



Y5 Curriculum Overview - Spring

ENGLISH

Pupils will have the opportunity to develop the following skills:

- Read whole novels which are structured in different ways and are of different genres.
- Check understanding of texts through discussion and exploration of the meaning of words in context.
- Identify and discuss themes and conventions in and across a wide range of writing.
- Ask questions to improve understanding of a text.
- Increase familiarity with a wide range of books and books from other cultures and traditions.
- Make predictions about what might happen from details stated and implied.
- Challenge the views of others courteously.
- Use a dictionary and a thesaurus efficiently.
- Understand how words can be built from root words.
- Review their writing, identify strengths and areas for development for future writing.
- Make changes in vocabulary, grammar and punctuation that need to be made to enhance writing.
- Assess the effectiveness of their writing against the context and purpose.
- Use what they have read, seen and listened to when considering what to write.
- Identify the audience and purpose of different writing.
- Write longer passages.
- Structure and organise writing in a variety of ways.
- Speak aloud, in group discussion and individually, using Standard English and adapt their language choice to suit their audience.

Main text: Street Child – Berlie Doherty

Poetry:

The Chimney Sweeper – William Blake

The Little Chimney Sweep – Ernestine Northover

Pupils will have the opportunity to develop their knowledge about:

- Victorian society and the impact it had on children's lives.
- Dr Barnardo.
- How to write for a wide range of purposes and audiences.
- How a narrative is structured for effect.
- How to use dialogue to advance the action in a narrative and accurately punctuate speech.
- How a newspaper reports events.
- A wide range of promotional material and its effects on the reader.
- Reviews for a range of purposes.
- The biographies and background of authors, poets, and inspirational figures, and why they are important.
- How to use grammatical structures that are appropriate to the writing.
- How to use a range of devices to build cohesion in their writing.
- The ways in which an author crafts their writing and how to use what they have read to produce their own texts.
- The grammar and vocabulary requirements of the KS2 curriculum.

Through studying vocabulary & grammar this year, pupils will develop and consolidate their knowledge about:

- Using the full range of taught punctuation accurately and for effect.

	<ul style="list-style-type: none"> • Marking independent clauses by using a dash accurately. • Accurately using a colon and semi-colon. • Using inverted commas to demarcate speech correctly. • Identifying and using a relative clause. • Clarifying meaning or avoiding ambiguity by using commas and parentheses.
MATHS	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Multiplying numbers up to four digits by one or two digit number using long multiplication. • Dividing numbers up to four digits by one or two digits using formal written method for short division. • Using addition and subtraction, multiplication and division to solve problems. • Compare and order fractions with the same denominators. • Recognise mixed numbers and improper fractions and converting between both. • Use diagrams and equipment to multiply proper fractions and mixed numbers by whole numbers. • Read and write decimal numbers as fractions. • Read, write and compare numbers with up to three decimal places. • Recognise thousandths and be able to relate them to understanding of tenths and hundredths. • Round decimals with two decimal places to one decimal place and the nearest whole number. • Use different representations to show different parts of 100. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Multiplying up to four digits by one or two digits. • Dividing numbers with more than four digits by a one digit number. • Dividing up to four digits with remainders. <p>Fractions</p> <ul style="list-style-type: none"> • Equivalent fractions. • Identifying fractions greater than 1. • Converting between improper fractions to mixed numbers. • Number sequences with fractions. • Comparing and ordering fractions. • Adding and subtracting fractions, including mixed numbers. • Multiplying fractions by an integer. • Fractions of quantities. <p>Decimals</p> <ul style="list-style-type: none"> • Understanding the value of decimals up to two decimal places. • Relationship between decimals and fractions. • Place value of numbers with up to three decimal places. • Rounding decimals. • Ordering and comparing decimals. • Per cent relating to 'parts per one hundred'. • Percentages as fractions and decimals.

