

# Curriculum Overview For Year 5 Spring 2020/2021

<p><b>English</b></p> <p>Murder Most Unladylike Island of Adventure</p> <p><u>Vocabulary, grammar and punctuation:</u></p> <p>Make some correct use of parenthesis. Use the present perfect form of verbs. Use range of sentence openers. Use verb phrases to create differences. Use fronted adverbials correctly. Use all speech punctuation. Use commas to structure my sentences.</p>	<p>Use pronouns and nouns appropriately.</p> <p><u>Speaking and listening:</u></p> <p>Begin to select the appropriate register. Can engage the listener by varying my expression and vocabulary. Can express my point of view.</p> <p>Can perform poems and plays from memory. I adapt my expression and tone/</p> <p><u>Composition:</u></p> <p>Draft and write by selecting grammar and vocabulary. Review my work to add description. Beginning to use details across my texts</p>	<p>to help link paragraphs together.</p> <p>Consistent and correct use of tense throughout the piece of writing.</p> <p>Develop characters through action and dialogue. Describe settings, characters and atmosphere and integrate dialogue. Use headings and bullet points to structure my writing. Establish a viewpoint as a writer through commenting on characters and events.</p>	<p><b>Science 1</b></p> <p><u>Properties and Changes of Everyday Materials:</u></p> <p>Compare and group together everyday materials. Explain how some materials dissolve in liquid. Describe how to recover a substance from a solution. Use their knowledge of to decide how mixtures might be separated. Give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials.</p>	<p><b>Science 2</b></p> <p><u>Properties and Changes of Everyday Materials:</u></p> <p>Describe changes using scientific words. Demonstrate that dissolving, mixing and changes of state are reversible. Explain that some changes result in the formation of new materials. Can they use the terms 'reversible' and 'irreversible'? Can they explore the work of chemists who created new materials,</p>
<p><b>Maths</b></p> <p><u>Fractions:</u></p> <p>Identify, name and write equivalent fractions. Compare and order fractions whose denominators are multiples of the same . Add and subtract fractions with the same denominator and ones that are multiples of the same number Recognise mixed numbers and improper fractions and convert them. Write mathematical statements &gt;1 as a mixed number.</p>	<p>Multiply proper fractions and mixed numbers by whole numbers. Read and write decimal numbers as fractions.</p> <p><u>Decimals:</u></p> <p>Recognise and can use thousandths and relate them to tenths, hundredths and decimal equivalents. Read, write, order and compare numbers with up to 3 decimal places. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Round decimals with 2 decimal places to the nearest whole number and 1</p>	<p>decimal place. Use all four operations to solve problems. Solve problems involving numbers up to 3 decimal places.</p> <p><u>Percentages:</u></p> <p>Recognise the percent symbol and understand the meaning. Write percentages as a fraction. I can solve problems which require knowing percentage and decimal equivalents</p>	<p><b>PE</b></p> <p><u>Social:</u></p> <p>I can give and receive feedback to help improve myself and others. I can negotiate appropriately.</p> <p><u>Physical:</u></p> <p>I can use combinations of skills confidently and perform a range of skills fluently and accurately in game situations.</p>	<p><b>RE</b></p> <p>Can religions make a fairer world? Distinguish between two different Christian views about why people suffer. Suggest answers Christians and Muslims might give to questions about their practice of giving to charity. Explain the impacts of the ways Christian Aid and Islamic relief put religious teaching into action in a world of poverty. Connect up the work of Christian Aid with three sayings of Jesus about poverty</p>
<p><b>Computing</b></p> <p><u>Digital citizenship:</u></p> <p>Use technology safely and respectfully and responsibly Explain how identity online can be copied, Demonstrate responsible choices. Describe some of the communities in which I am involved and describe how I collaborate with others positively. Search for information about an individual online.</p>	<p><b>Geography—Alps</b></p> <p>Select information about a place and use it in a report. Recall and sequence a journey to a place in another part of the world, taking account of distance and time. Explain why many cities of the world are situated by rivers. Explain how the water cycle works.</p>	<p><b>History—Mayans</b></p> <p>Apply dates and historical language in my work. Sequence a timeline with different time periods. Compare and contrast historical periods Hypothesise in order to answer a question.</p>	<p><b>Design Structures</b></p> <p>Design a stable structure that can support weight. Make a wooden bridge structure. Select appropriate tools and equipment. Adapt and improve my own bridge structure by reinforcing points of weakness. Compare the strength of structures. Demonstrate understanding of ways to reinforce structures.</p>	<p><b>Art</b></p> <p><u>Every picture tells a story:</u></p> <p>Use 2D drawings to develop ideas for 3D work. Use recycled materials within mixed media art. Mix colours to depict own thoughts and intentions. Model form in 3D using a range of materials. Demonstrate understanding of line. Critique the work of artists' to explore own ideas.</p>