

Curriculum Overview for Year 5: Autumn Term

<div>Writing</div> <div>The Storm Keeper's Island by Catherine Doyle</div> <div>Skills: Noting and developing initial ideas, drawing on reading and research where necessary Selecting appropriate grammar and vocabulary understanding how choices can change and enhance meaning In narratives, describing settings, characters and atmosphere (integrating dialogue to convey character and advance action) Precising longer passages Using a wider range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure texts and guide the reader Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation Ensuring the consistent and correct use of tense Proofreading for spelling and punctuation errors Perform their own compositions using intonation, volume and movement so that meaning is clear Use a thesaurus Using expanded noun phrases Using modal verbs or adverbs to indicate degrees of possibility Using commas to clarify meaning Using brackets, dashes or commas to indicate parenthesis</div> <div>Knowledge: Poetry (Language play- Dragon Poetry). Information text-Non chronological reports (The leaflet describing the Island of Arranmore). Narrative (setting description based on Arranmore Island & story of Fionn's grandfather) Myths and legends (Saga of Eric the Viking PoR). Instructions (How to build a Viking long ship) Recount (Diary entry of Fionn's experiences with magical candles). Persuasion (Fionn's sister convincing Fionn to find the sea cave).</div>	<div>English</div> <div>Reading</div> <div>The Hook by Roger Hurn</div> <div>Dragon Poetry including: 'The Storm Dragon' by James Wyatt, 'Troglodytic Owner-Occupier' by Nick Toczec and 'Portrait of a Dragon' by Moira Andrew</div> <div>Non-fiction text exploring The Vikings</div> <div>Skills: Understand root words, prefixes and suffixes and understand the meaning of new words Understand what is read by reading and discussing a range of texts Summarise ideas drawn from more than one paragraphs, identifying key details Infer about a character's feelings using evidence from the text Predict future events from details stated and implied Ask questions to improve understanding of texts Discuss how authors use language, including figurative language, to affect the reader Learn a wide range of poetry by heart, prepare poems and plays to read aloud and perform Understand the meaning of new words Understand what is read by reading and discussing a range of text Summarise ideas drawn from more than one paragraphs, identifying key details Discuss understanding including meaning of words in context Participate in formal presentations and debates about reading Provide reasoned justifications for views Identify how language, structure and presentation contribute to meaning Retrieve, record and present information from non-fiction</div> <div>Knowledge: Emphasise pupils' enjoyment and understanding Increasing familiarity with a wide range of books Know a wide range of poetry Develop a deeper understanding of the</div> <div>of language (especially vocabulary) including: <i>modern fiction</i>, wider curriculum Vikings</div>	<div>Religious Education</div> <div>Beliefs in Action in the World: Islam and Christianity</div> <div>Subject Endpoints Skills Describe some ways religious art and architecture expresses spiritual ideas, Understand how buildings and creative arts can put spirituality into visual forms Explore examples of creative arts and apply ideas of own</div> <div>Knowledge Understand symbolism in Viking stories Explore and understand Islamic calligraphy Explore Islamic architecture and understand how it represents Muslim faith</div>	<div>Art</div> <div>Portraits (drawing with pencil)</div> <div>Subject Endpoints Skills Develop techniques including the use of materials (pencil-shading, sketching, adding tone). Improve mastery of techniques including a range of materials (drawing using pencil). Draw features of the face in detail. Draw a face in proportion. Draw a portrait with the correct proportions.</div> <div>Knowledge Learn about great artists such as Frida Kahlo Know the difference between portrait and portraiture Evaluate and analyse art using subject specific vocabulary. Review and revisit ideas (using previous knowledge of drawing and shading). Record observations (comment on existing art and experiment with drawing features realistically).</div>			
<div>Place Value</div> <div>Knowledge Read, write, order and compare numbers up to 1,000,000 Interpret negative numbers Round numbers up to 1,000,000 Solve number and practical problems</div> <div>Skills Read and write numbers to 1,000,000 Compare and order numbers to 1,000,000 Count forwards and backwards in powers of 10 Count forwards and backwards with negative numbers Round numbers to 1,000,000 to the nearest 10, 100, 10,000 and 100,000 Solve number problems and practical problems involving all of the above</div>	<div>Addition and Subtraction</div> <div>Knowledge: Addition and subtraction of whole numbers</div> <div>Skills: Add and subtract whole numbers with more than 4-digits (including using a formal method) Using column addition and subtraction Add and subtract numbers mentally with increasingly large numbers Use rounding to check answers Solve addition and subtraction multi-step problems in contexts Decide which operation and method to use when solving problems.