



Y5 Curriculum Overview - Autumn

ENGLISH	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none">• Exploring the meaning of words in context.• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.• Comparing characters within the same story.• Ask questions to improve my understanding of a text.• Retrieve and record information from non-fiction texts.• Distinguish between statements of fact and opinion.• Discuss the sequence of events in books and how information is related.• Begin to use a thesaurus to improve language choices.• Use the first 3 or 4 letters of a word to find spellings in a dictionary.• Spelling of words with silent letters; words containing the letter string 'ough'; the 'i' before 'e' except after 'c' rule; homophones and other words which are often confused.• Ensuring the consistent and correct use of tense throughout a piece of writing.• Proof-read for spelling and grammatical errors.	<p>Main Text: 'The Lion, The Witch And The Wardrobe' – C.S. Lewis</p> <p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none">• How to plan their writing considering audience and purpose.• How authors have developed characters and settings in what pupils have read, listened to or seen performed.• How to describe atmosphere in narratives.• How to integrate dialogue to advance the action and convey character.• How to build cohesion within and across paragraphs.• Relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.• Using a variety of sentence lengths and structures.• Key components of diaries, stories, non-chronological reports.• Persuasive techniques within written pieces. <p>Recap - pupils will have the opportunity to consolidate their knowledge of:</p> <ul style="list-style-type: none">• Nouns, verbs, adjectives.• Fronted adverbials.• How to use paragraphs to organise ideas.• How to use inverted commas for direct speech.• Using commas in lists and to separate main and subordinate clauses.
MATHS	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none">• Develop fluency in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Numbers and Place Value</p>

<p>problems over time, allowing them to develop understanding and the ability to recall and apply knowledge rapidly and accurately.</p> <ul style="list-style-type: none"> Reason mathematically by following a line of enquiry, exploring relationships, finding patterns and developing an argument and justifying their findings using mathematical symbols and language Solve problems by applying their mathematics to a variety of routine and non-routine problems, across a range of subject areas, with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. 	<ul style="list-style-type: none"> Reading, writing, ordering and comparing numbers to 1000, 10,000, 100,000 at then 1,000,000 and determining the value of each digit. Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000. Reading roman numerals to 1,000 (m) and recognise years written in roman numerals. Counting forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 Interpret negative numbers in context, counting forwards and backwards with positive and negative whole numbers, including through zero Solving number problems and practical problems that involve all of the above <p>Number - Addition and Subtraction</p> <ul style="list-style-type: none"> Adding and subtracting whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Using rounding to check answers to calculations and determining, in the context of a problem, levels of accuracy. Adding and subtracting numbers mentally with increasingly large numbers. Solving addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Estimating and using inverse operations to check answers to a calculation <p>Statistics - Graphs and tables</p> <ul style="list-style-type: none"> Completing, reading and interpreting information in tables, including timetables and to way tables. Solving comparison, sum and difference problems using information presented in a line graph.
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	<ul style="list-style-type: none"> Identifying multiples and factors, including finding all factor pairs of a number and common factors of two numbers <p>Number - Multiplication and Division</p> <ul style="list-style-type: none"> Solving problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes Knowing and using the vocabulary of prime numbers, prime factors and composite (non prime) numbers Establishing whether a number up to 100 is prime and recall prime numbers up to 19 Solving problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes Recognising and using square numbers and cube numbers, and the notation for squared (2) and cubed (3) numbers Solving problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates Multiplying and dividing whole numbers and those involving decimals by 10, 100 and 1000.
SCIENCE	
<p>Pupils will have the opportunity to develop the following skills, working scientifically:</p> <ul style="list-style-type: none"> Ask questions and develop lines of enquiry based on observations. Make predictions using scientific knowledge and understanding. Carry out investigations and experiments to make observations and test predictions. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><u>Earth and Space</u></p> <ul style="list-style-type: none"> The movement of the Earth and other planets relative to the Sun in the Solar System. The movement of the Moon relative to the Earth. The Sun, Earth and Moon are approximately spherical bodies. The idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. <p><u>Life Cycles</u></p> <ul style="list-style-type: none"> The differences in the life cycles of a mammal, an amphibian, an insect and a bird.

