semi colons and bullet points. -Create clear, formal tone within writing using different language devices.</p> <p><u>Persuasive Writing</u> -Apply cohesive devices, within and across sentences and paragraphs including time adverbials. -Use paragraphs to organise ideas. -Explore the use of hyphens within writing. -Understand and correctly apply the use of plural and possessive apostrophes as well as for contractions. -Develop knowledge towards –s differ-</p> <p><u>Spelling:</u> -Daily Active Spelling sessions exploring vocabulary.</p> <p><u>Poetry: Finding a Voice</u> -Research, analyse and use pattern and rhyme. -Understand expanded noun phrases. -Use prepositional phrases. -Explore use of adverbs and adverbials within work. -Use of commas after fronted adverbials.</p> <p><u>Fiction: Science-Fiction</u> -Describe settings and characters. -Ensure correct use of tense within writing. -Understand speech punctuation. -Explore punctuation for parenthesis including dashes, brackets and commas. -Apply cohesive devices, within and across sentences and paragraphs including time adverbials.</p>	<p>History</p> <p><u>Term 1: Anglo-Saxons and Scots</u></p> <p>-Know about Britain's settlement by Anglo-Saxons and Scots. -Use historical terms and dates to develop their understanding of chronology through creation of a timeline. -Use Anglo-Saxon sources and artefacts to address historical questions and recognise that the past is constructed from different sources of evidence. -Discuss some historical events, issues, connections and changes including how the Anglo-Saxons compare to the Romans and to modern day life. -Explore trends and changes over time.</p>	<p>Computing</p> <p><u>Termlet 1: iMedia: iSong - iJam</u></p> <p><u>Termlet 2: iMedia: iProgram - iLogic</u></p> <p>-Design, write and debug programs that accomplish specific goals. -Understand computer networks and how they can provide multiple services. -Use search technologies effectively. -Select, use and combine a variety of software to design and create a range of programs, systems and content. -Use technology safely and recognise how to report concerns. -Use sequence, selection and repetition in programs.</p>	<p>Design and Technology</p> <p><u>Term 1: Mechanical Systems: Cams and Cranks</u></p> <p>-Use research (including from surveys and questionnaires) and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose. Select and use a wider range of mechanical systems including cams and cranks with accuracy. -Select from and use a wider range of materials and components according to their functions and aesthetics. -Investigate and analyse existing products. -Generate, develop, model and communicate ideas through discussion and annotated sketches (including exploded diagrams and computer aided design), justifying decisions. -Evaluate their ideas and products against design criteria and reflect on peer feedback. -Understand how key events and individuals in D&T have shaped the world we live in today (James Watt). -Understand and use mechanical systems (cams and cranks).</p>	<p>MFL - French</p> <p><u>Term 1: Quelle est la date aujourd'hui</u></p> <p>-Listen attentively to spoken language and show understanding by joining in and responding. -Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. -Engage in conversations; ask and answer questions; express opinions and respond to those of others. -Speak in sentences, using familiar vocabulary, phrases and basic language structures. -Develop accurate pronunciation and intonation so that others understand when reading or using familiar words and phrases. -Present ideas and information orally to a range of audiences and express ideas through songs and writing.</p>
<p>Maths</p> <p><u>Termlet 1:</u></p> <p>-Place Value -Place Value: Decimals -Mental Addition and Subtraction including problems -Geometry: Angles -Measures: Perimeter and Area -Addition and Subtraction including statistics</p> <p><u>Termlet 2:</u></p> <p>-Multiplication and Division: Factors and Multiples -Multiplication and Division including problems -Fractions: Compare, order, equivalence -Statistics and measure including time -Consolidation of Term</p>	<p>Art</p> <p><u>Term 1 - Drawing</u></p> <p>-Think critically and develop a rigorous understanding of art and design. -Know how art and design both reflect and shape our history, and contribute to the culture creativity and wealth of our nation. -To create sketch books to record their observations of light and shade, pointillism and crosshatching and use them to review and revisit ideas -Improve their mastery of art and design techniques, including drawing, using a range of materials (pencils, chalks, charcoal, pens) -Learn about great artists, architects and designers in history (Bishop Odo - The Bayeux Tapestry).