</div>	<div>Multiplication and Division</div> <div>Knowledge: Know multiples and factors and how to use factor pairs Know and use prime numbers Multiply using short and long multiplication Divide using bus stop and long division Recognise square numbers</div> <div>Skills: Identify multiples and factors Find factor pairs Multiply numbers up to 4 digits by one and two-digit numbers Multiply and divide numbers mentally Divide 4-digit numbers by one and two-digit numbers Multiply and divide whole numbers involving decimals Use square and cube numbers Solve problems involving</div>	<div>Maths</div> <div>Word Problems</div> <div>Knowledge Addition and subtraction multi-step problems in context Understand the meaning of the equals sign</div> <div>Skills Solve addition and subtraction problems Solve multiplication and division problems</div> <div>Graphs</div> <div>Knowledge Understand how to interpret graphs</div> <div>Skills Solve problems involving sum, comparison and difference in a line graph Complete, read and interpret in tables including timetables</div>	<div>Science</div> <div>Properties and Changes of Materials</div> <div>Subject Endpoints Skills (Working Scientifically) Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. 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.</div> <div>Knowledge: Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. 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.</div>	<div>Design & Technology</div> <div>Seasonality (Cooking & Nutrition)</div> <div>Subject Endpoints Skills Generate develop, model and communicate their ideas through discussion and annotated sketches Taste and evaluate seasonal foods and recognise that sometimes we need to try a new food a few times to find out if we like it Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Work as a group to generate, evaluate and refine recipe ideas Select from a wider range of ingredients, according to their functional properties and aesthetic qualities Clearly communicate final designs Consider the views of others to improve their work</div> <div>Knowledge Explain what seasonality means and know when fruit and vegetables are in season in Britain Explain where, when and how a variety of ingredients are reared, caught and processed Explain the importance of protein as a proportion of a healthy varied diet Understand seasonality and know where and how a variety of ingredients are reared, caught and processed. Understand the principles of a healthy and varied diet.</div>	
<div>PE</div> <div>Swimming</div> <div>Learn to swim 25m Learn to swim 50m Develop lifesaving skills</div> <div>Athletic Activities (Multi-skills)</div> <div>Subject Endpoints Skills Improve ball handling skills and become more confident holding and moving with the ball Continue to improve and expand a range of passing techniques Communicate with teammates in order to achieve a common goal Use running, jumping, throwing and catching in isolation and in combination.</div> <div>Knowledge Build on and consolidate the application of principles suitable for attacking and defending. Play competitive games of Tag Rugby Develop flexibility, strength, technique, control and balance</div>	<div>Autumn 1: Week 7</div> <div>Consolidation Week</div> <div>Play Competitive Games: Handball</div> <div>Subject Endpoints Skills Improve ball handling skills and become more confident holding and moving with the ball Continue to improve and expand a range of passing techniques Communicate with teammates in order to achieve a common goal Use running, jumping, throwing and catching in isolation and in combination.</div> <div>Knowledge Build on and consolidate the application of principles suitable for attacking and defending. Play competitive games of Tag Rugby Develop flexibility, strength, technique, control and balance</div>	<div>Computing</div> <div>Digital Literacy</div> <div>Online Reputation</div> <div>Information Subject Endpoints: To discuss what privacy is and think about whether my online life is private. To say how old should you be before you can post things online without parents' approval. To explain how my parents affect my online reputation. To know who I can ask if I am unsure about putting something online. To discuss who owns my online information and why apps want to collect my information. To explain what a positive digital footprint is and why that will be important in 10 years. To understand how my online reputation could be damaged and how I can protect it.</div> <div>Knowledge Children can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Managing Online Information To explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. To explain how some technology can limit the information we are presented with. To explain what is meant by 'being sceptical': to give examples of when and why it is important to be 'sceptical'. To explain key concepts including: information, reviews, facts, opinion, belief, validity, reliability and evidence. To explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think.</div> <div>Information Technology - Creating Media with Word and PowerPoint Subject Endpoints: In this unit, the children will add copyright free images, GIFs, sound, Smart Art, tables, hyperlinks to media. They will use short cuts to navigate the keyboard more easily, use the find and replace tools and edit work to improve it. Knowledge Children can create a text/presentation which includes a range of elements to achieve a given goal. Copyright and Ownership To assess and justify when it is acceptable to use the work of others. To give examples of content that is permitted to be reused and know how this content can be found online. To understand the difference between copyright, fair use and the being in the public domain.</div>	<div>Geography & History</div> <div>U.K. Study</div> <div>Compare and contrast up to 3 different areas within the UK.</div> <div>Subject Endpoints Skills Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Understand the location and characteristics of a range of the world's most significant physical features. Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Name and locate some key topographical features of the U.K.</div> <div>Knowledge Identify significant places and environments identify and describe where places are around the world Compare and contrast different areas within the UK by identifying: different environmental regions and counties, key physical and human characteristics, major cities, national parks, hills and mountains, coasts. Explain the environmental impact on settlements Draw a plan with some accuracy Use geographical language and vocabulary Describe places and features using simple geographical vocabulary. Name and locate an increasing range of places in the world.