<ul style="list-style-type: none"> • Identify independent, dependent and control variables and other factors to be taken into account when collecting evidence and data. • Make and record observations and measurements using a range of methods for different investigations. • Evaluate the reliability of methods and suggest possible improvements. • Present observations and data using appropriate methods, including tables and graphs. 	<ul style="list-style-type: none"> • The life cycle of a mammal, a bird, an amphibian and an insect. • The life process of reproduction in some animals and in some plants.
ART/DT	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Painting - primary and secondary colours - how to lay down paint. • Printing - introduction to block printing single image. • Drawing - line development and drawing for an appropriate sustained time. • Collage - using/layering appropriate collage. • Colour Theory - identifying and mixing primary and secondary colours. • Line drawing with shapes - proportion in drawing. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><u>Pop Art Movement</u></p> <ul style="list-style-type: none"> • Colour theory. • Line drawing. • Colour blocking. • Collage. • Block printing. • Artists Satoshi Tajiri, Roy Lichenstein, Andy Warhol, Richard Hamilton, Ken Sugimori and Gama Go.
COMPUTING	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Saving work and organising files. • Uploading files and folders to Gdrive. • Formatting text. • Knowing and using common shortcuts. • cutting and pasting between applications. • knowing how to delete/insert and replace text to improve clarity and mood. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><u>Information technology</u></p> <ul style="list-style-type: none"> • Word processing including: formatting text including font size, colour, style location; cutting and pasting between applications; delete/insert and replace text to improve clarity and mood; use correction tools; develop confidence in typing. • Presentation software (Microsoft PowerPoint and Google slides)including adding a new slide; changing font; adding text; cut and paste between applications.

<ul style="list-style-type: none"> • Using powerpoint to create a learning journal by adding new slides, changing font style and size, adding text and cutting and pasting between applications as well as using screenshots to evidence work. • Developing confidence using both hands when typing. • Designing, writing and debugging programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into small parts. • Using sequence, selection, and repetition in programs work with variables and various forms of input and output. • Using logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs. • Selecting, using and combining a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals including collecting, analysing, evaluating, presenting data and information. 	<ul style="list-style-type: none"> • Print screening and pasting to evidence work. • Touch typing and ways to develop their own skills. • Using School360 to access work, complete work and submit work. <p><u>Computer Science:</u></p> <ul style="list-style-type: none"> • Exploring the concept of repetition in programming using the Scratch environment. • How to design and create a game which uses repetition, applying stages of programming design throughout. <p><u>Digital Literacy:</u></p> <ul style="list-style-type: none"> • Their self-awareness by reflecting critically on their behaviour and its impact on others. • Their awareness and exploration of E-safety knowing how to behave responsibly online and how to access help.
FOOD TECHNOLOGY	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Select from and use a wide range of tools and equipment to perform basic practical tasks. • Use knowledge of ingredients to adapt recipes. • Prepare some simple recipes. • Evaluate their ideas and products against their own design criteria. • Using a knife safely. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • How to work safely and hygienically within the food technology room. • Health, safety and importance of washing up correctly. • Health and safety for storing ingredients. • The names of some basic equipment. • A basic healthy diet using the Eatwell Guide. • Basic seasonality and know where some ingredients are grown.
GEOGRAPHY	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Use an atlas and map to locate the UK's countries, counties and cities. 	<p><u>What is a geographer?</u></p> <p>Pupils will have the opportunity to develop their knowledge about:</p>

