Year 5 Curriculum Overview – Autumn 2

Subject	Reading	Writing	Maths
Strand	**VIPERS/Reciprocal Reading**	**Poetry, Narrative and Discussion**	**Multiplication, Division and Problem Solving**
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.	• To ensure the consistent and correct use of tense throughout a piece of writing. • To use commas to clarify meaning or avoid ambiguity. • To use a variety of punctuation to indicate parenthesis. • To use relative clauses beginning with: who, which, where, when, whose and that. • To indicate degrees of possibility using adverbs, e.g. perhaps or modal verbs, e.g. might. • To choose words for deliberate effect, e.g. stationary rather than stopped.	• I can multiply whole numbers by 10, 100 and 1000. • I can identify factors and multiples of a number. • I can work out whether a number less than 100 is prime and recall all prime number to 19. • I can recognise square and cube numbers. • I can multiply 4-digit numbers by 1-digit numbers using the formal column method. • I can use related facts to multiply multiples of 10 and 100, e.g., 2 x 3 = 6, 20 x 30 = 600. • I can multiply TO x TO using formal long multiplication. • I can divide whole numbers by 10, 100 and 1000. • I can divide 3-digit and 4-digit numbers by 1 digit using formal written methods. • I can solve more complex problems involving division with remainders and round the answer appropriately in context. • I can represent a remainder as a fraction.
Key vocabulary	Vocabulary Inference Prediction Explanation Retrieval Summarise Sequence Fiction Non-fiction Features Language Mood Atmosphere	Punctuation Parenthesis Modal verbs Adverbials Relative clauses Tense Fiction Poetry Non-fiction Playscripts Evaluate Edit Time adverbials Stories	Divide Multiply Whole numbers Decimal numbers Prime Multiples Factors Common Multiples Common Factors Square numbers Cube numbers Long multiplication Word problems Remainders Fraction
Subject	**Computing**	**Science**	**PSHE**
Strand	**Databases**	**Forces**	**Being Me in My World**
LOs	• What is a database and how do I use it? • How can I sort, group and filter data? • How can I create records within a database? • How can a query help to find information? • How do linked tables support data collection?	• What was Isaac Newton's greatest discovery? • How do parachutes work? • What affects an object's water resistance? • How does surface type change resistance? • How can we use a small force to great effect?	• How do cultural differences sometimes cause conflict? • What is racism? • How can rumour-spreading and name-calling be bullying? • What is the difference between direct and indirect bullying? • How does my life differ to people in the developing world? • How are other cultures different to my own?

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Key vocabulary	Condition Filter Query Data Group Record Database	Edit Field Linked tables Operator Record Sort Validation	Gravity Air resistance Parachute Water resistance Streamlined	Friction Newton Lever Pulley Gear	Cultural Differences Conflict Racism Bullying Developing world Cultures		

Subject	**Geography**	**D&T**	**Music**
Strand	**How does geography affect trade in Brazil?**	**Electrical Systems: Doodlers**	**Composition: Fingal's Cave**
LOs	• Where is Brazil? • How does climate and landscape influence where people live? • What are the major exports of Brazil? • What impact does this have on the environment? • How do people use trade and agriculture in Brazil?	• How are motors used in electrical products? • How can I identify which factors affect the form and function of an existing product? • What learning can I apply to my own design? • What components should be included in a DIY doodler kit?	• What can we learn about the work of classical composer, Felix Mendelssohn? • How do you improvise as a group, using dynamics and pitch? • How do we improvise as a group using texture? • Is it possible to use our knowledge of dynamics, texture and pitch to create a group composition?
Key vocabulary	Brazil Climate Landscape Influence Exports Trade Environment Agriculture	Circuit component Configuration Current Develop DIY Investigate Motor Motorised Problem solve Product analysis Series circuit Stable Target user Mixed media Performance art Props Revolution Scale Scaled down Special effects Stencil Three dimensional Interact Interactive Location	Classical Characterise Composition Conductor Depict Dynamics Ensemble Graphic score Improvisation Notation Orchestra Pitch Texture
Subject	**RE**	**PE**	**MFL - Spanish**
Strand		**Yoga and Rugby**	**Flags**

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<table>
<tr><td>LOs</td><td>• What did Jesus teach about love?
• What did Jesus teach his followers about forgiveness?
• How do Christians today follow Jesus' teachings about justice and fairness?
• How do Christians today follow Jesus' teachings about serving others?
• What did Jesus teach about generosity and greed?
• How can Jesus' teachings help people make good choices today?</td><td>• Balance: To use my breath to maintain balance within a pose and when transitioning from one pose to another.
• Flexibility: To develop flexibility by connecting movement with breath.
• Strength: To demonstrate increased control and strength when holding and transitioning between poses.
• Strategy: To explore methods I can use to control how I feel.
• Sending: To demonstrate clear technique when sending a ball under pressure.
• Catching: To demonstrate good technique under pressure.
• Tracking: To demonstrate a range of techniques when tracking and collecting a ball.
• Dribbling: To dribble with some control under pressure.</td><td>• To know about New Year's traditions in Spain
• To know where in the world Spanish is spoken
• To describe the colour of a flag
• To describe the shapes on a flag</td></tr>
<tr><td>Key vocabulary</td><td>Jesus
Christian
Disciple
Parable
Gospel
Love
Agape
Values
Forgiveness
Reconciliation
Justice
Fairness
Service
Generosity
Greed
Stewardship</td><td>Yoga
Breathing
Balance
Pose
Transition
Flexibility
Movement
Control
Strength
Technique
Catching
Tracking
Dribbling
Collecting
Pass</td><td>Rojo
Azul
Amarillo
Verde
Blanco
Negro
Naranja

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