

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/21stcentury)</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 –s 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><u>Termlet 1:</u></p> <p>-Multiplication and Division -Geometry: 2D and 3D shapes -Fractions -Measures: Area and Volume -Statistics and Measures -Consolidate Term</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>	