

Autumn Term Curriculum Overview for Year 5 First half: Victorians Second half: Space

<h2>English</h2> <p>Reading Read and discuss text types Increase their familiarity with fiction genre Read for a range of purposes Discuss a text confidently with others, responding to their ideas and challenging their views courteously Prepare poems and playscripts to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the meaning is clear to an audience Check that the text makes sense to them and discuss their understanding Answer questions drawing on information from several places in the text Predict what may happen using stated and implied details Summarise using an appropriate amount of detail as evidence Use evidence to both support and challenge conclusions drawn within and from a text</p>	<p>Writing Develop ideas through reading and research Use a wide knowledge of text types, forms and styles to inform their writing Plan and write for a clear purpose and audience Choose a text form Ensure that the content and style of writing accurately reflects the purpose Borrow writers' techniques from book, screen and stage Structure and organise writing in well linked paragraphs Build cohesion within a paragraph with attention to pronouns and fronted adverbials <u>Link openings to closings</u> <u>Use a variety of fronted adverbials</u> Evaluate their work effectively and make improvements based on this Proof-read for spelling and punctuation errors Ensure the consistent and correct use of tense through a longer piece of writing</p>	<p>Grammar Use correct grammatical terminology when discussing their writing Identify relative pronouns e.g. which, that, who (whom, whose), when, where Use relative pronouns appropriately Use devices for cohesion within a paragraph <u>Experiment with clause position in multi-clausal sentences</u> Ensure correct subject verb agreement Identify a modal verb is e.g. might, should, could, would, can, may, must, shall, will Identify a modal adverb is e.g. perhaps, surely, obviously</p>	<h2>Maths</h2> <p>Place Value (3 weeks)</p> <p>Addition and subtraction (2 weeks)</p> <p>Multiplication and Division A (3 weeks)</p> <p>Fractions A (4 weeks)</p>	
<h2>Science</h2> <p>Materials and their properties: 1. compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. 2. give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 3. demonstrate that dissolving, mixing and changes of state are reversible changes 4. explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> <p>Earth and Space: 1. describe the movement of the Earth, and other planets, relative to the Sun in the solar system 2. describe the movement of the Moon relative to the Earth 3. describe the Sun, Earth and Moon as approximately spherical bodies 4. use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>			<h2>Geography</h2> <ol style="list-style-type: none"> Describe and explain the location and purpose of transport networks across the UK and other parts of the world. Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night). Analyse and compare a place or places using aerial photographs, atlases and maps. 	<h2>History</h2> <ol style="list-style-type: none"> Explore and explain how the beliefs of significant individuals caused them to behave in a particular way. Compare and contrast crime and punishment across different eras in British History. Describe the impact and significance of inventions and improvements in technology. Compare the lives and experiences of children with current circumstances. Compare and contrast the lives of people from different eras in British History. The Romans, The Tudors, The Victorians)
<h2>Art</h2> <p>William Morris Printing: -Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. -Describe and discuss how different artists and cultures have used a range of visual elements in their work. -Investigate and develop artwork using the characteristics of an artistic movement. (Pop art, Renaissance, Realism, Expressionism) -Mix and use tints and shades of colours using a range of different materials, including paint. -Review and revisit ideas and sketches to improve and develop ideas.</p>	<h2>Design & Technology</h2> <p>Moon Buggies: -Name and select increasingly appropriate tools for a task and use them safely. -Use pattern pieces and computer-aided design packages to design a product. (Link to computing and moon buggies). -Select and combine materials with precision. -Build a framework using a range of materials to support mechanisms. -Explore and use a range of mechanisms (axles, gears and pulleys) in models or products. -Use electrical circuits of increasing complexity in their models or products, showing an understanding of control.</p>		<h2>Music</h2> <p>-Listen and Appraise: Listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage using accurate musical language. -Musical Activities: -An understanding of how pulse, rhythm and pitch work. -Understand more about preparing to sing songs/raps together in a group/ensemble. -Use glocks, recorders or band instruments. -Have the knowledge and understanding that an improvisation is not written down or notated. -Know and understand that composition is creating your own melody within given boundaries. -Perform/Share: -Perform together in an ensemble/band with ease and confidence.</p>	<h2>Physical Education</h2> <ul style="list-style-type: none"> Dance Hockey Forest School Basketball
<h2>Computing</h2> <ul style="list-style-type: none"> E-safety Systems and searching (Teach Computing) 	<h2>PSHE</h2> <p>See long term plan</p>	<h2>French</h2> <ol style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. present ideas and information orally to a range of audiences. read carefully and show understanding of words, phrases and simple writing. appreciate stories, songs, poems and rhymes in the language. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. write phrases from memory, and adapt these to create new sentences, to express ideas clearly. describe people, places, things and actions orally and in writing Languages – key stage 2 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 		<h2>Religious Education</h2> <p>Enquiry 1: Is believing in God reasonable? Enquiry 2: How has belief in Christianity/Islam impacted on music and art throughout history?</p>