</p>	<p>Personal Development</p> <p>-Well-being Education (3 Lessons a year –Termlet 1,2 and 3) -Sessions 1 and 2 -Philosophy Lessons (Once a Termlet) -SMSC Lessons (Once a Termlet) -Current Affairs -British Values Lessons (Once a Termlet) -Overview and Rule of Law -Social Education Lessons (Once a Termlet) -Caring Friendships -Life Simulation (Once a Termlet) -Personal Hygiene and Manipulation of Clothing</p>	<p>Music</p> <p><u>Term 1: Livin' on a Prayer - Bon Jovi</u></p> <p>-Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -Improvise and compose music for a range of purposes using the inter-related -Listen with attention to detail and recall sounds with increasing aural memory. -Use and understand staff and other musical notations. -Understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Geography</p> <p>-Locate the world's countries, using maps to focus on Europe and the countries involved in the invasion and settling of the Anglo-Saxons, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. -Name and locate counties and cities of the UK in Anglo-Saxon and modern day, and identify human and physical features. -Observe land-use patterns locally and nationally during the Anglo-Saxon period and understand how some of these aspects have changed over time. -Understand geographical similarities and differences through the study of human and physical geography of a region of the UK - looking at the differences between England locally and Scotland - the land of the Picts! -Describe and understand key aspects of human geography within the Anglo-Saxon period including, types of settlement and land use, economic activity and trade links, and the distribution of natural resources including energy, food, minerals and water. -Use maps, atlases, globes and digital mapping to locate countries that invaded England during the Anglo-Saxon period. -Use the eight point compass, four and six-figure grid references, symbols and keys, (including Ordnance Survey), to build their knowledge of the UK during the Anglo-Saxon period and locate various key areas using maps.</p>
<p>Science</p> <p><u>Animals Including Humans (Biology)</u> -Describe the life process of reproduction in plants and animals. -Describe changes as humans develop to old age.</p> <p><u>Living Things and Their Habitats (Biology)</u> -Describe the difference in life cycles. -Describe the life process of reproduction in plants and animals.</p> <p><u>Working Scientifically:</u> -Take measurements. -Plan enquiries. -Make conclusions based on evidence. -Make predictions. -Record, report and present findings using scientific visual and written methods.</p>	<p>Enterprise</p> <p>-Understand the concept of credit. -Understand what a pension is and it's purpose. -Understand that people earn salaries, hourly wages or can claim benefit payments. -Understand the ethical dimension to financial decisions. -Formulate a business plan which will aim to meet the needs of the clientele base, combining their data from market research. -Discuss job descriptions and skills that different roles require. -Begin production through running their business. -Develop their evaluation skills by discussing the strengths and development points.</p>	<p>Religious Education</p> <p><u>Termlet 1: Hinduism</u></p> <p>-How do Hindus reflect their faith in the way they live? -What is karma and how does it drive the cycle of samsara? -How might a Hindu seek to achieve moksha? -How do beliefs affect actions?</p> <p><u>Termlet 2: Christianity</u></p> <p>-In what ways does the Bible teach Christians to treat others? -How is this expressed in practice? -How do beliefs impact on action?</p>	<p>Physical Education</p> <p><u>Termlet 1: Tag Rugby</u></p> <p><u>Termlet 2: Netball/Basketball/Handball</u></p> <p>-Use running, jumping, throwing and catching in isolation and in combination. -Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. -Develop flexibility, strength, technique, control and balance. -Compare their performances with previous ones, and demonstrate improvement.</p>	

Year 5 Curriculum Overview - Spring Term

<p>English</p> <p><u>Reading:</u> -Daily guided reading focussing on reading VIPERS.</p> <p><u>Spelling:</u> -Daily Active Spelling sessions exploring vocabulary.</p> <p><u>Historical Stories: WWII</u> -Creating atmosphere through varying tone and language. -Apply cohesive devices including adverbials of time, place and number -Correctly use tense choices (e.g. He had seen her before) -Understand punctuation for parenthesis – dashes, brackets and commas. -Use relative clauses beginning with who, which where, when, whose, that, or an omitted relative pronoun and restrictive / non-restrictive relative clauses</p> <p><u>Performance Poetry</u> -Research, analyse and use pattern and rhyme. -Understand expanded noun phrases. -Use prepositional phrases. -Explore use of adverbs and adverbials within work. -Use of commas after fronted adverbials. -Use expression when performing.</p> <p><u>Significant Children's Authors (20th/21st century)</u> -Apply cohesive devices, within and across sentences and paragraphs including time adverbials. -Create and use lists using commas. -Correctly use inverted commas for full speech punctuation. -Integrate dialogue to move the action forward within text. -Varying position of subordinate clauses for cohesion.</p> <p><u>Reports</u> -Use semi-colons correctly. -Produce lists and also for independent clauses with use of semi-colons. -Understand how to competently use hyphens. -Use paragraphs to organise ideas. -Apply co-ordinating and subordinating conjunctions correctly. -Develop knowledge towards – differences for singular or plural possession.</p>	<p>History</p> <p><u>Term 2: WWII</u></p> <p>-Use historical terms and dates to develop their understanding of chronology through creation of a timeline.</p> <p>-Use WWII sources and artefacts to address historical questions and recognise that the past is constructed from different sources of evidence.