



Year 5 Autumn 1 2024 Curriculum Overview

Whole School Theme: Who are we?

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

Skills and Concepts		
<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
<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 four 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 children 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 child thinks of themselves 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 six reading domains as part of the UK’s reading curriculum.</p> <p>VIPERS stand for Vocabulary; Inference; Prediction; Explanation; Retrieval; Sequence or Summarise. The six 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 children are familiar with a range of questions.</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: how humans and animals develop to old age. <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><u>No History this half term</u></p>

	<p>Writing: Children will plan, draft, edit and evaluate their pieces of writing (both transactional and creative) throughout the term. The children 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. We will also work on developing independence in editing work, a key skill, which is desirable long after leaving school.</p> <p>Spelling: In spelling we focus on preparing the children for what they will be encountering. Spelling lists are centred around the difficult language that children will be encountering in the novel. These spellings are designed to be difficult and to offer a chance for children to develop their vocabulary. It is important that they understand these words, and so the spelling is used as a way to prepare them for what they will read.</p>		
Geography	Computer Science	Music and Drama	Games and PE
<p>Key Question: How does where we come from shape who we are?</p> <p>Identity: Finding out who we are and where we come from.</p> <p>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>This term in Computer Science we will be starting by understanding the core aspects of E-Safety.</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>In Music we will be studying the BBC Ten Pieces project which aims to introduce classical music to young students. We will look at different eras/ composers and styles and appraise, compose and perform works inspired by the Ten Pieces.</p> <p>In Drama we will be focusing on 'The Selfish Giant' and work on characterisation by recognising dramatic elements i.e. conflict,</p>	<p><u>What makes us unique in Sport?</u></p> <p>What characteristics define an athlete? How do different environments/climates affect sports performance?</p> <p><u>Football (Perfecting the skill)</u></p> <p>- How to receive a ball?</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>tension, resolution and environment. By using body language and facial expressions students will appreciate dramatisation.</p>	<ul style="list-style-type: none"> - How can I begin to play a longer pass off the ground? - How can I dribble a ball and perform a turn with control? - How can I make a standing tackle or intercept a pass in a 2v2? - How can I kick a moving ball past a goalkeeper with some accuracy? - To start to express my views/opinions through constructive peer on peer feedback and collaborate ideas to improve tactical outcomes? <p><u>Hockey (perfecting the skill)</u></p> <ul style="list-style-type: none"> - To control the ball when moving in different directions. - To learn how to tackle and take possession of the ball from the opposition. - How can I mark an opponent? - To perform the slap/wrist shot(s) with accuracy and control. - Why is peer assessment important? - How can I pass to the right and left whilst travelling?
French	PSHE	Art and STEAM	Religious Studies
<p>Recapping personal information French passport Possessive adjectives Revision of numbers 1 to 100 Days of the week, months of the year & birthdays La Chenille qui fait des trous (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</p>	<p>During our PSHE sessions we will be ensuring there is time for the children to talk and listen to each other and the teacher about how they are getting on to ensure that they are happy and well.</p> <p>As well as this we will be focusing on the Pupil Profile Characteristics and Attitudes to Learning.</p> <p>Key topics:</p> <p style="text-align: center;">Greetings and introductions Feeling safe</p>	<p>Self-Portraits – Who are we?</p> <p>This term’s Art unit will focus on developing drawing skills. It will be based on our Theme of Investigation: ‘Who are we?’ Children will look at portraits drawn and painted by other artists. They will learn how to draw facial features and then create their own self-portraits using styles inspired by their chosen artist.</p> <p>STEAM This ‘Mechanical Posters’ unit gives children</p>	<p>Key Question: How do our beliefs shape our identity and who we are?</p> <p>Comparing the key beliefs and teachings of various religions.</p> <p>Comparing lifestyles of different faiths and linking it to their own beliefs.</p>

	<p>Class expectations School expectations Showing respect Working collaboratively Boundaries Emotions British values</p> <p><u>October:</u> Black History Month and World Mental Health Day</p>	<p>opportunities to develop their understanding of mechanical systems. Following instructions on how to make different types of lever and linkage mechanisms gives children experience and information to draw on when developing their own ideas. They sketch a design based on their ideas, make a prototype, and then create their 'Lever and Linkage Poster'</p>	
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