

# Curriculum Overview for Year 5 Autumn

<h2>English</h2> <p>Island of Adventure</p> <p><u>Visual Stimuli:</u> Taking flight (Literacy Shed)</p> <p><u>Vocabulary, grammar and punctuation:</u></p> <p>Make some correct use of parenthesis.</p> <p>Use the present perfect form of verbs.</p> <p>Use range of sentence openers.</p> <p>Use verb phrases to create differences.</p> <p>Use fronted adverbials correctly.</p> <p>Use all speech punctuation.</p> <p>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.</p> <p>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.</p> <p>I adapt my expression and tone/</p> <p><u>Composition:</u></p> <p>Draft and write by selecting grammar and vocabulary.</p> <p>Review my work to add description.</p> <p>Beginning to use details across my texts 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.</p> <p>Describe settings, characters and atmosphere and integrate dialogue.</p> <p>Use headings and bullet points to structure my writing.</p> <p>Establish a viewpoint as a writer through commenting on characters and events.</p>	<h2>Science 1</h2> <p><u>Living things and their habitats</u></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 known 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>	<h2>Science 2</h2> <p><u>Earth and space</u></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> <li>- Explore the work of some scientists.</li> </ul>
<h2>Maths</h2> <p><u>Number &amp; Place Value</u></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><u>Addition and subtraction</u></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><u>Multiplication and division</u></p> <ul style="list-style-type: none"> <li>- Multiply and divide numbers mentally.</li> <li>- Identify multiples and factors, including finding all factor pairs or a number and</li> </ul>	<p>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><u>Statistics</u></p> <ul style="list-style-type: none"> <li>- Complete, read and interpret information in tables.</li> <li>- Solve problems using information presented in a line graph.</li> </ul>	<p><b>PE</b></p> <p><u>Cognitive</u></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><u>Creative</u></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><u>What does it mean if Christians believe God is holy and loving?</u></p> <p>I can identify some different types of biblical texts, using technical terms accurately</p> <p>I can explain connections between biblical texts and Christian ideas of God, using theological terms</p> <p>I can make connections between Bible texts studied and what Christians believe about God, for example how Cathedrals are designed</p> <p>I can show how Christians put their beliefs into practice in worship</p>
<h2>Computing</h2> <p><u>Digital citizenship</u></p> <p>I can use technology safely and respectfully and responsibly</p> <p>I can protect myself from cyberbullying or causing hurt to others, especially when using social networking</p> <p>I can judge what sort of privacy settings might be relevant to reducing different risks.</p> <p>I can articulate what constitutes good behaviour online.</p> <p><u>Digital Literacy</u></p> <p>I can draft and redraft my written work by deleting, inserting and replacing text to improve clarity and create mood.</p> <p>I can create a database structure of my own and enter the data.</p> <p>I can use spreadsheets to create a graph.</p>	<p><u>History—Victorians</u></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> </ul> <p>Explain the role that Britain has had in spreading Christian values across the world.</p> <p><u>Geography—Alps</u></p> <p>Select information about a place and use it in a report.</p> <p>Recall and sequence a journey to a place in another part of the world, taking account of distance and time.</p> <p>Explain why many cities of the world are situated by rivers.</p> <p>Explain how the water cycle works.</p>	<p><u>French</u></p> <p><u>Les sports et activités (Sports and activites)</u></p> <p>I play/ I do</p> <p>football, hockey, cricket, swimming, listen to music</p> <p>What do you do? - I, he, she, you</p> <p>Joyeux Noel (Christmas)</p>	<p><b>French</b></p> <p><u>Les sports et activités (Sports and activites)</u></p> <p>I play/ I do</p> <p>football, hockey, cricket, swimming, listen to music</p> <p>What do you do? - I, he, she, you</p> <p>Joyeux Noel (Christmas)</p> <p><b>Art</b></p> <p><u>Drawing: I need space</u></p> <ul style="list-style-type: none"> <li>- I can <u>observe</u> and draw from observation.</li> <li>- I can <u>select</u> and use 2D drawings to develop ideas for 3D work.</li> <li>- I can <u>select</u> and use mathematical processes to draw.</li> </ul> <p><u>Painting and mixed media: portraits</u></p> <ul style="list-style-type: none"> <li>- I can <u>apply</u> and further improve skill and control when painting.</li> </ul>	<p><b>Music</b></p> <p>Introduction to jazz/blues music building on improvisation using musical instruments</p> <p>I can play musical instruments and using voices with increasing accuracy and expression</p> <p>I can play an individual part in an ensemble.</p> <p>I can listen in detail to a wide range of live &amp; recorded music.</p> <p>I can use musical vocabulary to describe what I hear, play and create.</p> <p><b>Design</b></p> <p><u>Mechanisms: Pop-up Books</u></p> <ul style="list-style-type: none"> <li>- I can <u>design</u> a range of pop-up structures and mechanisms.</li> <li>- I can <u>identify</u> the mechanisms, input and output.</li> <li>- I can use storyboarding when <u>designing</u> a product.</li> <li>- I can <u>sequence</u> and follow a design brief accurately.</li> <li>- I can <u>make</u> mechanisms and structures using sliders, pivots and folds for movement.</li> <li>- I can <u>apply</u> knowledge of aesthetics to hide mechanisms.</li> </ul>