

Curriculum Overview - Year 5 Spring Term 1 - 2023
Whole School Theme: Systems and Structures
Central Idea: Strong civilisations are built on firm systems and structures

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

Maths	English	Science	History
<p>Number – Number and Place Value: Read, round, order and compare numbers up to 1,000,000.</p> <p>Number – Addition and Subtraction, Multiplication and Division: Add and subtract whole numbers with five and six digits and decimals to two places. Use the formal written method of short division to calculate HTO / O, expressing the remainder as a fraction and a decimal.</p> <p>Geometry – Properties of shapes: Know angles are measured in degrees: estimate, compare and measure with a protractor acute, obtuse and reflex angles. Draw given angles and measure them in degrees.</p> <p>Number – Fractions: Compare, order, add and subtract fractions whose denominators are all multiples of the same number. Recognise and use thousandths and relate them to tenths and hundredths.</p> <p>Measurement (length): Convert between different units of metric measure (Km to m; cm to mm, cm to m). Understand and use approximate equivalences between metric units and common imperial units such as inches.</p>	<p>Playscript Study – Harry Potter and the Cursed Child – Children will build their understanding of the format of a playscript – they will practice their physical/linguistic speaking skills and writing in various disparate formats.</p> <p>Minor-focus (Time Permitting) – Invictus poem – Brief look at the poem, its meaning and formats. A chance to practice speaking skills.</p> <p>READING PROGRESSION: Continue to read and discuss and increasingly wide range of fiction, poetry, plays, non-fiction and reference books in order to read for a range of purposes. Make comparisons within and across books. Identify themes and conventions. Continue to check reading for meaning ensuring that a book makes sense to each child, discussing understanding and exploring the meaning of words in context. Asking questions to improve understanding. Summarising main ideas. Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language considering the impact on the reader. Recommend books they have read to their peers, giving reasons for their choices.</p> <p>WRITING PROGRESSION: Continue to identify the audience for and purpose of the writing. Noting and developing initial</p>	<p>In Year 5 we learning about the Solars system and considering. What systems govern the moon and the stars and how do they impact our lives?</p> <p>The children will be completing observations and investigations into:</p> <p>The Earth and moon The sun The Solar system and our place in it Day and Night</p> <p>The inquiry will combine both research-based tasks and practical experiments. The pupils will have the opportunity to work scientifically and improve their understanding of the scientific process.</p>	<p>The Aztecs Which systems and structures made the Aztecs a strong civilisation?</p> <p>Learn about world history, in this case The Aztecs, establishing clear narratives within and across this period of time. They will learn what makes a civilisation and will question and hypothesise about which systems and structure make a civilisation strong</p> <p>Children will note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They will complete their own research questions understanding that our knowledge of the past is constructed from a range of sources and that different versions of past events may exist.</p>

	<p>ideas, drawing on reading and research where necessary. Selecting appropriate grammar and vocabulary understanding how such choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Use a wide range of devices to build cohesion within and across paragraphs. Assessing the effectiveness of their own and others' writing – proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p><u>SPELLING, PUNCTUATION AND GRAMMAR:</u> Continue to plug away at ensuring accurate use of punctuation, spelling and grammar.</p>		
Geography	Computer Science	Music and Drama	PE and Games
<p>This half term children will study History as part of the Theme of Investigation</p> <p>As part of their inquiry, the pupils will locate where the Aztec civilisation lived and settled.</p>	<p>Linked to the Theme of Investigation 'Systems and Structures'</p> <p>We will be creating a documentary style video, editing it and considering whether we can use audio-visual media to prove our central idea.</p>	<p>Music: Ten Pieces Project- We will be looking at the BBC Ten pieces which aims to introduce classical music to children. We will use different performing and compositional techniques using the pieces as stimulus.</p> <p>Drama: Studying scripts and character work- Harry Potter.</p>	<p>Basketball:</p> <p>To recognise the importance of keeping possession and passing and moving.</p> <p>To correctly perform a lay-up shot.</p> <p>Offensive play – To beat a partner when dribbling a ball during a conditioned game.</p> <p>To develop defence techniques – To begin to use the body to protect the ball.</p> <p>To begin to use techniques learned in a game Situation and to understand key rules.</p> <p>Rugby:</p>

			<p>Pupils to continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>How to maul effectively and safely in a game situation.</p> <p>To be able to outwit opponents using learnt skills and techniques.</p> <p>Apply skills in game play to demonstrate understanding and level of performance.</p> <p>To develop an understanding of team structures / playing positions.</p>
French	PSHEE	Art and Design	Religious Studies
<p>'La Fête des Rois' (The Festival of Kings)</p> <ul style="list-style-type: none"> - We will be learning about this lovely French tradition, which takes place during Epiphany - We will study the story 'T'choupi aime la galette' <p>More on the present tense of regular verbs The present tense of some irregular verbs, including 'être', 'avoir', 'faire' and 'aller' More revision of numbers</p> <p>'Le Tigre qui s'invita pour le thé' (The Tiger who came to tea) Food and drink Make your own menu 'Au café' role-play</p>	<p>Healthy choices</p> <p>Smoking and alcohol</p> <p>Body confidence</p> <p>Body changes</p> <p>Building self-esteem</p> <p>Keeping calm in difficult situations</p> <p>Caring for one another</p>	<p><u>Aztec Art</u></p> <p>Find out about Art from around the world – in this case The Ancient Aztec civilisation.</p> <p>To use drawing and printing to produce a piece of art inspired by Aztec designs.</p> <p>Build and create an Aztec pyramid structure or mask and develop this ancient building or decorate the mask in the same way the Aztecs did.</p>	<p><u>Aztec beliefs</u></p> <p>Learn about the beliefs of the ancient Aztecs and find out about the Aztec Gods and Goddesses.</p> <p><u>Easter</u></p> <p>Learn about the Christian celebration of Easter and the Easter story.</p> <p>This will help the children develop an understanding of how rituals and festivals mark important points in life and how certain features of religion make a</p>

	Physical and mental health (Mental Health Week: 6 th – 10 th February)		difference to individuals and communities.
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