<ul style="list-style-type: none"> • Locate places on a physical atlas map using lines of latitude and longitude. • Locate places on an OS map using four figure grid references. • Identify features of local area using OS symbols. • Identify the height of hills and mountains surrounding Bellingham. • Reading an OS Map. • How to carry out a field sketch. • Measuring distance walked around Bellingham. • Reading photographs (inc. satellite) and topographical maps. • Design a cycling questionnaire. • Create a traffic count. • Carry out fieldwork investigating: 'How safe do people think Bellingham is for cyclists?' • Analysing data collected from fieldwork. 	<ul style="list-style-type: none"> • The 3 different aspects of the world a geographer studies: physical, human, environmental. • The 8 compass points: N, NE, E, SE, S, SW, W, NW. • The seas and oceans which surround the UK. • The different countries of the UK and where they are positioned. • The location of continents around the world, including which ones are the biggest. • Lines of latitude and longitude, northern and southern hemisphere. • Different scales on maps and their purposes. • Major hill and mountain ranges in the UK as well as how mountains and hills are formed. • Physical geographical features of Bellingham and the immediate surrounding area. • Vertical aerial photographs. • The term, 'primary data'.
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HISTORY

Pupils will have the opportunity to develop the following skills:

What can we find out about Ancient Egypt from what has survived?

- Identify Egypt on a map.
- Explain what we can learn about ancient Egypt from artefacts found by archaeologists.
- Describe the characteristic features of Ancient Egypt.
- Demonstrate knowledge by describing some of the significant events, people and changes of Ancient Egypt.
- Describe and give reasons for some of the main causes and effects of events and changes.
- Infer and deduce information about the past from objects that have survived.
- Select, organise and communicate historical information in a variety of ways.

Pupils will have the opportunity to develop their knowledge about:

What can we find out about Ancient Egypt from what has survived?

- Features of ancient and modern Egypt.
- The importance of the Nile to ancient Egyptian settlements.
- Howard Carter and the discovery of Tutankhamun's tomb in 1922.
- The Rosetta stone and why it was such an important discovery for translating hieroglyphics.
- Ancient Egyptian beliefs, including some of the major gods and goddesses.
- Beliefs in the underworld and life after death.
- The process of mummification.
- Why studying past civilisations is so important.

MFL – FRENCH	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Asking and answering basic questions, such as giving their name and age. • Writing in short 1st person sentences to give key information. • Beginning to use a bilingual dictionary, equipping them as a more independent French learner. • Writing short letters and cards to a Belgian penpal. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Basic vocabulary such as: introducing themselves, reading the date and saying where they live. • Essential grammar, including recognising masculine and feminine nouns. • Wider Francophone culture, learning about their penpal partner class. • Francophone Christmas traditions, especially Saint Nicolas.
MUSIC	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • How and what to listen for. • Listening with respect. • Articulating responses. • Responding to a pulse within pieces of music. • Performing simple rhythmic patterns. • Basic vocal techniques. • Singing as part of a group. • Singing with confidence. • Increase familiarity with a wide range of music and songs from a range of cultures and traditions. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • The symphonic fairytale, <i>Peter and the Wolf</i>. • The cantata <i>O Fortuna</i> from <i>Carmina Burana</i>. • The song <i>Walking in the Air</i>. • The composers Sergei Sergeyevich Prokofiev, Carl Orff and Howard Blake. • The four instrumental families that make up an orchestra. • Pulse and rhythm. • Rhythmic patterns. • Different types of voices. • Warming up voices. • Good posture when singing. • A range of musical genres.
PE	
<p>Pupils will have the opportunity to develop the following skills:</p> <p><u>Football</u></p> <ul style="list-style-type: none"> • Become familiar with using the ball with both feet. • Reinforce control of the ball and passing. • Run with the ball correctly, using both feet. • Practise running with the ball and controlling it. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><u>Football</u></p> <ul style="list-style-type: none"> • Ball familiarisation and passing. • Dribbling and turning. • Shooting.

- Dribble the ball, using both feet.
- Practise turning with the ball to find a new space.
- Reinforce/clarify various turning techniques.
- How to do the stepover and practise it.
- Move onto the ball, control it and pass it.
- Shoot with a stationary ball.
- Shooting with a moving ball.
- Run with the ball and shoot.

