

YEAR 5 - ENGLISH	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Read whole novels which are structured in different ways and are of different genres. • Develop skills in inference, deduction and prediction from detail stated and implied. • Identify and discuss themes and conventions in and across a wide range of writing. • Ask questions to improve understanding of a text and provide reasoned justifications for their views. • Increase familiarity with a wide range of books and books from other cultures and traditions. • Use a dictionary and a thesaurus efficiently to give variation and improve their writing. • Understand how words can create effects. • Proofread their work and identify changes that need to be made to enhance writing. • Understand genres and their conventions. • Speak aloud, in group discussion and individually, using Standard English and adapt their language choice to suit their audience. • Extend their personal writing using an appropriate and consistent style. 	<p>Text– Kaspar by Michael Morpurgo & a collection of Poetry - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Background, evidence, and information about the Titanic. • How a newspaper reports stories, including bias, fact, and opinion. • Contemporary accounts and stories from 1912. • Edwardian life and social context. • How a factual event can be used for creative writing, in a range of styles, for audience and purpose. • Styles of letter writing and when formal and informal language are appropriate. • Poetic techniques and forms. • How poetry is structured and the effect of different literary devices on the reader. • How to perform a poem and present a group reading to an audience. • How to craft their own range of poems, modelled on others in our literary heritage. <p>Through studying vocabulary and grammar this year, pupils will develop their knowledge about:</p> <ul style="list-style-type: none"> • Extending their sentences using a wide range of conjunctions and clauses. • Using the full range of taught punctuation accurately and for effect. • Using dashes and brackets to show parenthesis. • Accurately using apostrophes. • Recognising indirect and direct speech and using inverted commas to demarcate speech correctly. • Identifying and using a relative clause. • Clarifying meaning or avoiding ambiguity by using commas.

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	<ul style="list-style-type: none"> Integrating modal verbs to indicate degrees of possibility.
MATHS	
<p>Number (Fractions) – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Compare and order fractions whose denominators are multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example $25 \div 45 = 65 = 1 \frac{15}{45}$]. Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions [for example $0.71 = \frac{71}{100}$]. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. <p>Number (Decimals and Percentages) - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Read, write, order and compare numbers with up to three decimal places. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Solve problems involving number up to three decimal places. 	<p>Number (Fractions) - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> Recognising equivalent fractions. Strategies for ordering and comparing fractions. Strategies for calculating with fractions (simple adding/subtracting, multiplying by whole numbers). Links between fractions and decimals <p>Number (Decimals and Percentages) - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> Place value in numbers with 3 decimal places. The per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal.

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<ul style="list-style-type: none"> ● Solve problems which require knowing percentage and decimal equivalents of 12, 14, 15, 25, 45 and those fractions with a denominator. 	
SCIENCE	
<p>Pupils will have the opportunity to develop the following skills, working scientifically:</p> <ul style="list-style-type: none"> ● Plan enquiries, including recognising and controlling variables where necessary. ● Take measurements, using a range of scientific equipment, with increasing accuracy and precision. ● Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models . ● Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. ● Present findings in written form, displays and other presentations. ● Use test results to make predictions to set up further comparative and fair tests. ● Use simple models to describe scientific ideas. ● Identify scientific evidence that has been used to support or refute ideas or arguments. 	<p>Earth and Space - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● The Sun, Earth and Moon in terms of spherical. ● Scientific evidence that has been used to support or refute ideas. ● The planets in the solar system and the features of different planets. ● How the planets orbit the Sun. ● Theories of planetary movement in the solar system. ● How the Moon moves relative to the Earth. ● How the Earth and Moon move relative to the Sun. <p>Properties of Materials (and reversible changes) - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Comparing and grouping together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. ● How some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. ● Solids, liquids and gases and decide how mixtures might be separated, including through filtering, sieving and evaporating. ● Comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

