



## Year 5 Autumn 2023 Curriculum Overview

### Whole School Theme: Journeys and Discoveries

### Central Investigation: We develop by discovering the world

<u>Skills</u>		
<b>Research</b>	<b>Communication</b>	<b>Self-Management</b>
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
<b>Social</b>	<b>Critical Thinking</b>	<b>Concept</b>
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	Knowledge acquisition, Comprehension, Application, Analysis, Synthesis, Evaluation, Didactical thought, Metacognition	Growth and Development

Maths	English	Science	History
<p><b>Number – Decimals:</b> Place value of decimal numbers to two places; rounding and ordering decimal numbers and finding complements to 1.</p> <p><b>Measurement (mass):</b> use all four operations to solve problems involving mass and convert between grams and kilograms.</p> <p><b>Number – Multiplication and division:</b> square and cube numbers, multiplying <math>10 \times 10</math>, multiples and factors, solving word problems.</p> <p><b>MATHS WEEK ENGLAND –</b>  <a href="https://mathsweekengland.co.uk/?cat=38">https://mathsweekengland.co.uk/?cat=38</a></p> <p>Year 5 pupils will take part in the Primary Maths Challenge run by the Mathematical Association:  <a href="https://www.primarymathschallenge.org.uk/">https://www.primarymathschallenge.org.uk/</a></p> <p><b>Number – Multiplication and division:</b> prime numbers, division using mental and written methods, solving problems.</p> <p><b>Measurement (time):</b> converting between 12 – and 24 – hour clocks, solve problems involving converting between units of time.</p>	<p><b>Language:</b> Ask relevant questions to extend understanding and knowledge. Use relevant strategies to build vocabulary. Participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Select and use appropriate registers for effective communication.</p> <p><b>Reading:</b> Continue to apply growing knowledge of root words, prefixes and suffixes (morphology and etymology). Maintain positive attitudes to reading and understanding of what they read. Use reading VIPERS as a strategy to determine the different shades of meaning in a text.</p> <p><b>Writing:</b> Plan, draft, write, edit and evaluate both transactional and non-transactional scripts. Select appropriate vocabulary and grammar to convey meaning and enhance effects.</p> <p><b>Vocabulary, Grammar and Punctuation:</b> Continue to develop an understanding of grammatical conventions.</p>	<p>Following the whole-school theme we will look at how the discovery of Newtons Laws of Motion have helped the world develop.</p> <p>We will be able to:</p> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</li> </ul> <p>We will also develop our ability to work scientifically by completing a number of different experiments. We will learn about independent, dependent and control variables and how to hypothesise, discuss and draw conclusions from our work.</p>	<p><b><u>Ancient Greeks</u></b></p> <p><b>Key Question:</b> How do Ancient Greek discoveries influence us today?</p> <p>Children will start by learning who the Ancient Greeks were, what their key discoveries were and how these discoveries still shape and influence our lives today.</p> <p><b>Curriculum Content:</b></p> <p>Develop an understanding of world history, establishing clear narratives and chronology.</p>
Geography	Computer Science	Music and Drama	PE and Swimming
<p>No Geography lessons this half-term.</p> <p>Children will learn about Ancient Greece and locate modern-day Greece within Europe as context.</p>	<p><b><u>Robotics</u></b></p> <p>Children will learn the basics of coding and executing robotics through the use of the BBC Microbit and Kitronik movement pack.</p> <p>They will primarily focus on how to adjust servos in order to make the vehicle drive in</p>	<p><b><u>Music:</u></b></p> <p>BBC Ten pieces project.  Creatively respond to a variety of pieces of classical music.  Focus on Beethoven’s motifs, <i>Short Ride in a Fast Machine</i> and minimalism.  Carol Service preparation.</p>	<p>Linked to the Theme of Journeys and Discoveries – How are we adapting to life in sport and what’s changing?</p> <p><b><u>Football</u></b></p> <ul style="list-style-type: none"> <li>- Formations</li> <li>- Tactics (to apply to game management)</li> </ul>

	a truly straight line in order to have the vehicle programmed to complete a full circuit of a course.	<b>Drama:</b> Continue rehearsing and refining their performances based upon Oscar Wilde's <i>The Selfish Giant</i> .	- Identifying team strengths and weaknesses - Counter attacking transitions - Overloads (6V4 and 3V2) - Defending principles (covering and recovering)  <b>Hockey</b> - Pupils will learn to identify and recognise similarities in principles of attack and defence. - Pupils will implement strategic and tactical decisions based on movement of the ball and choice of skill execution. - Pupils will use basic skills to outwit opponents in small sided games and conditional situations.
<b>French</b>	<b>PSHEE</b>	<b>Art/STEAM</b>	<b>Religious Studies</b>
<b>Year 5</b> <ul style="list-style-type: none"> <li>Recapping asking and giving personal information</li> <li>'Cherché!' (Wanted!) poster</li> <li>Possessive adjectives (<i>mon/ma/mes, ton/ta/tes, son/sa/ses</i>)</li> <li>Revision of numbers 1 to 100</li> <li>Days, months and birthdays</li> <li><i>La Chenille qui fait des trous</i> (The Hungry Caterpillar - food and drink)</li> <li>Ordering food and drink</li> <li>Present tense of regular and irregular verbs</li> <li>Describing what you like to do in your free time and giving opinions and using justifications</li> <li>Matisse, colours and describing paintings</li> <li>Christmas in France/Europe and writing a Christmas card in French</li> </ul>	Accepting differences Inclusion Conflict resolution <b>Courage</b> and speaking out Kindness and compliments Immigration and refugees Diversity and inclusion  <u>November 15:</u> Anti-Bullying Week	<b>Art:</b> Greek vases and buildings  <b>Key questions:</b> How did Ancient Greek pottery and buildings develop and shape pottery and architecture today?  <b>Curriculum Content:</b>  To improve their mastery of art and design techniques, including sculpture.  Show real-life proportions in 3D form.  Plan and develop ideas through sketching and using taught techniques to reflect personal expression.  Discuss and evaluate their own work and work of other sculptures.	<b>R.S:</b> Ancient Greek gods and beliefs  <b>Key questions:</b> How did the Ancient Greek gods and beliefs develop?  <b>Curriculum content:</b>  Explain how religious beliefs can shape the lives of individuals and contribute to society.  Compare the key beliefs and teachings of Ancient Greeks to a variety of world religions  <b>Festivals:</b>  Christmas

<p>Pupils 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!). Vocabulary and grammar points also need to be revisited carefully as part of their independent study.</p>		<p><b>STEAM</b> In STEAM lessons we will be continuing our work on gliders.</p> <p>Last half term we designed and created our first prototype.</p> <p>This term we are testing, evaluating and improving our designs. We will end up completing our final design from foam.</p> <p>Through this unit the children will be involved in the engineering process and will learn key practical skills of how to shape and mould foam to create a glider.</p>	
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