Curriculum Overview for Year 5: Spring Term

English

Writing

Who Let the Gods Out? By Maz Evans

Skills:
Discussing and recording ideas
Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
Organising paragraphs around a theme.
In narratives, creating settings, characters and plot.
In non-narrative material, using simple organisational devices (headings & subheadings).
Assessing the effectiveness of their own and others' writing and suggesting improvements.
Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
Proofread for spelling and punctuation errors.
Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
Using conjunctions, adverbs and prepositions to express time and cause (and place)
Using and punctuating direct speech (i.e. Inverted commas).
Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Knowledge:
Persuasion/argument- (Virgo convincing Eliott to help him save the world)
Biography- (Author Maz Evans).
Newspaper- (Article about a meteor hitting earth in WLTGO)
Discussion- (Sparta Vs Athens-which was the better way of life?)
Story- (Greek Myth or tell the story of the Daemon of Death from WLTGO)
Story with flash backs (Understand aspects of narrative structure; analyse how individual paragraphs are structured in writing, analyse the success of texts and writers in evoking particular responses in the reader, write own story using, for example flashbacks or a story within a story to convey the passing of time).
Explanation- (How the Trojan Horse worked. Olympic games).

Reading

'Separate is Never Equal' by Sylvia Mendez
'The Jabberwocky' by Lewis Carroll
'Night Terrors in Cairo' by author unknown

Skills:
Read aloud and understand words based on knowledge of root words, prefixes & suffixes
Read further exception words, including those with unusual spelling or sounds
Check that a text makes sense, including explaining the meaning of words in context
Draw inferences about feelings, thoughts & motives
Predict future events from details stated in the text
Use dictionaries to check the meaning of words
Identify and summarise the main ideas drawn from more than one paragraph
Identify how language structure & presentation contributes to meaning
Use evidence to justify inferences
Recognise some different forms of poetry
Perform plays and poetry aloud using intonation, tone, volume and action

Knowledge
Develop an understanding of another culture
Comprehend new vocabulary
Develop a wider vocabulary
Know a wide range of poetry
Develop a deeper understanding of other cultures

Religious Education

Beliefs in Action in the World: *Islam and Christianity*

Subject Endpoints
Skills
Discover teaching of different religions
Apply own ideas about justice
Write persuasively about members of different religions

Knowledge
Discover and explore what Muslims and Christians teach about how we can all live together
Understand the principles of 'ummah'
Understand the principle of 'agape'
Know what Muslims and Christians believe about looking after the planet
Understand the work of Christian Aid and Muslim Hands charities

Art

Sgraffito & Greek Vases (clay work)

Subject Endpoints
Skills
Develop techniques including the use of materials (creating a pot using joining techniques)
Improve mastery of techniques including sculpture with a range of materials (using clay to create a clay mini vase)
Record observations (comment on existing vases and comment on the different pictures depicted on the vases)
Experiment with different clay techniques and using different clay tools
Select from and use a range of tools and equipment/select and use a range of materials and components, including construction materials, according to their functional properties and aesthetic qualities
Investigate and analyse a range of existing products/evaluate products against their own design criteria/ understand how individuals in design and technology have helped shape the world.

Knowledge
Design a clay pot in the style of an Ancient Greek vase.
Join clay using different techniques
Create a vase out of clay, using sculpting techniques
Use the scratch art technique to complete a Greek vase picture (paint)
Use layering to create a piece of art

Maths

Number: Fractions

Knowledge

Comparing and ordering fractions
Understanding equivalent fractions
Understanding mixed numbers
Adding and subtracting fractions and mixed numbers

Skills

Compare and order fractions whose denominators are multiples
Identify, name and write equivalent fractions
Recognise mixed numbers and improper fractions and convert them
Add and subtract fractions with the same and different denominators
Read and write decimal numbers as fractions
Multiply proper fractions and missed numbers by whole numbers

Number: Decimals

Knowledge
Understand decimals up to 3 decimal places

Skills
Read, write, order and compare decimals up to 3 decimal places.

Number: Decimals

Knowledge:
Understand decimals as fractions
Understand the place value of decimals
Solve problems

Skills:
Read and write decimal numbers as fractions
Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
Round decimals with two decimal places to the nearest whole number and to one decimal place
Solve problems involving numbers with up to 3 decimal places

Geometry

Knowledge
Understand 3D shapes and angles
Know the properties of rectangles and understand the terms 'regular' and 'irregular'

Skills
Identify 3D shapes including cubes from 2D representations
Know angles can be measured in degrees
Draw given angles and measure them
Identify angles at a point, on a straight line and multiples of 90 degrees
Use properties of rectangles to deduce related facts and find missing lengths
Distinguish regular and irregular polygons based on reasoning about sides and angles

Number: Percentages

Knowledge:
Understand percentages including the symbol

Skills:
Recognise the per cent symbol (%)
Understand that per cent relates t number of parts per hundred
Write percentages as a fraction with denominator of 100 and as a decimal
Solve problems which require knowing percentage and decimal equivalents of ½ and ¼

Design & Technology

Programming (directing a Beebot around a labyrinth)

Subject Endpoints
Skills
To program and control floor robots
Monitor a robot
Generate and develop ideas through discussion
Research a range of materials
Plan a labyrinth.

