



Year 5 Autumn 2021 Curriculum Overview

Whole School Theme: Who are we?

Year 5 Inquiry: Our identity is formed through our beliefs and experiences

<u>Skills and Concepts</u>		
<p>Research</p> <p>Formulating questions, Observing, Planning, collecting data, recording data, organising data, interpreting data, presenting findings,</p>	<p>Communication</p> <p>Listening, Speaking, Reading, Writing, Viewing, Presenting, Non-verbal communication, Digital understanding</p>	<p>Self-Management</p> <p>Gross motor skills, Fine motor skills, Spatial awareness, Organisation, Time management, Safety, Healthy Lifestyle, Behaviour, Informed choices, Work ethic</p>
<p>Social</p> <p>Accepting responsibility, Group decision making, adopting a variety of group roles, respecting others, resolving conflict, Cooperating and collaborating, Social and environmental responsibility, Global awareness, Leadership, Developing entrepreneurship</p>	<p>Critical Thinking</p> <p>Knowledge acquisition, Comprehension, Application, Analysis, Synthesis, Evaluation, Didactical thought, Metacognition</p>	<p>Main Conceptual Learning</p> <p>Identity</p>

Maths	English	Science	History
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<p>Number – Number and place value, read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.</p> <p>Number – Addition and subtraction, column addition and subtraction of numbers with more than 4 digits.</p> <p>Geometry – Properties of shapes, identify 3D shapes from 2D representations.</p> <p>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.</p> <p>Number – Fractions, compare and order fractions whose denominators are all multiples of the same number.</p> <p>Geometry – Position and direction, translation of 2D shapes on coordinate grids.</p> <p>Number – Decimals, read and write decimal numbers as fractions.</p>	<p>Reading: Novel Study: Kensuke’s Kingdom – Michael Morpurgo.</p> <p>This unit aims to build on previous work to improve overall reading. It can significantly impact on success in school and beyond. The power of reading is immense, and I want the boys to continue 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.</p> <p>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 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: 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</p>	<p>Our inquiry question that will guide us through our Scientific Study this term will be:</p> <p>Are our experiences as humans similar or different to the rest of the animal kingdom?</p> <ul style="list-style-type: none"> • We will be making comparisons between humans and animals inquiring and investigating: • the main parts of the human circulatory • the impact of diet, exercise, drugs and lifestyle on the way our bodies function • ways in which nutrients and water are transported within animals, including humans <p>Throughout this unit we will be Working Scientifically:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments 	<p>Ancient Greeks</p> <p>During our inquiry, children will be investigating the following inquiry questions:</p> <p>What have we learnt from the Ancient Greeks?</p> <p>Who were the Ancient Greeks?</p> <p>How can you identify Ancient Greeks?</p> <p>How did Europe change through the discoveries of Ancient Greece?</p> <p>What have we learnt from the Ancient Greeks?</p>
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	<p>English lessons and will learn various techniques to assist them in developing the skills needed for outstanding writing.</p> <p>We will also work on developing independence in editing work, a key skill, which is desirable long after leaving school.</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 which are considered appropriate.</p>		
Geography	Computer Science	Music and Drama	PE and Swimming
<p>Identity: Europe Where do we belong in the world? Do the children identify with being from a particular continent or country? Do they feel European?</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 European countries, capitals, flags and cultures.</p>	<p>This Term in Computer Science we will be starting revisiting a number of different coding techniques by completing different challenges in Scratch.</p> <p>We will then begin learning how to use and apply HTML, the standard markup language for documents designed to be displayed in a web browser.</p>	<p>Explore by:</p> <p>Using complex rhythms. Moving in response to music Looking at the relationship between families of instruments through orchestral music.</p> <p>Be imaginative by:</p> <p>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 out feelings and potential in life?</p>
French	PSHEE	Art and Design	
<p>Recapping asking and giving personal information Boys will then be making their own 'Cherché!' (Wanted!) poster Possessive adjectives (mon/ma/mes, ton/ta/tes, son/sa/ses) Revision of numbers 1 to 100</p>	<p>During our PSHEE sessions we will be ensuring there is time for the children to talk to each other and the teacher about how they are getting on to ensure that they are happy and well. We are also looking at creating our own</p>	<p>Self-Portraits – Who are we?</p> <p>What makes us who we are? Self-portraits from the outside and from the inside.</p> <p>Explore the relationships and connections between colours in Art.</p>	

<p>Days of the week, months of the year & birthdays</p> <p>La Chenille qui fait des trous (The Hungry Caterpillar - food & drink)</p> <p>Ordering food & drink</p> <p>The present tense of regular & irregular verbs</p> <p>Describing what you like to do in your free time & giving opinions and using justifications</p> <p>Matisse, colours & describing paintings</p> <p>Christmas in France/Europe & writing a Christmas card in French</p> <p>Boys are encouraged to use the target language as much as possible during lessons and they will be rewarded accordingly. It is recommended that they recap any songs or poems several times at home, in order to consolidate both understanding and pronunciation (and sing properly!).</p> <p>Vocabulary and grammar points also need to be revisited carefully as part of their independent study.</p>	<p>class chatterbox, student council representative and class rules.</p> <p>As well as this we will be focusing on the Pupil Profile Characteristics and Attitudes to Learning</p>	<p>Painting: colour mixing and matching colours to moods and to create atmosphere.</p> <p>Create a colour wheel to present the relationships between colours.</p> <p>Artist study: Kandinsky and Picasso</p>	
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