</div> <div>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</div> <div>Subject Endpoints Skills Place key events, people and changes into correct periods of time Understand the social, cultural, religious and ethnic diversities in the past Recognise the past is represented and interpreted in different ways Identify and describe reasons for and against historical events Describe and make links between events and situations Create own structured accounts</div> <div>Knowledge Understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Understand Viking invasions and raids Understand resistance by Alfred the Great and Athelstan 1st King of England Understand further Viking invasions and Daneling Know about Anglo-Saxon law and justice Know Edward and the Confessor and his death in 1066</div>	<div>Music</div> <div>Knowledge Continue to identify musical styles through learning about their style indicators and the instruments played. Find the pulse confidently and innately, of the music listened to and understand what that means. Use accurate musical language to describe and talk about music. Listen to other ideas about music, respect those ideas and feelings. Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.</div> <div>Skills Find the pulse together whilst listening to the song/s. Encourage listening with increasing concentration and with a deeper focus. Continue to learn to recognise style indicators. Continue to learn to recognise and revisit different instruments. Use correct musical language even more consistently during discussion and when describing feelings. Discuss confidently other dimensions of music and how they fit into the music listened to.</div>	<div>Rock</div> <div>Live! On a Prayer by Bon Jovi</div> <div>Subject Endpoints Skills Find the pulse together whilst listening to the song/s. Encourage listening with increasing concentration and with a deeper focus. Continue to learn to recognise style indicators. Continue to learn to recognise and revisit different instruments. Use correct musical language even more consistently during discussion and when describing feelings. Discuss confidently other dimensions of music and how they fit into the music listened to.</div>	
<div>Athletic Activities (Gymnastics)</div> <div>Subject Endpoints Skills Improve the height achieved from a vertical jump with a standing start position. Improve in a range of physical activities focused on improving agility, control and balance. Collaborate and compete with others in pursuit of personal bests. Develop agility, balance and co-ordination skills.</div> <div>Knowledge Compare performances with previous ones and demonstrate improvement to achieve their personal best.</div>	<div>Athletic Activities (Gymnastics)</div> <div>Subject Endpoints Skills Improve the height achieved from a vertical jump with a standing start position. Improve in a range of physical activities focused on improving agility, control and balance. Collaborate and compete with others in pursuit of personal bests. Develop agility, balance and co-ordination skills.</div> <div>Knowledge Compare performances with previous ones and demonstrate improvement to achieve their personal best.</div>	<div>Computing</div> <div>Information Technology - Creating Media with Word and PowerPoint</div> <div>Subject Endpoints: In this unit, the children will add copyright free images, GIFs, sound, Smart Art, tables, hyperlinks to media. They will use short cuts to navigate the keyboard more easily, use the find and replace tools and edit work to improve it. Knowledge Children can create a text/presentation which includes a range of elements to achieve a given goal. Copyright and Ownership To assess and justify when it is acceptable to use the work of others. To give examples of content that is permitted to be reused and know how this content can be found online. To understand the difference between copyright, fair use and the being in the public domain.</div>	<div>Foreign Languages</div> <div>French</div> <div>Subject Endpoints Skills Listen more attentively and for longer, understand more of what we hear, communicate on a wider range of topics and themes, remember and recall a range of vocabulary, understand longer passages and decode meaning of unknown words using context, write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement, revision of gender and nouns and learn to use and recognise the terminology of articles.</div> <div>Knowledge Say what pet you have and do not have Be able to say the date</div>	<div>As-tu un animal? & La date</div> <div>Subject Endpoints Skills Understand my rights as a citizen of my country Understand my rights as a member of my school Understand rewards and consequences Understand that an individual's behaviour can impact a group Understand democracy</div> <div>Knowledge Understand my rights as a citizen of my country Understand my rights as a member of my school Understand rewards and consequences Understand that an individual's behaviour can impact a group Understand democracy</div>	<div>Being Me In The World</div> <div>Subject Endpoints Skills Face new challenges Make choices about my behaviour Care about other's feelings Work well with others</div> <div>Knowledge Understand my rights as a citizen of my country Understand my rights as a member of my school Understand rewards and consequences Understand that an individual's behaviour can impact a group Understand democracy</div>	<div>PSHRE</div> <div>Celebrating Differences</div> <div>Subject Endpoints Skills Accept that everyone is different Include others when working and playing Compare my life with that of those in the developing world</div> <div>Knowledge Know how to help someone who is being bullied Understand what racism is Understand a different culture from my own</div>