



## Year 5 Autumn 2024 Curriculum Overview

### Whole School Theme: Journeys and Discoveries

### Central Investigation: Innovations and discovery drive progress and change

<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	Discovery

Maths	English	Science	History
<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 ThHTO x O, multiples and factors, solving word problems.</p> <p><b>MATHS WEEK ENGLAND –</b>  <a href="https://mathsweekengland.co.uk/">https://mathsweekengland.co.uk/</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>This term we will focus on developing and building <b>writing skills</b> to make sure that our fantastic ideas can be represented with clarity and accuracy.</p> <p>We will:</p> <ul style="list-style-type: none"> <li>• Practise our handwriting.</li> <li>• Learn to recognise and spell words that use common spelling rules and exceptions.</li> <li>• Proofread, edit and improve our own writing and that of others to ensure accuracy and clarity.</li> <li>• Extend our working vocabulary by exploring new words.</li> <li>• Doing a weekly writing task to practise these skills.</li> </ul> <p><b>Reading:</b>  We will develop our love of reading for pleasure by sharing and discussing books and stories.  We will use comprehension to practise:</p> <ul style="list-style-type: none"> <li>• vocabulary understanding and use</li> <li>• making inferences</li> <li>• predicting</li> <li>• explaining our understanding of a text</li> <li>• retrieving information</li> <li>• beginning to summarise the main points of a text.</li> </ul>	<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 did Ancient Greek discoveries influence progress and change?</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 Games
<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 a truly straight line in order to have the vehicle programmed to complete a full circuit of a course.</p>	<p><b><u>Music:</u></b> 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><b><u>Drama:</u></b> Continue rehearsing and refining their performances based upon Oscar Wilde's <i>The Selfish Giant</i>.</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> <li>- Identifying team strengths and weaknesses</li> <li>- Counter attacking transitions</li> <li>- Overloads (6V4 and 3V2)</li> <li>- Defending principles (covering and recovering)</li> </ul> <p><b><u>Hockey</u></b></p> <ul style="list-style-type: none"> <li>- Pupils will learn to identify and recognise similarities in principles of attack and defence.</li> <li>- Pupils will implement strategic and tactical decisions based on movement of the ball and choice of skill execution.</li> <li>- Pupils will use basic skills to outwit opponents in small sided games and conditional situations.</li> </ul>
French	PSHEE	Art/STEAM	Religious Studies
<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> </ul>	<ul style="list-style-type: none"> <li>• Accepting differences</li> <li>• Inclusion</li> <li>• Conflict resolution</li> <li>• <b>Courage</b> and speaking out</li> <li>• Kindness and compliments</li> <li>• Immigration and refugees</li> <li>• Diversity and inclusion</li> </ul> <p><b><u>November 11:</u></b> Anti-Bullying Week</p>	<p><b>Art:</b> Greek vases and buildings</p> <p><b>Key questions:</b> How did Ancient Greek pottery and buildings develop and shape pottery and architecture today?</p> <p><b>Curriculum Content:</b> To improve their mastery of art and design techniques, including sculpture.</p>	<p><b>R.S:</b> Ancient Greek gods and beliefs.</p> <p><b>Key questions:</b> How did the Ancient Greek gods and beliefs develop?</p> <p>What role did religion play in encouraging innovation?</p> <p>How did religious festivals drive progress and change in Ancient Greek society?</p>

<ul style="list-style-type: none"> <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> <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>Show real-life proportions in 3D form.</p> <p>Plan and develop ideas through sketching and using taught techniques to reflect personal expression.</p> <p>Discuss and evaluate their own work and work of other sculptures.</p> <p><b>STEAM</b> In STEAM lessons we will be continuing our work on levers and mechanisms. Evaluating our work and suggesting improvements.</p>	<p><b>Curriculum content:</b></p> <p>Explain how religious beliefs can shape the lives of individuals and contribute to society.</p> <p>Compare the key beliefs and teachings of Ancient Greeks to a variety of world religions.</p> <p><b><u>Festivals:</u></b></p> <p>Christmas</p>
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