

Year 5 Curriculum Overview Autumn 2023

ENGLISH

Writing

Main Text:
The Island by Armin Greder

Additional texts:
Belonging by Jeannie Baker

Outcomes:
 Welcome guide, description, letter of advice, analysis, comparison, diary entry in role, imagined conversation

Main outcome:
 Narrative sequel from a character's perspective

Reading

We will learn the following:

	Content Domain	
Author Choice	2g:	Identify/explain how meaning is enhanced through choice of words and phrases.
Vocabulary	2a:	Give/explain the meaning of words in context.
Compare, Contrast & Comment	2f:	Identify/explain how information/narrative content is related and contributes to meaning as a whole.
	2h:	Make comparisons within the text.
Retrieval	2b:	Retrieve and record information/identify key details from fiction and non-fiction.
Inference	2d:	Make inferences from the text/explain and justify inferences with evidence from the text.
Summary	2c:	Summarise main ideas from more than one paragraph.
Prediction	2e:	Predict what might happen from details stated and implied.

Image from Twinkl

Main Text:
Overheard in a Tower block by Joseph Coelho

Additional texts:
Where the world turns wild by Nicola Penfold
This Moose Belongs to me by Oliver Jeffers

Grammar and Punctuation

Ready to write: choosing nouns and pronouns appropriately for clarity and cohesion and to avoid repetition, noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases, using fronted adverbials, the grammatical difference between plural and possessive -s, the use of inverted commas and other punctuation to indicate direct speech.

Relative clauses: relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.

Model verbs: using model verbs to indicate possibility.

Adverbs: using adverbs to indicate degrees of possibility (perhaps, surely).

Spelling

We will be learning the following spelling patterns:

Words with endings that sound like /shuhs/ spelt with -cious
 Words with endings that sound like /shuhs/ spelt with -tious or -ious
 Words with the short vowel sound /i/ spelt with y
 Words with the long vowel sound /i/ spelt with y
 Homophones & near homophones
 Words with 'silent' letters
 Modal verbs
 Words ending in 'ment'
 Adverbs of possibility and frequency

Words from the statutory Year 5/ 6 List:

Equipment, environment, government, parliament, frequently, vegetable, vehicle, bruise, soldier, stomach, recommend, leisure, privilege, occur, rhythm, physical, system, symbol, conscious, neighbour, yacht, guarantee, rhyme, occupy

MATHS

Number - Place Value

- Numbers to 10,000
- Roman numerals
- Round to 10, 100, 1000
- Numbers to 100,000
- Compare and order to 100,000
- Round within 100,000
- Represent numbers to 1,000,000
- Numbers to 1,000,000
- Counting in powers of 10
- More or less (10, 100, 1000, 10,000, 100,000)
- Partition numbers to 1,000,000
- Number line to 1,000,000
- Compare and order to 1,000,000
- Round within 1,000,000
- Negative numbers

Number – addition and subtraction

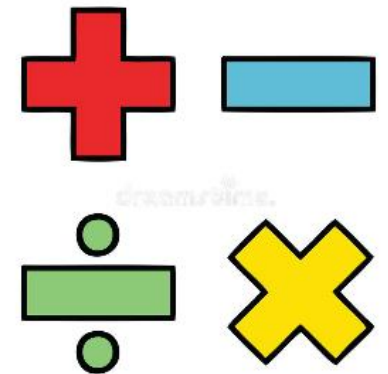
- Mental strategies
- Add more than 4 digits
- Subtract more than 4 digits
- Estimate and approximate
- Inverse operations
- Multi step problems
- Compare calculations
- Find missing numbers

Number – multiplication and division

- Multiples
- Common multiples
- Factors
- Common factors
- Prime number
- Square numbers
- Cube numbers
- Inverse operations
- Multiplying by 10, 100, 1000
- Dividing by 10, 100, 1000
- Multiples of 10, 100, 1000

Number – fractions

- Equivalent fractions
- Find fractions equivalent to a unit fraction
- Find fractions equivalent to a non-unit fraction
- Improper fractions to mixed number
- Mixed number to improper fractions
- Number sequences
- Compare and order fractions less than 1
- Compare and order fractions greater than 1
- Add and subtract fractions
- Add fractions within 1
- Add 3 or more fractions
- Add fractions
- Add mixed numbers
- Subtract fractions
- Subtract mixed numbers
- Subtract 2 mixed numbers



ART & DESIGN

Dream Big or Go Small (Access Art)

- That architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design.
- That we can make creative choices which both serves ourselves as individuals and the communities we belong to.
- That we can use form, structure, materials, and scale to design innovative buildings.
- That we can build architectural models to test out our ideas and share our vision.

We will look at the work of The Shoreditch Sketcher and Frank Lloyd Wright

COMPUTING

Sharing Information

We will learn:

- To explain that computers can be connected together to form systems.
- To recognise the role of computer systems in our lives.
- To experiment with search engines
- To describe how search engines select results.
- To explain how search results are ranked.
- To recognise why the order of results is important, and to whom.

