

# Curriculum Overview for Year 5 Autumn 2020-21

<p><b>English</b></p> <p>The Explorer – Katherine Rundell</p> <p>The Great Kapok Tree - Lynne Cherry</p> <p><b>Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>- Use KS1, Year 3 and Year 4 grammar and punctuation.</li> <li>- Use inverted commas including associated punctuation.</li> <li>- Begin sentence clauses with who, which, where, when, whose, that or with.</li> <li>- Use a range of clause structures.</li> </ul>	<ul style="list-style-type: none"> <li>- Make my paragraphs more interesting by using word structures.</li> <li>- Use conjunctions, adverbs and prepositions to express time and cause.</li> <li>- Use a range of ways of linking across paragraphs using time, place, number and tense choice.</li> <li>- Use devices to build cohesion within a paragraph</li> <li>- Link clauses in sentences using a range of conjunctions.</li> <li>- Use a variety of parentheses.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>- Beginning to plan the structure of my</li> </ul>	<p>writing by thinking about the audience and the purpose of the writing.</p> <ul style="list-style-type: none"> <li>- Select appropriate grammar to enhance meaning.</li> <li>- Evaluate and edit my work to think about whether it can be improved.</li> <li>- Use the correct tense.</li> <li>- Use singular and plural words accurately and I know my writing should not be the way I speak.</li> <li>- Proof read to propose changes to grammar, vocab and punctuation to enhance effect.</li> </ul> <p><b>Spelling</b></p>	<p><b>Science 1</b></p> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>- Describe the differences in the life cycles of a mammal, amphibians, insects and birds.</li> <li>- Describe the life cycles of common plants.</li> <li>- Explore the work of well know naturalists and behaviourists.</li> <li>- Observe their local environment and draw conclusions about life-cycles and compare these with those around the world.</li> </ul>	<p><b>Science 2</b></p> <p><b>Earth and space</b></p> <ul style="list-style-type: none"> <li>- Identify and explain the movement of the Earth and other plants relative to the sun in the solar system.</li> <li>- Explain how seasons and weather are created.</li> <li>- Describe and explain the movement of the Moon relative to the Earth?</li> <li>- Explain day and night and the apparent movement of the sun across the sky.</li> </ul>
<p><b>Maths</b></p> <p><b>Number &amp; Place Value</b></p> <ul style="list-style-type: none"> <li>- Read, write, order and compare numbers to 1,000,000.</li> <li>- Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.</li> <li>- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000.</li> <li>- Interpret negative numbers in context,</li> <li>- Solve number problems and practical problems.</li> <li>- Read Roman numerals to 1,000 (M)</li> </ul>	<p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>- Add and subtract numbers mentally with increasingly large numbers.</li> <li>- Use rounding to check answers to calculations and determine levels of accuracy.</li> <li>- Add and subtract whole numbers with more than 4 digits, including using formal written methods.</li> <li>- Solve addition and subtraction multi-step problems in contexts.</li> </ul> <p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>- Multiply and divide numbers mentally.</li> <li>- Identify multiples and factors, including</li> </ul>	<p>finding all factor pairs of a number and common factor pairs of two numbers.</p> <ul style="list-style-type: none"> <li>- Recognise and use square numbers and cube numbers.</li> <li>- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</li> <li>- Multiply numbers up to 4 digits by a 1-digit or 2-digit number.</li> <li>- Divide numbers up to 4 digits by a 1-digit number and interpret remainders.</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>- Complete, read and interpret information in tables.</li> </ul>	<p><b>PE</b></p> <p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>- Develop methods to outwit opponents.</li> <li>- Understand ways to judge performance.</li> <li>- Use spatial awareness to make good decisions.</li> </ul> <p><b>Creative</b></p> <ul style="list-style-type: none"> <li>- Link actions and develop sequences.</li> <li>- Change tactics and rules to make things more interesting.</li> <li>- Respond imaginatively to different situations.</li> </ul>	<p><b>RE</b></p> <p><b>What matters to a Christian and what matters to me?</b></p> <ul style="list-style-type: none"> <li>- To understand the values of Christians and your own religion.</li> <li>- To understand the concept of right and wrong.</li> <li>- Understand how religion guides us to choose between right and wrong.</li> </ul>
<p><b>Computing</b></p> <p><b>Computer science</b></p> <ul style="list-style-type: none"> <li>- Plan and write an algorithm.</li> <li>- Use command within a series of commands and debug errors in more complex algorithms and programs.</li> <li>- Know what selection is I can use selection to create games in which the user must make a choice.</li> </ul> <p><b>Digital citizenship</b></p> <ul style="list-style-type: none"> <li>- Use technology safely and respectfully.</li> <li>- Protect myself from cyber bullying.</li> </ul>	<p><b>History—Victorians</b></p> <ul style="list-style-type: none"> <li>- Apply dates and historical language in my work.</li> <li>- Sequence a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc..</li> <li>- Compare and contrast historical periods; explaining things that have changed and things which have stayed the same.</li> <li>- Explain the role that Britain has had in spreading Christian values across the world.</li> </ul> <p><b>Geography—Amazon</b></p> <ul style="list-style-type: none"> <li>- Justify answers to my own geographical questions.</li> <li>- Recall and sequence a journey to a place in another part of the world, taking account of distance and time.</li> </ul>	<p><b>French</b></p> <p><b>Eating out:</b></p> <ul style="list-style-type: none"> <li>- Understand the main points.</li> <li>- Adapt familiar sentences by changing a few words.</li> <li>- Recognise subject pronouns.</li> </ul> <p><b>On holiday:</b></p> <ul style="list-style-type: none"> <li>- Pick out familiar words from spoken sentences.</li> <li>- Join in with a short, continuous conversation.</li> <li>- Prepare and present a short talk about a place, person or</li> </ul>	<p><b>Art</b></p> <p><b>Formal Elements -Architecture</b></p> <ul style="list-style-type: none"> <li>- Observe and draw from observation.</li> <li>- Demonstrate understanding of how to draw from different perspectives.</li> <li>- Work collaboratively to explore ideas for meeting a design brief.</li> <li>- Develop and explain ideas through sketches.</li> <li>- Describe and use more complex colours.</li> <li>- Select and mix colours to depict own thoughts, feelings and intentions.</li> <li>- Construct images through various methods to further my knowledge and understanding.</li> <li>- Critique the work of artists' to explore own ideas.</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>- Introduction to jazz/blues music building on improvisation using musical instruments.</li> <li>- Playing musical instruments and using voices with increasing accuracy and expression</li> </ul>
				<p><b>Design</b></p> <p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>- Adapt a traditional recipe.</li> <li>- Explain how nutritional values will change.</li> <li>- Modify the method based on new ingredients.</li> <li>- Design an appealing packaging based on the recipe.</li> <li>- Apply knowledge of equipment, including knives.</li> <li>- Apply knowledge of cross contamination.</li> <li>- Follow a method to make a recipe.</li> <li>- Identify the nutritional differences between products and recipes.</li> <li>- Articulate health benefits of food groups.</li> <li>- Recall where food comes from and how it is processed.</li> <li>- Explain what a balanced diet includes</li> </ul>