Rugby

- Run, find a space and hold a rugby ball.
- Run with a ball and pass successfully.
- Attack and defend.
- Make decisions in game, both defensively and whilst attacking.
- Use the space on a rugby pitch.
- Use the skills and techniques learnt in a game situation.

Basketball

- Perform dribbling skills accurately with control.
- Change direction whilst dribbling.
- Different types of passing; chest pass, shoulder pass and bounce pass.
- Perform each type of pass with greater accuracy and confidence.
- Combine passing skills with shooting skills.
- Develop shooting skills from different ranges and angles.
- Effectively work together as a team to score a basket.
- Combine dribbling, passing and shooting skills.
- Develop the accuracy of dribbling, passing and shooting skills.
- Apply dribbling, passing and shooting skills against a defender.

Rugby

- Passing.
- Attack and defending.

Basketball

- Dribbling.
- Passing and shooting.

Cross-Country

- Warm-ups.
- Working as a team.
- How to analyse performance.

<p><u>Cross-Country</u></p> <ul style="list-style-type: none"> • How to conduct a warm up, and different methods. • Running on different terrain. • Pacing a run. • How to run and work as a team. • Develop fitness. • Set a goal to achieve. 	
<p>PSHE</p>	
<p>Pupils will have the opportunity to develop the following skills:</p> <p><u>Being Me In My World</u></p> <ul style="list-style-type: none"> • Setting personal goals. • Identify hopes for this school year. • Empathise with people in this country whose lives are different to their own. • Making the right choices about their own behaviour because they understand how rewards and consequences feel. • Contribute to a group discussion. <p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> • Developing strategies to manage feelings in bullying situations. • Developing strategies to deal with problem-solving. • Know some ways to encourage children who use bullying behaviours to make other choices. • How to support children who are being bullied. • Compare their life with people in the developing world. • Appreciate the value of happiness regardless of material wealth. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><u>Being Me In My World</u></p> <ul style="list-style-type: none"> • How to face new challenges positively. • What they value most about their school. • Their rights and responsibilities as a British citizen. • Their rights as a member of this school. • How their actions affect themselves and others. • How an individual's behaviour can impact a group. • How we can function best as a whole. • How democracy and having a voice benefits the school community. • How to participate in our school community. <p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> • How cultural differences can sometimes cause conflict. • Their own culture and other people's cultures. • What the term 'racism' means. • Their own attitude towards people from different races. • How rumour-spreading and name-calling can be bullying behaviours. • Direct and indirect types of bullying.
<p>RELIGIOUS EDUCATION</p>	
<p>Pupils will have the opportunity to develop the following skills:</p> <p><u>Christianity: What is a Church?</u></p> <ul style="list-style-type: none"> • Describe some beliefs and actions of the apostles as described in Acts? 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><u>Christianity: What is a Church?</u></p> <ul style="list-style-type: none"> • What is written in the Bible about the foundation of the Christian church.

- Explain some of the risks and sacrifices endured by the apostles, giving reasons why they chose to endure them.
- Identify common features of all churches.
- Express their own ideas about reflection, thanksgiving or remembrance, either religious or nonreligious.
- Consider ways in which Bellingham has global links.
- Describe their own thoughts and those of others.
- Synthesise the views of others and describe them in their own words.

Islam: Why are role-models important?

- Reflect on how a person's childhood experiences might influence how they are as an adult.
- Evaluate the impact of Muhammad as the last and final Prophet of Allah.
- Relate their own experience of role-models and influences on their lives with those of Muslims.

- Images and videos of some unusual and varied places of Christian worship around the world, identifying similarities and differences.
- How churches reflect local culture and communities.
- How churches help Christians worship.
- Ways in which St. Cuthbert's serves the Bellingham community.
- How local churches form part of a global community.

Islam: Why are role-models important?

- The key events of the life of Muhammad.
- Muhammad's work as a Prophet.
- How Muhammad's actions, morals and teachings make him an inspiration and role-model for Muslims today.