

# Year 5 Curriculum Overview - Autumn Term

<p><b>English</b></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><b>History</b></p> <p><u>Term 1: Anglo-Saxons and Scots</u></p> <ul style="list-style-type: none"> <li>-Know about Britain's settlement by Anglo-Saxons and Scots.</li> <li>-Use historical terms and dates to develop their understanding of chronology through creation of a timeline.</li> <li>-Use Anglo-Saxon sources and artefacts to address historical questions and recognise that the past is constructed from different sources of evidence.</li> <li>-Discuss some historical events, issues, connections and changes including how the Anglo-Saxons compare to the Romans and to modern day life.</li> <li>-Explore trends and changes over time.</li> </ul>	<p><b>Computing</b></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"> <li>-Design, write and debug programs that accomplish specific goals.</li> <li>-Understand computer networks and how they can provide multiple services.</li> <li>-Use search technologies effectively.</li> <li>-Select, use and combine a variety of software to design and create a range of programs, systems and content.</li> <li>-Use technology safely and recognise how to report concerns.</li> <li>-Use sequence, selection and repetition in programs.</li> </ul>	<p><b>Design and Technology</b></p> <p><u>Term 1: Mechanical Systems: Cams and Cranks</u></p> <ul style="list-style-type: none"> <li>-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.</li> <li>Select and use a wider range of mechanical systems including cams and cranks with accuracy.</li> <li>-Select from and use a wider range of materials and components according to their functions and aesthetics.</li> <li>-Investigate and analyse existing products.</li> <li>-Generate, develop, model and communicate ideas through discussion and annotated sketches (including exploded diagrams and computer aided design), justifying decisions.</li> <li>-Evaluate their ideas and products against design criteria and reflect on peer feedback.</li> <li>-Understand how key events and individuals in D&amp;T have shaped the world we live in today (James Watt).</li> <li>-Understand and use mechanical systems (cams and cranks).</li> </ul>	<p><b>MFL - French</b></p> <p><u>Term 1: Quelle est la date aujourd'hui</u></p> <ul style="list-style-type: none"> <li>-Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>-Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>-Engage in conversations; ask and answer questions; express opinions and respond to those of others.</li> <li>-Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>-Develop accurate pronunciation and intonation so that others understand when reading or using familiar words and phrases.</li> <li>-Present ideas and information orally to a range of audiences and express ideas through songs and writing.</li> </ul>
<p><b>Maths</b></p> <p><u>Termlet 1:</u></p> <ul style="list-style-type: none"> <li>-Place Value</li> <li>-Place Value: Decimals</li> <li>-Mental Addition and Subtraction including problems</li> <li>-Geometry: Angles</li> <li>-Measures: Perimeter and Area</li> <li>-Addition and Subtraction including statistics</li> </ul> <p><u>Termlet 2:</u></p> <ul style="list-style-type: none"> <li>-Multiplication and Division: Factors and Multiples</li> <li>-Multiplication and Division including problems</li> <li>-Fractions: Compare, order, equivalence</li> <li>-Statistics and measure including time</li> <li>-Consolidation of Term</li> </ul>	<p><b>Art</b></p> <p><u>Term 1 - Drawing</u></p> <ul style="list-style-type: none"> <li>-Think critically and develop a rigorous understanding of art and design.</li> <li>-Know how art and design both reflect and shape our history, and contribute to the culture creativity and wealth of our nation.</li> <li>-To create sketch books to record their observations of light and shade, pointillism and crosshatching and use them to review and revisit ideas</li> <li>-Improve their mastery of art and design techniques, including drawing, using a range of materials (pencils, chalks, charcoal, pens )</li> <li>-Learn about great artists, architects and designers in history (Bishop Odo - The Bayeux Tapestry).</li> </ul>	<p><b>Personal Development</b></p> <ul style="list-style-type: none"> <li>-Well-being Education (3 Lessons a year –Termlet 1,2 and 3)</li> <li>-Sessions 1 and 2</li> <li>-Philosophy Lessons (Once a Termlet)</li> <li>-SMSC Lessons (Once a Termlet)</li> <li>-Current Affairs</li> <li>-British Values Lessons (Once a Termlet)</li> <li>-Overview and Rule of Law</li> <li>-Social Education Lessons (Once a Termlet)</li> <li>-Caring Friendships</li> <li>-Life Simulation (Once a Termlet)</li> <li>-Personal Hygiene and Manipulation of Clothing</li> </ul>	<p><b>Music</b></p> <p><u>Term 1: Livin' on a Prayer - Bon Jovi</u></p> <ul style="list-style-type: none"> <li>-Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>-Improvise and compose music for a range of purposes using the inter-related</li> <li>-Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>-Use and understand staff and other musical notations.</li> <li>-Understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>-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.</li> <li>-Name and locate counties and cities of the UK in Anglo-Saxon and modern day, and identify human and physical features.</li> <li>-Observe land-use patterns locally and nationally during the Anglo-Saxon period and understand how some of these aspects have changed over time.</li> <li>-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!</li> <li>-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.</li> <li>-Use maps, atlases, globes and digital mapping to locate countries that invaded England during the Anglo-Saxon period.</li> <li>-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.</li> </ul>
<p><b>Science</b></p> <p><u>Animals Including Humans (Biology)</u></p> <ul style="list-style-type: none"> <li>-Describe the life process of reproduction in plants and animals.</li> <li>-Describe changes as humans develop to old age.</li> </ul> <p><u>Living Things and Their Habitats (Biology)</u></p> <ul style="list-style-type: none"> <li>-Describe the difference in life cycles.</li> <li>-Describe the life process of reproduction in plants and animals.</li> </ul> <p><u>Working Scientifically:</u></p> <ul style="list-style-type: none"> <li>-Take measurements.</li> <li>-Plan enquiries.</li> <li>-Make conclusions based on evidence.</li> <li>-Make predictions.</li> <li>-Record, report and present findings using scientific visual and written methods.</li> </ul>	<p><b>Enterprise</b></p> <ul style="list-style-type: none"> <li>-Understand the concept of credit.</li> <li>-Understand what a pension is and it's purpose.</li> <li>-Understand that people earn salaries, hourly wages or can claim benefit payments.</li> <li>-Understand the ethical dimension to financial decisions.</li> <li>-Formulate a business plan which will aim to meet the needs of the clientele base, combining their data from market research.</li> <li>-Discuss job descriptions and skills that different roles require.</li> <li>-Begin production through running their business.</li> <li>-Develop their evaluation skills by discussing the strengths and development points.</li> </ul>	<p><b>Religious Education</b></p> <p><u>Termlet 1: Hinduism</u></p> <ul style="list-style-type: none"> <li>-How do Hindus reflect their faith in the way they live?</li> <li>-What is karma and how does it drive the cycle of samsara?</li> <li>-How might a Hindu seek to achieve moksha?</li> <li>-How do beliefs affect actions?</li> </ul> <p><u>Termlet 2: Christianity</u></p> <ul style="list-style-type: none"> <li>-In what ways does the Bible teach Christians to treat others?</li> <li>-How is this expressed in practice?</li> <li>-How do beliefs impact on action?</li> </ul>	<p><b>Physical Education</b></p> <p><u>Termlet 1: Tag Rugby</u></p> <p><u>Termlet 2: Netball/Basketball/Handball</u></p> <ul style="list-style-type: none"> <li>-Use running, jumping, throwing and catching in isolation and in combination.</li> <li>-Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> <li>-Develop flexibility, strength, technique, control and balance.</li> <li>-Compare their performances with previous ones, and demonstrate improvement.</li> </ul>	