SCIENCE	
<p>Pupils will have the opportunity to develop the following skills, working scientifically:</p> <ul style="list-style-type: none"> • Use a wider range of methods to record results and data with increasing accuracy, including labelled scientific diagrams and models, as well as tables, bar graphs and line graphs. • Distinguish between fact and opinion. • Continue to learn about how scientific ideas have developed over time, finding out about the work of influential scientists. • Become more independent in designing own enquiries and experiments and will outline the key variables when designing a fair test, considering how to effectively control them. • Become more confident in using the results of experiments to make predictions and suggest further research questions. • Report findings orally and, in writing, and learn how to use relevant scientific language and illustrations to communicate ideas. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Life Cycles (<i>continued from previous term</i>)</p> <ul style="list-style-type: none"> • Life on earth. • Human life cycle. • Puberty. <p>Materials and their properties</p> <ul style="list-style-type: none"> • Material properties. • Conductors. • Absorbent materials. • Water resistance. • Porosity. • Solids, liquids and gases. • Changing state. • Dissolving. • Separating mixtures. <p>Plants</p> <ul style="list-style-type: none"> • Germination. • Flower structure. • Insect pollination. • Wind pollination. • Seed dispersal. • Plant life cycles. • Photosynthesis.
ART/DT	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Line Drawing. • Imaginative Drawing. • Blending techniques when drawing. • Sculpture design. • Sculpture techniques. • Construction. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Under the Sea -</p> <ul style="list-style-type: none"> • Imagination and design - Utilising their imagination to further develop their art skills. • Collaborative working with peers - Working as a class to produce a sculpture. • Drawing and developing ideas.

<ul style="list-style-type: none"> • Scientific Drawings and observational drawings of nature and the environment. • Use of drawing when recording information and ideas. 	<ul style="list-style-type: none"> • Construction and sculpture techniques - designing and creating a 3D sculpture based on their drawings and ideas. • Repurposing materials - using recycled materials to create a 3D sculpture. • Scientific Drawing - Learning about scientific observational drawings and capturing living organisms in their natural habitat. • Using a 2D object to create a 3D object- Sculpture techniques - learn about construction techniques to create sturdy sculptures. • Using Recycled materials for construction Learning about the environment and the importance of repurposing materials. <p>Students will be learning about environmental sciences and learning about scientific drawings. They will be studying the work of Charles Darwin, David Attenborough and the artist Jason DeCairnes Taylor.</p>
COMPUTING	
<p>Pupils will have the opportunity to develop the following skills:</p> <p>Cryptographers -</p> <ul style="list-style-type: none"> • To learn more about communicating information securely through an introduction to cryptography. • To investigate early methods of communicating over distances. • To learn about two early ciphers. • To consider what makes a secure password. <p>Vector Drawing -</p> <ul style="list-style-type: none"> • To start creating vector drawings. • Using different drawing tools to help them create images. • Recognising that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Information Communication</p> <ul style="list-style-type: none"> • Understanding computer networks including the internet. • How computer networks can provide multiple services, such as the world wide web. • Using technology safely, respectfully and responsibly. • Recognising acceptable/unacceptable behaviour. • Identifying a range of ways to report concerns about content and contact. • Selecting, using, and combining a variety of software (including internet services) on a range of digital devices. • The use of 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>Computer Science</p> <ul style="list-style-type: none"> • Using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

	<ul style="list-style-type: none"> Designing and creating a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information. <p>Digital Literacy: Throughout the year students will have the opportunity to develop their knowledge about:</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"> To thread a needle. To design and make a cross stitch bookmark. Using a needle carefully and correctly. To evaluate their ideas and products against a given criteria. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Textiles: cross stitch bookmark</p> <ul style="list-style-type: none"> How to work safely within the textile classroom. How to thread a needle. How to perform a basic cross stitch. How to create a design using only cross stitch.
GEOGRAPHY	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> How to complete a field sketch. Compare OS maps to aerial photographs. Interpret geographical data (floods). Read and interpret rainfall maps. Use fieldwork to observe, measure, record and present the physical features in the local area using sketch maps, plans and graphs and digital technologies. 	<p>Why are rivers important? Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> Rivers: flooding, deposition, erosion, transportation, river landforms. The water cycle. River uses. Flood data for Bellingham. How to carry out fieldwork safely and effectively.
HISTORY	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Provide an opinion about a source. 	<p>What is the most significant thing the Anglo Saxons left behind? Pupils will have the opportunity to develop their knowledge about:</p>