</p> <p>-Discuss some historical events, issues, connections and changes including how WWII Britain and Europe compare to modern day life.</p> <p>-Look at WWII to study British history that extends pupils' chronological knowledge beyond 1066.</p> <p>-Explore trends and changes over time.</p>	<p>Computing</p> <p><u>Termlet 1: iMedia: iOffice - iSafety</u></p> <p>-Use sequence, selection and repetition in programs. -Use logical reasoning to explain how some algorithms work and detect errors. -Use search technologies effectively.</p> <p><u>Termlet 2: iMedia: iCreate - iStop</u></p> <p>-Select, use and combine a variety of software to design and create a range of programs, systems and content. -Use technology safely and recognise how to report concerns. -Use sequence, selection and repetition in programs.</p>	<p>Design and Technology</p> <p><u>Term 2: Electrical Systems - Bulbs and Switches</u></p> <p>-Use research (including from surveys and questionnaires) and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose. Select and use a wider range of electrical systems including switches and bulbs with accuracy. -Select from and use a wider range of materials and components according to their functions and aesthetics. -Investigate and analyse existing products. -Generate, develop, model and communicate ideas through discussion and annotated sketches (including exploded diagrams and computer aided design), justifying decisions. -Evaluate their ideas and products against design criteria and reflect on peer feedback. -Understand how key events and individuals in D&T have shaped the world we live in today (Thomas Edison). -Understand and use electrical systems (bulbs and switches).</p>	<p>MFL - French</p> <p><u>Term 2: As-tu un animal?</u></p> <p>-Listen attentively to spoken language and show understanding by joining in and responding. -Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. -Engage in conversations; ask and answer questions; express opinions and respond to those of others. -Speak in sentences, using familiar vocabulary, phrases and basic language structures. -Develop accurate pronunciation and intonation so that others understand when reading or using familiar words and phrases. -Present ideas and information orally to a range of audiences and express ideas through songs and writing.</p>
<p>Maths</p> <p><u>Termlet 1:</u></p> <p>-Place Value: Roman Numerals and negative numbers -Addition and Subtraction including problems</p> <p><u>Termlet 2:</u></p> <p>-Multiplication and Division -Measures: Area -Geometry: Reflection and Translation</p>	<p>Art</p> <p><u>Term 2 - Painting</u></p> <p>-Think critically and develop a rigorous understanding of art and design. -Know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. -To create sketch books to record their observations of landscapes and use them to review and revisit ideas. -Improve their mastery of art and design techniques, including drawing, using a range of materials (different paints) experimenting with primary and secondary colours). -Learn about great artists, architects and designers in history (David Hockney).</p>	<p>Personal Development</p> <p>-Well-being Education (3 Lessons a year –Termlet 1,2 and 3) -Session 3 -Philosophy Lessons (Once a Termlet) -SMSC Lessons (Once a Termlet) -Current Affairs -British Values Lessons (Once a Termlet) -Mutual Respect and Tolerance -Social Education Lessons (Once a Termlet) -Mutual Respect -Life Simulation (Once a Termlet) -Interaction with others and Self Management -Relationships & Sex Education (3 Lessons a year - Termlet 4,5 and 6) -Session 1 -Drugs Awareness Education (3 Lessons a year Termlet 4,5 and 6)</p>	<p>Music</p> <p><u>Term 2: The Fresh Prince of Bel-Air</u></p> <p>-Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -Improvise and compose music for a range of purposes using the inter-related -Listen with attention to detail and recall sounds with increasing aural memory. -Use and understand staff and other musical notations. -Understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Geography</p> <p><u>Term 2: WWII</u></p> <p>-Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities relating to the world's involvement within WWII. -Observe land-use patterns and understand how some of these aspects have changed over time from war time to now. -Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country involved within WWII. -Describe and understand key aspects of human geography including, types land use, economic activity and trade links, and the distribution of natural resources including energy, food, minerals and water in WWII. -Use maps, atlases, globes and digital mapping to locate countries involved in WWII and describe features studied. -Use fieldwork to observe, measure, record and present the human and physical features within WWII.</p>
