

Year 5 Autumn 2020

Curriculum Overview

Whole School Theme: Who are we?

Maths	English	Science	History
Number – Number and place value , read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. Number – Addition and subtraction , column addition and subtraction of numbers with more than 4 digits. Geometry – Properties of shapes , identify 3D shapes from 2D representations. Number – Multiplication and division , multiply and divide whole numbers by 10, 100 and 1000; identify multiples and factors; establish whether a number up to 100 is prime. Number – Fractions , compare and order fractions whose denominators are all multiples of the same number. Geometry – Position and direction , translation of 2D shapes on coordinate grids.	<p>Reading: Novel Study: Kensuke's Kingdom – Michael Morpurgo.</p> <p>Being able to read well matters. It can significantly impact on success in school and beyond. It takes them into imagined worlds far beyond their own experience, and make possible endless opportunities to explore new areas of learning, thinking and ideas. The power of reading is immense, and I want the boys to be able to take full advantage of the benefits, pleasure and enjoyment that it has to offer. I aim to develop positive attitudes towards reading so every boy thinks of himself as a reader and has fostered a love of the written word in all its various forms. During English lessons, I wish to create a community of readers that share, enjoy and promote reading as a skill and desirable past time. During English lessons we use the VIPERS acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.</p>	<p>During the boy's science lessons they will be looking at keeping healthy. This will include topics such as smoking, obesity, balanced diets and drugs.</p> <p>We will also be looking at mental health and the importance of trying to maintain a balanced life, more so now than ever.</p> <p>We will also be doing some work on 'Lab rules' and keeping safe in the science lab.</p>	<p>Boys should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>

<p>Number – Decimals, read and write decimal numbers as fractions.</p> <p>Measurement (mass), use all four operations to solve problems involving mass and convert between grams and kilograms.</p> <p>Measurement (time), solve problems involving converting between units of time.</p>	<p>VIPERS stand for Vocabulary; Inference; Prediction; Explanation; Retrieval; Sequence or Summarise. The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that boys are familiar with, a range of questions.</p> <p>Writing:</p> <p>Boys will plan, draft, edit and evaluate their pieces of writing (both transactional and creative) throughout the term. The boys will further develop their understanding of vocabulary, grammar and punctuation during English lessons and will learn various techniques to assist them in developing the skills needed for outstanding writing.</p> <p>Spelling:</p> <p>The new National Curriculum (2014) word-lists for Year 4, 5 and 6 are statutory. The lists are a mixture of words boys frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the words in each list will be taught within the four years of key stage 2 alongside other words are considered appropriate.</p>	
--	---	--

Geography	Computer Science	Music and Drama	PE and Swimming
<p>MAP SKILLS Where do we belong in the world?</p> <p>Developing awareness of places in the world. Lead pupils from examining the map of the whole world, through considering a map of Europe, to looking closely at the United Kingdom.</p>	<p>This Term in Computer Science we will be starting revisiting a number of different coding techniques by completing different challenges in Scratch. We will then revisit some of the game making skills we have learnt in previous terms to create a game linked to the whole school theme.</p>	<p>Explore by: Using complex rhythms. Moving in response to music Looking at the relationship between families of instruments through orchestral music.</p> <p>Be imaginative by: Creating short plays based upon different suites of music.</p>	<p>Health related exercise with those we don't normally work with. Research what HRE is and how it effects different people Working in pairs, they will compare results and how they can help each other improve How does the environment/different climates effect fitness? How does sport/exercise impact our feelings and potential in life?</p>
French	PSHEE	Art and Design	
<ul style="list-style-type: none"> Recapping asking and giving personal information Boys will then be making their own 'Cherché!' (Wanted!) poster Possessive adjectives (<i>mon/ma/mes, ton/ta/tes, son/sa/ses</i>) Revision of numbers 1 to 100 Days of the week, months of the year & birthdays <i>La Chenille qui fait des trous</i> (The Hungry Caterpillar - food & drink) Ordering food & drink The present tense of regular & irregular verbs Describing what you like to do in your free time & giving opinions and using justifications Matisse, colours & describing paintings Christmas in France/Europe & writing a Christmas card in French <p>Boys are encouraged to use the target language as much as possible during lessons and they will be rewarded accordingly. It is</p>	<p>During our PSHEE sessions we will be doing check in's with the boys at the start and end of every week to ensure that they are happy and well. We are also looking at creating our own class chatterbox, student council representative and class rules.</p>	<p>Self-Portraits – Behind the mask Explore the relationships and connections between colours in Art. Painting: colour mixing and matching colours to moods and to create atmosphere. Create a colour wheel to present the relationships between colours. Artist study: Kandinsky and Picasso</p>	

recommended that they recap any songs or poems several times at home, in order to consolidate both understanding and pronunciation (and sing properly!). Vocabulary and grammar points also need to be revisited carefully as part of their independent study.