



Year 5 Curriculum Overview – Autumn 1

Subject	Reading		Writing		Maths	
Strand	VIPERS/Reciprocal Reading		Poetry and Narrative		Place Value and Number	
LOS	- I can draw information from different parts of the text to infer meaning. - I can discuss moods, feelings and attitudes using inference. - I can summarise the main ideas drawn from more than one paragraph. - I can locate information using skimming, scanning and text marking, and present the information I find. - I can discuss complex narrative plots/storylines. - I can use punctuation to read accurately and expressively. - I can participate in discussions about books, building on my own and others' ideas and challenging views courteously. - I can respond to issues raised in stories and find evidence to support my view.		- I can use a variety of punctuation to indicate parenthesis. - I can use relative clauses beginning with: who, which, where, when, whose and that. - I can indicate degrees of possibility using adverbs, e.g. perhaps or modal verbs, e.g. might. - I can ensure the consistent and correct use of tense throughout a piece of writing. - I can write successfully in a given non-fiction style. - I can write successfully in a given narrative/poetry style. - I can evaluate and edit my own and others' work, proposing changes to vocabulary, grammar and punctuation, enhancing effect and clarifying meaning. - I can spell words with the suffixes -ive, -ist, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ible, -ably, -ibly, -cious and -tious. - I can use connectives, within a paragraph, to link the sentences, e.g. secondly, in addition, furthermore. - My paragraphs help to structure my story, e.g. beginning, build-up, problem, resolution and ending. - I can choose words for deliberate effect, e.g. stationary rather than stopped.		- I can count backwards through zero to include negative numbers. - I can read, write, order and compare numbers to 1, 000, 000 (1 million) and say the value of each digit. - I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000. - I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000. - I can count forwards and backwards with positive and negative numbers crossing zero in context. - I can mentally add large numbers using place value knowledge. - I can use rounding to estimate and check answers to calculations. - I can add numbers with more than 4 digits using column addition. - I can mentally subtract large numbers using place value knowledge. - I can use rounding to check answers to calculations. - I can subtract numbers with more than 4 digits using column subtraction.	
Key vocabulary	Vocabulary	Fiction	Punctuation	Poetry	Thousands	Rounding
	Inference	Non-fiction	Parenthesis	Playscripts	Hundreds	Digit
	Prediction	Features	Modal verbs	Evaluate	Tens	Estimate
	Explanation	Language	Adverbials	Edit	Ones	Addition
	Retrieval	Mood	Relative clauses	Time adverbials	Place Value	Sum
	Summarise	Atmosphere	Tense	Stories	Compare	Renaming
	Sequence		Fiction		Order	Subtraction
			Non-fiction		Patters	Difference
Subject	Computing		Science		PSHE	
Strand	Coding		Solar System		Being Me in My World	



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LOs	- How can coding run efficiently? - How do computer simulations work? - How do decomposition and abstraction apply to coding? - How do functions work in coding? - How are datatypes used with variables in coding? - How do I understand code that has been written?		- What planets are in our solar system? - What is the heliocentric model? - How does Earth move through space? - Why do we have day and night? - How does the Moon move through space		- How do I set myself really good personal goals? - What are my rights and responsibilities as a citizen? - What rights do I have as a member of my school? - Why should we make positive behaviour choices? - How can my behaviour impact a group? - Why should I have a voice in my school community?
Key vocabulary	Abstraction Coordinates, Datatype Event Flowchart Function Initialise	Action Algorithm 'IF' statement 'IF/ELSE' statement Nesting Decomposition.	Heliocentric Geocentric Solar system Terrestrial planet Gas giant Axis	Orbit Moon Phase Waxing Waning	See Unit Plan

Subject	History		Art		Music	
Strand	Greece: Why was it called A Golden Age?		Sculpture & 3D		Music Theory	
LOs	- What was it like living in a City State? - How did democracy shape ancient Greece? - What does art and architecture tell us about this time? - How did the Greek alphabet change the world? - How did living around the Mediterranean Sea shape Greek travel, trade and ideas? - How did religious practices differ to those in Britain?		- What is an art installation? - What is the effect of space and scale when creating 3D art? - How do I problem-solve when constructing 3D artworks? - Can I plan an installation that communicates an idea? - Can I develop my ideas into a finished piece of installation art?		- How can we use rhythm and pulse when creating rhythmic speech patterns? - How can I use crotchets, quavers and other note values to create more complex rhythms? - Can I identify how crotchets, quavers, rests, minims and semibreves sound when used in a 4-beat rhythm? - Can I recall where the notes are on a music stave and their note names? - Can I compose and label my own piece of music using note formation and note names on a music stave?	
Key vocabulary	Democracy Citizens Legislation Philosophy Socrates Trade	Literature Theatre Playwrights Parthenon Sparta Athens	analyse art medium atmosphere concept culture display elements evaluate experience features influence	mixed media performance art props revolution scale scaled down special effects stencil three dimensional interact interactive	rhythm Pulse rhythmic speech patterns crotchets quavers rests minims semibreves	composition 4-beat rhythm Stave time signature treble clef notation, note names



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		installation art	location	
Subject	RE	PE	MFL - Spanish	
Strand	Why do some people think God exists?	Tennis/Gymnastics		
LOs	- How many people believe in God? - What are the reasons for believing or not believing in God? - How do newspapers influence reasons for believing or not believing in God? - How do Christians believe the world began? - How might atheists challenge beliefs about how the world began? - What is my answer to the question 'Is God real'?	- Shapes: perform shapes consistently and fluently linked with other gymnastic actions. - Inverted movements: develop bridge and shoulder stand, explore progressions of a cartwheel. - Balances: explore symmetrical and asymmetrical balances. - Rolls: develop control in the straight, barrel, forward, straddle and backward roll. - Jumps: select a range of jumps to include in sequence work. - Shots: develop the range of shots used in a variety of games. - Serving: develop the range of serving techniques appropriate to the game. - Rallying: use a variety of shots to keep a continuous rally. - Footwork: demonstrate effective footwork patterns to move around the court.	- To know numbers 40 – 100 - To say prices in Euros - To know words for places in town To describe what is in a town	
Key vocabulary	religion doubt belief bias non-religious perspective theist representation atheist opinion agnostic fact census influence population literalist creator non-literalist faith Big Bang evidence Evolution experience naturalism evidence reason theory scepticism Challenge words: omnipotent (all powerful), omniscient (all knowing) omnipresent (everywhere)	Shapes Inverted movements Balances Rolls Jumps Serving Shots Serving Rallying Footwork Rallying Footwork	Cuarenta Cincuenta Sesenta Setenta Ochenta Noventa Cien Un supermercado Un parque Un museo Una plaza Una estación Una panadería	
			Hay No Hay En mi ciudad	