<p>Science</p> <p><u>Working Scientifically:</u></p> <p>-Take measurements. -Plan enquiries. -Make conclusions based on evidence. -Make predictions. -Record, report and present findings using scientific visual and written methods.</p> <p><u>Properties and Changes in Materials (Chemistry)</u></p> <p>-Compare/group materials based on their properties and response to magnets. -Demonstrate dissolving, and mixing are reversible. -Explore how to separate mixtures. -Explain that some changes result in new materials.</p>	<p>Enterprise</p> <p>-Understand the concept of credit. -Understand what a pension is and it's purpose. -Understand that people earn salaries, hourly wages or can claim benefit payments. -Understand the ethical dimension to financial decisions. -Formulate a business plan which will aim to meet the needs of the clientele base, combining their data from market research. -Discuss job descriptions and skills that different roles require. -Begin production through running their business. -Develop their evaluation skills by discussing the strengths and development points.</p>	<p>Religious Education</p> <p><u>Term 2: Islam</u></p> <p>-Talk about how Islamic beliefs impact the actions that Muslims do, using appropriate vocabulary in my explanation. -Explain how texts of authority (Hadith) teach Muslims how to treat others, making links to the different types of Muslims around the world. -How are Muslim beliefs expressed? -What does the Qur'an teach Muslims about how they should treat others? -How do Muslim teachings guide the way Muslims act in the world? -How do beliefs impact on the ways in which people act? -How do beliefs impact on the way people live?</p>	<p>Physical Education</p> <p><u>Termlet : Dance and Gymnastics</u> <u>Termlet 2: Tennis/Badminton</u></p> <p>-Develop flexibility, strength, technique, control and balance. -Perform dances using a range of movement patterns. -Compare their performances with previous ones, and demonstrate improvement. -Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	

<p>Reading: -Daily guided reading focussing on reading VIPERS.</p> <p>Poetry: Style/Imagery -Research, analyse and use pattern and rhyme. -Understand expanded noun phrases. -Use prepositional phrases. -Explore use of adverbs and adverbials within work. -Use of commas after fronted adverbials. -Explore synonyms and antonyms.</p> <p>Film: Narrative -Apply cohesive devices, within and across sentences and paragraphs. -Use vocabulary and grammatical structures that reflect level of formality. -Apply commas to reduce ambiguity and provide clarity. -Explore prepositional phrases and expanded noun phrases within writing. -Correctly use hyphens.</p> <p>Spelling: -Daily Active Spelling sessions exploring vocabulary.</p> <p>Formal Writing: Reports -Creating atmosphere through varying tone and language. -Use dashes between independent clauses. -Explore and use simple, progressive and perfect tenses. -Apply use of determiners with writing. -Use formal devices within writing for tone.</p> <p>Explanations -Apply prepositional phrases to writing. -Include expanded noun phrases to improve text. -Correctly use hyphens. -Use vocabulary and grammatical structures that reflect level of formality. -Understand and use the subjunctive form. -Correctly use and punctuate bullet points.</p>	<p>English</p> <p>Term 3: Brazil</p> <ul style="list-style-type: none"> -Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. -Use historical terms and dates to develop their understanding of chronology. -Use South American artefacts and sources to address historical questions and recognise that the past is constructed from different sources of evidence. -Discuss some historical events, issues, connections and changes surrounding Brazil. -Explore trends and changes in Brazil over time. 	<p>History</p> <p>Termlet 1: iMedia: iCommunicate - iCollaborate</p> <p>Termlet 2: iMedia: iTech - iControl</p> <ul style="list-style-type: none"> -Use sequence, selection and repetition in programs. -Use logical reasoning to explain how some algorithms work and detect errors. -Use search technologies effectively. -Select, use and combine a variety of software to design and create a range of programs, systems and content. -Use technology safely and recognise how to report concerns. -Use sequence, selection and repetition in programs. -Design, write and debug programs that accomplish specific goals. 	<p>Computing</p> <p>DT</p> <p>Term 3: Cooking and Nutrition</p> <ul style="list-style-type: none"> -Use research (including from surveys and questionnaires) and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose. Select and use a wider range of ingredients and cooking equipment with accuracy. -Select from and use a wider range of materials and components according to their functions and aesthetics. -Investigate and analyse existing products. -Generate, develop, model and communicate ideas through discussion and annotated sketches (including exploded diagrams and computer aided design), justifying decisions. -Evaluate their ideas and products against design criteria and reflect on peer feedback. -Understand how key events and individuals in D&T have shaped the world we live in today (Helena Rizzo). -Understand seasonality and how ingredients are caught. 	<p>MFL - French</p> <p>Term 3: Des Vêtements</p> <ul style="list-style-type: none"> -Listen attentively to spoken language and show understanding by joining in and responding. -Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. -Engage in conversations; ask and answer questions; express opinions and respond to those of others. -Speak in sentences, using familiar vocabulary, phrases and basic language structures. -Develop accurate pronunciation and intonation so that others understand when reading or using familiar words and phrases. -Present ideas and information orally to a range of audiences and express ideas through songs and writing.