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	<ul style="list-style-type: none"> • How dissolving, mixing and changes of state are reversible changes • Absorbency of materials.
ART/DT	
<p><u>Project: Our Land</u> - – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Observational drawing of the view through a window. • Using the senses to explore local landscapes on a sensory walk. • Observational drawing details in the landscape such as winter trees. • Looking at and responding to other artists' work inspired by landscapes. • Designing and making a landscape diorama using paper engineering techniques. 	<p><u>Project: Our Land</u> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Techniques for observational drawing. • How different methods of recording can be used to explore their response to landscape. • Researching and evaluating other artists' works inspired by landscape. • Creative methods to help develop their own ideas for designs into 3D outcomes. • Paper engineering techniques.
COMPUTING	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Developing confidence using both hands when typing. • Creating original artwork and sound for a game. • Designing and creating a computer program for a computer game, which uses sequence, selection, repetition and variables. • Developing their research skills to decide what information is appropriate. • Understanding some elements of how search engines select and rank results. • Questioning the plausibility and quality of information. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • <u>How to develop an interactive game</u> (develop, write and debug programs that accomplish specific goals; use sequence, selection, and repetition in programs; use logical reasoning to explain how some simple algorithms work; select, use and combine a range of skills to accomplish a given goal). • <u>E safety: Age restrictions</u> (discuss and know why games and films have age restrictions). • <u>How to create their own website</u> (understand computer networks including the internet; use search technologies effectively; appreciate how results are selected and ranked; evaluate the reliability of information on a website;

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<ul style="list-style-type: none"> ● Developing and refining their ideas and text collaboratively. ● Developing their understanding of online safety and responsible use of technology. ● Reflecting on the importance of citing all sources when they do research. ● Writing bibliographic citations for online sources. 	<p>select, use and combine a variety of software to design and create content that will accomplish a given goal).</p> <ul style="list-style-type: none"> ● <u>E safety: safe and responsible use of technology</u> (use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact). <p>Digital literacy & Citizenship - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● How to Cite a Site (copyright). ● The importance of citing all sources from research. ● How to write bibliographical citations for online sources.
FOOD TECHNOLOGY	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Food Safety and hygiene awareness. ● Practical cooking and baking. ● Use of kitchen equipment such as food mixers, the grill and the blender. ● Following the correct procedure for washing and drying up. ● Using the rubbing-in method for fruit crumble or scones. ● Creating bruschetta, designing and creating fruit smoothies and shortbread. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● The Eatwell Guide and Family healthy eating - learn how to make informed food choices to begin to understand the concept of a 'balanced lifestyle', to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet. ● Nutrients and fibre. ● The Maillard reaction. ● Hydration and Energy. ● The content of food labels.
GEOGRAPHY	
<p>Countries of the world - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Locate some major cities, countries and regions on physical and political maps. 	<p>Countries of the world - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● The seven continents and some of the countries within each one.

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<ul style="list-style-type: none"> • Describe key physical and human characteristics of places studied. • Locate and describe several physical environments globally. • Locate the world's major urban areas, knowing some of their distinct characteristics. • Recognise broad land-use patterns of different continents. • Understand that products are imported as well as locally produced. • Know information about a region, its physical environment and climate, and economic activity. 	<ul style="list-style-type: none"> • Areas of human and physical geography around the world, from population and culture to mountains and rivers. • Locational knowledge and place knowledge. • Human and physical geography features.
HISTORY	
<p>The Vikings - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Describe the characteristic features of past societies and periods. • Demonstrate knowledge by describing some of the significant events, people and changes for periods studied. • Describe some of the main causes and effects of events and changes. • Select, organise and communicate historical information in a variety of ways. • Use artefacts and other sources to find out about the Viking way of life. 	<p>The Vikings - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • The Viking invasions and the subsequent settling of the Vikings in Britain. • Why the Vikings explored many parts of the world. • Viking longboats using historical sources. • Where and when the Vikings raided Britain, and the Anglo-Saxon interpretation of these events. • The monastic way of life in Anglo- Saxon Britain and why monasteries were targeted by Vikings.
MFL – FRENCH	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Repeat simple words and phrases. • Say some simple sentences from memory so others can understand. • Write a few simple sentences from memory. • Use a bilingual dictionary with guidance. • Use colours in spoken language when describing something. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • La Galette des Rois, L'Épiphanie. <ul style="list-style-type: none"> • How to talk about certain features of animals. • Names of colours. • How to say where you live. • Names for different articles of clothing. • French Easter traditions.

