

Year 5 Curriculum Overview - Autumn Term

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| <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> <ul style="list-style-type: none"> -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>Computing</p> <p><u>Termlet 1: iMedia: iSong - iJam</u></p> <p><u>Termlet 2: iMedia: iProgram - iLogic</u></p> <ul style="list-style-type: none"> -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>Design and Technology</p> <p><u>Term 1: Mechanical Systems: Cams and Cranks</u></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 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>MFL - French</p> <p><u>Term 1: Quelle est la date aujourd'hui</u></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><u>Termlet 1:</u></p> <ul style="list-style-type: none"> -Place Value -Place Value: Decimals -Mental Addition and Subtraction including problems -Geometry: Angles -Measures: Perimeter and Area -Addition and Subtraction including statistics <p><u>Termlet 2:</u></p> <ul style="list-style-type: none"> -Multiplication and Division: Factors and Multiples -Multiplication and Division including problems -Fractions: Compare, order, equivalence -Statistics and measure including time -Consolidation of Term | <p>Art</p> <p><u>Term 1 - Drawing</u></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 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>Personal Development</p> <ul style="list-style-type: none"> -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>Music</p> <p><u>Term 1: Livin' on a Prayer - Bon Jovi</u></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> <ul style="list-style-type: none"> -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>Science</p> <p><u>Animals Including Humans (Biology)</u></p> <ul style="list-style-type: none"> -Describe the life process of reproduction in plants and animals. -Describe changes as humans develop to old age. <p><u>Living Things and Their Habitats (Biology)</u></p> <ul style="list-style-type: none"> -Describe the difference in life cycles. -Describe the life process of reproduction in plants and animals. <p><u>Working Scientifically:</u></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><u>Termlet 1: Hinduism</u></p> <ul style="list-style-type: none"> -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><u>Termlet 2: Christianity</u></p> <ul style="list-style-type: none"> -In what ways does the Bible teach Christians to treat others? -How is this expressed in practice? -How do beliefs impact on action? | <p>Physical Education</p> <p><u>Termlet 1: Tag Rugby</u></p> <p><u>Termlet 2: Netball/Basketball/Handball</u></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. | |