<p>Maths</p> <p>Termlet 1:</p> <ul style="list-style-type: none"> -Place Value -Fractions -Measures: Time -Fractions -Addition and Subtraction -Multiplication and Division <p>Termlet 2:</p> <ul style="list-style-type: none"> -Place value -Addition and Subtraction -Fractions -Measures: Mass, Volume and Capacity -Geometry: Area and Volume of shapes -Consolidation of Term 	<p>Art</p> <p>Term 3 - Printing</p> <ul style="list-style-type: none"> -Think critically and develop a rigorous understanding of art and design. -Know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. -To create sketch books to record their observations and print and ink thickness and use them to review and revisit ideas. -Improve their mastery of art and design techniques, including drawing, using a range of materials (stencils, ink, paint). -Learn about great artists, architects and designers in history (Abram Games). 	<p>Personal Development</p> <ul style="list-style-type: none"> -Philosophy Lessons (Once a Termlet) -SMSC Lessons (Once a Termlet) -Current Affairs -British Values Lessons (Once a Termlet) -Individual Liberty and Democracy -Social Education Lessons (Once a Termlet) -Being Safe -Life Simulation (Once a Termlet) -Household Basics and First Aid -Relationships & Sex Education (3 Lessons a year - Termlet 4,5 and 6) -Session 2 and 3 -Drugs Awareness Education (3 Lessons a year Termlet 4,5 and 6) -Session 2 and 3 	<p>Music</p> <p>Term 3: Dancing In The Street</p> <ul style="list-style-type: none"> -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -Improvise and compose music for a range of purposes using the inter-related -Listen with attention to detail and recall sounds with increasing aural memory. -Use and understand staff and other musical notations. -Understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 	<p>Geography</p> <p>Term 3: Brazil</p> <ul style="list-style-type: none"> -Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. -Identify the position and significance of longitude and latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, The Greenwich Meridian. -Understand geographical similarities and differences through the study of human and physical geography of a region of the South America. -Describe and understand key aspects of Brazilian physical geography, climate zones, vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. -Describe and understand key aspects of Brazilian human geography including, types of settlement and land use, economic activity and trade links, and the distribution of natural resources including energy, food, minerals and water.
<p>Science</p> <p>Forces (Physics)</p> <ul style="list-style-type: none"> -Understand the concept of gravity. -Identify the effects of air and water resistance and friction on moving surfaces. -Recognise some mechanisms allow a smaller force to have great effect. <p>Earth and Space (Physics)</p> <ul style="list-style-type: none"> - Describe the movement of the planets relative to the sun. -Describe the movement of the moon. -Describe the Sun, Earth and Moon. -Use the idea of the Earth's rotation to explain day/ night. <p>Working Scientifically:</p> <ul style="list-style-type: none"> -Take measurements. -Plan enquiries. -Make conclusions based on evidence. -Make predictions. -Record, report and present findings using scientific visual and written methods. 	<p>Enterprise</p> <ul style="list-style-type: none"> -Understand the concept of credit. -Understand what a pension is and it's purpose. -Understand that people earn salaries, hourly wages or can claim benefit payments. -Understand the ethical dimension to financial decisions. -Formulate a business plan which will aim to meet the needs of the clientele base, combining their data from market research. -Discuss job descriptions and skills that different roles require. -Begin production through running their business. -Develop their evaluation skills by discussing the strengths and development points. 	<p>Religious Education</p> <p>Termlet 1 and 2: Expressing Beliefs Through the Arts</p> <ul style="list-style-type: none"> -How do religious and non-religious people express their beliefs creatively? -How do religious and non-religious people understand the value of creativity? -Why are some people not comfortable to use pictorial representation to express belief? -Produce work as part of the NATRE Spirited Arts competition. 	<p>Physical Education</p> <p>Termlet 1: Athletics</p> <p>Termlet 2: Cricket/Rounders</p> <ul style="list-style-type: none"> -Use running, jumping, throwing and catching in isolation and in combination. -Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. -Develop flexibility, strength, technique, control and balance. -Compare their performances with previous ones, and demonstrate improvement. 	<ul style="list-style-type: none"> -Use maps, atlases, globes and digital mapping to locate Brazil and other South American countries and describe features studied. -Use the eight point compass, four and six-figure grid references, symbols and keys, (including Ordnance Survey), to build their knowledge of the wider world including South America. -Use fieldwork to observe, measure, record and present the human and physical features of Brazil.