Video Editing

We will Learn:

- To explain what makes a video effective.
- To identify digital devices that can record video.
- To capture video using a range of techniques.
- To create a storyboard.
- To identify that video can be improved through reshooting and editing.
- To consider the impact of the choices made when making and sharing a video.

DESIGN & TECHNOLOGY

Felt Cases (Twinkl)

We will learn:

- to write a design criteria for a mobile phone case.
- to generate a range of design ideas and clearly communicate a final design.
- to make a paper template.
- practise using different types of stitches and choose the best one.
- to organise ideas in a step-by-step plan.
- to select decorative techniques and fastenings according to their functional properties and aesthetic qualities.
- to evaluate a product.

GEOGRAPHY

Enough For Everyone (Twinkl)

We will learn:

- to explain what settlers need
- to explain how electricity is generated and distributed.
- to explain where electricity is generated in the UK
- to explain renewable sources of electricity.
- to explain where our food comes from.
- to use digital maps to calculate food miles.
- the importance of conserving food, water and energy supplies.
- that access to natural resources varies in different countries.

HISTORY

Ancient Greece (Twinkl)

We will learn:

- To explore some of the key events during the ancient Greek period.
- To examine how Alexander the Great's Empire grew and the effects of this.
- To research aspects of daily life and society in ancient Greece
- To make connections and draw contrasts between life in ancient Athens and life in ancient Sparta.
- To explore the Olympics in ancient Greek times through examining primary sources
- To explore the similarities and differences between the Olympic Games in ancient Greek times and the modern Olympic Games.

LANGUAGES: FRENCH (Twinkl)

Getting to Know You

- I can use the simple future tense.
- I can respond appropriately to what someone says.
- I can use appropriate pronunciation to help others understand me better.
- I can select the appropriate form of a word for the context.
- I can use a dictionary to develop my sentences.
- I can use the near future tense.
- I can follow a simple story.
- I can remember appropriate language to express my ideas.
- I can select key words for descriptions.

All About Ourselves

- To recognise and use different vocabulary related to the topic of body parts.
- To use adjectives to describe features.
- To apply my knowledge of sentence structure and vocabulary to describe activities.
- To use the verb 'porter' to describe what someone is wearing
- To apply my knowledge of French adjectives to describe feelings.
- To explain what is wrong when you're feeling unwell.

MUSIC

We will learn to:

What Shall We Do with A Drunken Sailor? (Sing Up)

- Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.
- Sing a sea shanty with accurate pitch and a strong beat.
- Play bass notes/chords to accompany singing.
- Talk about the purpose of sea shanties and describe some of the features using music vocabulary.

Why We Sing? (Sing Up)

- Recognise by ear, individual instruments and voices.
- Listen to a selection of gospel music, identifying key elements that give the music its unique sound and talk about it using music vocabulary

Introduction to Songwriting (Sing Up)

- 'Doodle' with sound, playing around with pitch and rhythm to create a strong hook.
- Create fragments of songs that could be developed.
- Identify the structure of songs and analyse songs to appreciate the role of metaphor.
- Develop understanding of song writing techniques.

P.E.

Multi-Skills / Team building

We will learn:

- Adapting and selecting different ways to attack and defend based on your team and the opposition, identifying things that are successful.
- Analysing own and others' performances, being able to feed back to teams and individuals.
- Looking at different effects in sequences, ensuring the flow throughout.
- Critiquing own and others' performances, identifying things that went well and areas for improvement.

P.S.H.E.

Living in the Wider World

We will learn:

- Rules and responsibilities: structure, law and order and U.N. rights
- Diversity

Relationships

We will learn:

- Online relationships

Health and Wellbeing

We will learn:

- Safety - Drugs and Alcohol
- Emotions: death and grief, managing conflict

R.E.

What do Christians believe about God and Incarnation? (AMV)

We will learn:

- Know that the nativity is found in two gospels: Matthew (ch 1-2) and Luke (ch 1-2)
- Understand that the two accounts are told from different viewpoints (Mary and Joseph's)
- Understand that for some Christians the virgin birth symbolizes that Jesus is both human and divine; though many Christians understand it literally.
- Reflect on why there may be different accounts.
- The nativity of Jesus concerns the Incarnation of Jesus: literally "become flesh". Incarnation is the belief that Jesus Christ is fully human and fully God.
- Identify how the belief that Jesus is "God is with us" helps a Christian in daily life. Christians pray because they believe that Jesus is with them to listen and to help.

SCIENCE

Properties of Materials and Changes of Materials

(Lessons from Developing Experts Planning)

We will learn:

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

AWARENESS AND ENRICHMENT OPPORTUNITIES

Thursday 3rd October 2023

– National Poetry Day

16th – 22nd October

– Recycle Week

13th – 17th November

– Kindness week (Anti-Bullying)