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	<p><u>Grammar</u> - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • How to use plurals. • Recognising genders of nouns. • How to use prepositions. • How to use avoir and habiter (first person singular). • Using adjectives. • Using indefinite articles.
MUSIC (on return to school)	
<p>Keyboarding Skills – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Play the keyboard using an efficient hand posture using all 5 digits on their right hand. • Develop dexterity and coordination in right hand keyboard playing. • Read notes from sheet music and find those notes on the keyboard. • Understand and be able to read rhythm from musical notation. • Perform pieces of music on keyboards in a solo and ensemble setting. 	<p>Keyboarding skills – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Challenging repertoire on keyboard. • Major harmony and how the major scale is constructed. • The correct technique and posture for playing keyboard. • How to read music notation from a stave.
PE	
<p>Pupils will have the opportunity to develop the following skills:</p> <p>Basketball</p> <ul style="list-style-type: none"> • Improve their defending and attacking play. • Use skills, strategies and tactics to outwit the opposition. • To be able to effectively work together as a team to score a basket. • To be able to effectively apply dribbling, passing and shooting skills against a defender. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Basketball</p> <ul style="list-style-type: none"> • How to perform dribbling skills accurately with control. • The rules and what an illegal dribble is. • How to add an end product such as passing after dribbling skill has been performed. • The different types of passing; chest pass, shoulder pass and bounce pass. <p>Badminton</p> <ul style="list-style-type: none"> • The Grip and ready position.

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<p>Dance</p> <ul style="list-style-type: none"> ● Explore a range of dance movements using steps, gestures, formations, body shapes, contact work, and contrasts in dynamic and rhythmic patterning. ● Demonstrate creativity by incorporating control, rhythm, timing and aesthetics into sequences. ● Evaluate and assess movements to improve routines. <p>Badminton</p> <ul style="list-style-type: none"> ● Replicating and developing techniques as well as implementing and refining strategic play to outwit opponents. ● To be able to recognise the flight of the shuttle and to be able to contact the shuttle with the face of the racket. ● Demonstrate the essential elements of attack and defence. 	<ul style="list-style-type: none"> ● The different lines and areas on the court and be able to move around between them quickly. ● The Overhead/Underarm Clear. ● The Drop shot. ● The Smash. ● Doubles and singles tactics.
<p>PSHE</p>	
<p>Dreams and Goals – pupils will have the opportunity to develop the following skills:</p> <p>Identify their dream job/chosen career.</p> <ul style="list-style-type: none"> ● Offer advice to solve money problems. ● Create a job profile for a specific role. <p>Healthy Me – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Measure their own heart rate before and after exercise. ● Design their own exercise regime. ● Carry out different exercises correctly. 	<p>Dreams and Goals – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● How money will be needed to help me achieve some of my dreams. ● A range of jobs carried out by people familiar to them. ● How much people earn in different jobs. ● Different sectors of employment. ● Gender stereotypes in the workplace. ● What motivates them and what they need to do to achieve their goals. ● Dreams and goals of young people in a culture different to their own. <p>Healthy Me – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● The Eatwell Plate. ● Different exercise regimes and their effects on the body. ● The value of a good workout routine. ● How the media and celebrity culture promote certain body types.

	<ul style="list-style-type: none"> • How photos are edited and understand why companies use photoshopped images to sell their products. • The different roles food can play in people's lives and can explain how people can develop eating problems relating to body image pressures. • What makes a healthy lifestyle including healthy eating and the choices they need to make to be healthy and happy. • The importance of oral hygiene and looking after teeth.
RELIGIOUS EDUCATION	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Explain what different symbols and signs represent. • Ask relevant questions and comment about issues in response to the learning. • Listen and contribute to class discussion. • Make links between beliefs, stories, and practices. • Describe what different artefacts represent and how they are used. • Respond to issues raised and begin to relate them to aspects of my own life. • Ask important questions about life and compare my ideas with those of other people. • Begin to gather, select, and organise information using a range of sources. • Compare different aspects of world faiths and features within them. • Use religious vocabulary to show some of the different ways in which people show their beliefs. • Describe what a believer might learn from a religious story. • Use key words with reasonable accuracy to describe the main features of a religious tradition or concept. 	<p>Sikhism - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Highly populated Sikh countries around the world and learn about the origins of the Punjab. • Some of the key Sikh symbols including the 5 Ks. • The founder of Sikhism - the teacher, Guru Nanak. • The concept of 'equal opportunities and relate this to the story told about Guru Nanak, reflecting on their own behaviour. • The concept that there is always more room in the world for... and decorate a bowl to show their own responses, using 'The Milk and the Jasmine Flower' story. <p>Judaism - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • The origins of Judaism and locate key geographical countries. • The key pivotal figure, Abraham. • The Star of David and its symbolic meaning. • The importance of festivals to the Jewish faith and community. • Special meals and historical links. • A Jewish festival and express and understand its importance in the Jewish faith.