Knowledge
Use appropriate materials based on research
Evaluate a finished product.

Science

Earth and Space
Skills (Working Scientifically)
Comparing the time of the day at different places on the Earth. (through internet links and direct communication). Create simple models of the solar system. Construct simple shadow clocks and sundials. Finding out how Stonehenge might have been used as astronomical clocks.

Knowledge
Name the planets in our solar system
Describe how the earth moves to form light and darkness (day and night)
Understand how the earth rotates and moves. Know that the sun is a star
Understand the moon orbits a planet

Forces
Skills (Working Scientifically)
Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs
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 a degree of trust in results, in oral and written forms such as displays and other presentations

Knowledge
Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
Identify the effects of air resistance, water resistance and friction that act between moving surfaces
Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

Geography

Rivers

Recognise and describe key rivers in the United Kingdom and around the world.

Subject Endpoints

Skills
Compare how river use has changed over time and research the impact on trade in history
Research and discuss how water affects the environment, settlement, environmental change and sustainability

Knowledge
Recognise and describe key rivers in the United Kingdom and around the world
Use the language of rivers e.g. erosion, deposition and transportation.
Explain and present the processes of rivers
Understand the water cycle including transpiration

&

History

Gifted Greeks

Ancient Greece – a study of Greek life and achievements and their influence on the western world. **Subject Endpoints**

Skills
Place key events, people and changes into correct periods of time
Be chronologically secure in my knowledge and understanding
Use dates, the passing of time in both ancient and modern History

Knowledge
Sympathise with the ideas, beliefs, attitudes and experiences of the people and societies in the past
Devise historically valid questions using a range of questions types
Place my growing Historical knowledge into different contexts
Identify and describe reasons for and against historical events, situations and changes
Describe and make links between events and situations.
Note connections, contrasts and trends over time
Establish clear narratives

Music

Pop (Modern)
Make You Feel My Love
by Bob Dylan & Adele

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.
Include tempo, dynamics, timbre, texture and structure if possible..

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.

PE

Develop flexibility, strength, technique, control and balance: Fitness (Circuit Training)

Subject Endpoints
Skills
Collaborate with others to keep track of personal achievement.
Compete with others (and the past self) at various fitness stations.
Develop flexibility, strength, technique, control and balance.
Knowledge
Compare performances with previous ones and demonstrate improvement to achieve their personal best.
Develop an understanding of how

Athletic Activities (Gymnastics).

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.
Knowledge
Compare performances with previous ones and demonstrate improvement to achieve their personal best.

Invasion Games (Hockey)

Subject Endpoints
Skills
Look up whilst dribbling the ball.
Push pass accurately.
Tackle somebody and win the ball.
Develop running, jumping and stick handling skills
Knowledge
Build on and consolidate the application of principles suitable for attacking and defending.
Use running, jumping and stick handling skills in isolation and in combination

Computing

Computer Science - Programming – Game Creation Scratch
Subject Endpoints
Skills
In this unit, the children develop their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If… Then… Else structure can be used to select different outcomes depending on whether a condition is true or false. They represent this understanding in algorithms and then by constructing programs using the Scratch programming environment. They use their knowledge of writing programs and using selection, sequencing and variables to control outcomes to design a game in response to a given task and implement it as a program. They learn how to debug a program by decomposing a problem and creating a sub-solution for each of the parts.
Knowledge
Children will understand how to combine programming techniques learnt in Scratch to produce a game to meet a chosen design.

Digital Literacy
Health, Well-being and life style
Knowledge
To describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.
To describe some strategies, tips or advice to promote health and wellbeing with regards to technology.
To recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.
To explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.

Information Technology - Understanding and using Data - Spreadsheets
Subject Endpoints
Skills
In this unit, the children will understand the different ways to search a database. They will search a database to answer questions correctly. They will make their own database adding records and correctly adding field information. They will understand how to word questions so that they can be effectively answered using a search of their database.
Knowledge
Children can create a database around a chosen topic and can interrogate a database, including the different ways the data can be sorted and displayed.

Privacy and Security
Knowledge
To explain what a strong password is and demonstrate how to create one.
To explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.
To explain what app permissions are and can give some examples.

Foreign Languages

French

Chez moi
&
Les vêtements

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.

Knowledge
Describe what rooms there are and are not in your home

Describe what clothes you are wearing by colour

PSHRE

Healthy Me

Dreams and Goals
Subject Endpoints
Skills
Stay motivated when something is challenging
Work well with a partner or in a group
Have a positive attitude
Help others achieve their goals

Knowledge
Understand that I will need money to help me achieve some of my dreams
Know about a range of jobs
Describe dreams and goals of young people in another culture
Understand how we can learn something from other people's goals from another culture.

Subject Endpoints
Skills
Make healthy choices
Eat a healthy, balanced diet
Be physically active
Try to keep themselves and others safe
Knowledge
Know how to be a good friend
Know how to keep calm and deal with difficult situations
Know the risks of tobacco
Know the risks of alcohol
Know basic first aid
Know how social media can promote certain body types
Describe the different roles food can play in people's lives including eating problems (and disorders)