<ul style="list-style-type: none"> • Use sources to recall evidence from the past. • Retell stories about the past and identify why events happened. • Describe key characteristics of times studied. • Place events in chronological order. • Know key dates of events studied in relation to present day. • Identify periods of change. • Talk and ask valid questions about past events. • Develop the appropriate use of historical terms. • Demonstrate knowledge through extended written answers. • Address historically valid questions about change, cause, similarity and difference, and significance. 	<ul style="list-style-type: none"> • Reasons for Roman withdrawal. • Origins of the Scots and Anglo-Saxons. • Anglo-Saxon weaponry and armour. • Anglo-Saxon life: social classes, crimes and punishments, towns, childhood, foods, runes, buildings, gods/goddesses. • Lindisfarne Gospels. • Artefacts from the Sutton Hoo ship burial.
MFL – FRENCH	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Independent dictionary skills. • Using the 3rd person in French. • Giving simple opinions. • Asking further simple questions. • Telling the time in simple sentences. • Use an adjective in a phrase or short sentence. • reading and listening to short texts. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Vocabulary associated with family members. • Positive and negative opinions. • Counting beyond 20. • Using adjectives with a noun.
MUSIC	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Singing as part of a group, with confidence and with using dynamics. • Articulate responses to a wide range of music using 5 musical elements. • Basic keyboard techniques. • Team work. • Play by ear. • Improvising. • First steps composing. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • A range of keyboard instruments. • A wider range of musical instruments. • The composers Debussy and J.S Bach. • Graphic score. • Reading musical rhythms. • The importance of correct posture when singing.

<ul style="list-style-type: none"> • Perform simple rhythms. • Using graphic score. 	
PE	
<p>Pupils will have the opportunity to develop the following skills:</p> <p>Hockey</p> <ul style="list-style-type: none"> • Dribble a ball with control. • Demonstrate a legal tackle in a game. • Demonstrate a push and a hit with control. • Beat an opponent with the ball. <p>Dance</p> <ul style="list-style-type: none"> • Control in musicality. • Contribute ideas to group and work cooperatively with others. • Develop own dance based on what has been learnt in lessons. <p>Badminton</p> <ul style="list-style-type: none"> • Demonstrate an underarm and flick serve. • Play a forehand shot. • Perform a rally with a partner. • Return a ball that is fed to you. <p>Orienteering</p> <ul style="list-style-type: none"> • Complete a basic orienteering course. • Plan a basic course with help. • Identify markers on the map. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Hockey</p> <ul style="list-style-type: none"> • Ball Familiarisation • Passing • Dribbling and turning • Turning • Shooting <p>Dance</p> <ul style="list-style-type: none"> • <i>Delivered by specialised external coach</i> <p>Badminton</p> <ul style="list-style-type: none"> • Introduce the Grip and ready position • Introduce the Overhead/Underarm Clear • Introduce the Drop shot • Introduce the Smash • Doubles and singles tactics <p>Orienteering</p> <ul style="list-style-type: none"> • What orienteering is • The names of some symbols on a map
PSHE	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Appreciate the contributions made by different people in different jobs. • Encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Dreams and Goals – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Their dream lifestyle. • Jobs and careers. • Steps in achieving their dream job.

<ul style="list-style-type: none"> • Place someone into the recovery position. • Demonstrate how to get help in emergency situations. • Describe the different roles food can play in people's lives. • Explain how people can develop eating problems (disorders) relating to body image pressures. 	<ul style="list-style-type: none"> • Dreams and goals from young people in other cultures. • Charity fundraising. <p>Healthy Me - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Smoking. • Alcohol. • Emergency aid - what to do in an emergency. • Body image. • Relationships with food.
RELIGIOUS EDUCATION	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Explain how religious beliefs can shape the lives of individuals and contribute to society. • Explore the rituals and ceremonies which mark important points in life. • Share their opinion or express their own belief with respect and tolerance for others. • Explain why individuals and communities may have similar and differing values. • Consider the links between stories, beliefs, teachings and other sources of wisdom. • Show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences. 	<p>Judaism: Why do members of the Jewish community value their identity? Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Key features of worship. • Synagogues. • Significance of the Star of David. • Jewish rituals. • The importance of belonging to a faith community. • The Jewish law of 'tzedakah'. <p>Christianity: Why do Christians act on poverty and injustice? Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Religious duties in helping the poor, using examples of Jesus. • Key historical figures: Florence Nightingale, Dr Barnardo, Martin Luther King, as well as contemporary figures: Marcus Rashford. • Christian charities. • Long term impacts on global society.