

Curriculum Overview for Year 5 Autumn

<p>English</p> <p>Island of Adventure</p> <p><i>Visual Stimuli:</i> 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>	<p>Science 1</p> <p><u>Living things and their habitats</u></p> <p>- Describe the differences in the life cycles of a mammal, amphibians, insects and birds.</p> <p>- Describe the life cycles of common plants.</p> <p>- Explore the work of well know naturalists and behaviour-ists.</p> <p>- Observe their local environment and draw conclusions about life-cycles and compare these with those around the world.</p>	<p>Science 2</p> <p><u>Earth and space</u></p> <p>- Identify and explain the movement of the Earth and other plants relative to the sun in the solar system.</p> <p>Explain how seasons and weather are created.</p> <p>Describe and explain the movement of the Moon relative to the Earth?</p> <p>- Explain day and night and the apparent movement of the sun across the sky.</p> <p>- Explore the work of some scientists.</p>
<p>Maths</p> <p>Number & Place Value</p> <p>- Read, write, order and compare numbers to 1,000,000.</p> <p>- Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.</p> <p>- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000.</p> <p>- Interpret negative numbers in context,</p> <p>-Solve number problems and practical problems.</p> <p>- Read Roman numerals to 1,000 (M)</p>	<p>Addition and subtraction</p> <p>- Add and subtract numbers mentally with increasingly large numbers.</p> <p>- Use rounding to check answers to calculations and determine levels of accuracy.</p> <p>- Add and subtract whole numbers with more than 4 digits, including using formal written methods.</p> <p>- Solve addition and subtraction multi-step problems in contexts.</p> <p>Multiplication and division</p> <p>- Multiply and divide numbers mentally.</p> <p>- Identify multiples and factors, including finding all factor pairs or a number and</p>	<p>common factor pairs of two numbers.</p> <p>- Recognise and use square numbers and cube numbers.</p> <p>- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>- Multiply numbers up to 4 digits by a 1-digit or 2-digit number.</p> <p>- Divide numbers up to 4 digits by a 1-digit number and interpret remainders.</p> <p>Statistics</p> <p>- Complete, read and interpret information in tables.</p> <p>- Solve problems using information presented in a line graph.</p>	<p>PE</p> <p><u>Cognitive</u></p> <p>- Develop methods to outwit opponents.</p> <p>- Understand ways to judge performance.</p> <p>- Use spatial awareness to make good decisions.</p> <p><u>Creative</u></p> <p>- Link actions and develop sequences.</p> <p>- Change tactics and rues to make things more interesting.</p> <p>- Respond imaginatively to different situations.</p>	<p>RE</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 text s, 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>
<p>Computing</p> <p>Digital citizenship</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>Digital Literacy</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>History—Victorians</p> <p>· Apply dates and historical language in my work.</p> <p>· Sequence a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc..</p> <p>· Compare and contrast historical periods; explaining things that have changed and things which have stayed the same.</p> <p>· Explain the role that Britain has had in spreading Christian values across the world.</p> <p>Geography—Alps</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>French</p> <p>Les sports et activités (Sports and activites)</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>Art</p> <p>Drawing: I need space</p> <p>• I can observe and draw from observation.</p> <p>• I can select and use 2D drawings to develop ideas for 3D work.</p> <p>• I can select and use mathematical processes to draw .</p> <p>Painting and mixed media: portraits</p> <p>• I can apply and further improve skill and control when painting.</p>	<p>Music</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 & recorded music.</p> <p>I can use musical vocabulary to describe what I hear,play and create.</p>
			<p>Design</p> <p>Mechanisms: Pop-up Books</p> <p>• I can design a range of popup structures and mechanisms.</p> <p>• I can identify the mechanisms, input and output.</p> <p>• I can use storyboarding when designing a product.</p> <p>• I can sequence and follow a design brief accurately.</p> <p>• I can make mechanisms and structures using sliders, pivots and folds for movement.</p> <p>• I can apply knowledge of aesthetics to hide mechanisms.</p>	