

YEAR 5	
ENGLISH <u>Recovery Curriculum</u> Spelling: <ul style="list-style-type: none"> Prefixes (un, dis, mis, il, re, sub, inter, super, anti, auto). Suffixes (ation, ly). Common homophones. Possessive apostrophe with plural words. Grammar: <ul style="list-style-type: none"> Difference between plural and possessive 's'. Noun phrases. Fronted adverbials. Paragraphs to organise ideas. Use of inverted commas for direct speech. Terminology: determiner, pronoun, possessive pronoun, adverbial. 	
Pupils will have the opportunity to develop the following skills: <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. 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. 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. 	Reading: <ul style="list-style-type: none"> Refine dictionary skills. Infer characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied Identify main ideas drawn from more than one paragraph and summarising these. Retrieve and record information from non-fiction texts. Writing: <ul style="list-style-type: none"> Build description when writing about characters, setting and plot. Use headings and sub-headings in non-narrative pieces. Proof-read for spelling and grammatical errors. Text: 'The Lion, The Witch And The Wardrobe' – C.S. Lewis Pupils will have the opportunity to develop their knowledge about: <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.

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<ul style="list-style-type: none"> • Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. • Ensuring the consistent and correct use of tense throughout a piece of writing. • Make comparisons within and across texts. 	
<p>MATHS</p> <p><u>Recovery Curriculum – Place Value:</u></p> <ul style="list-style-type: none"> • Identify the value of digits in numbers made up of 1000s, 100s, 10s and 1s. • Identify the value of digits in numbers to 10,000. • Rounding to the nearest 10, 100 and 1,000. • Read Roman numerals to 1,000. <p>Number Addition and Subtraction:</p> <ul style="list-style-type: none"> • Add and subtract numbers with up to 4 digits one and more than one exchange. • Solve sum and difference word problems. • Use inverse operations to check calculations. • Add and subtract multiples of 10,100 and 1000 mentally. 	<p>Statistics: Graphs and Tables:</p> <ul style="list-style-type: none"> • Identify and interpret bar charts, tables and pictograms and solve simple sum difference problems. • Understand how to draw and read a simple line graph in the context of time and compare bar charts and line graphs. <p>Number Multiplication and Division:</p> <ul style="list-style-type: none"> • Recall multiplication and division facts for multiplication tables up to 12 × 12. • Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. • Recognise and use factor pairs and commutativity in mental calculations. <p>Measure Area and Perimeter:</p> <ul style="list-style-type: none"> • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. • Find the area of rectilinear shapes by counting squares.
<p>Place Value - Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. • Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. 	<p>Number: Place Value - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • The place value of numbers up to 1,000,000. • The concept of negative numbers. • Roman Numerals.

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- Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000
- Solve number problems and practical problems that involve all of the above.
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Addition and Subtraction – pupils will have the opportunity to develop the following skills:

- Add and subtract numbers mentally with increasingly large numbers.
- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Statistics: Graphs & Tables – pupils will have the opportunity to develop the following skills:

- Solve comparison, sum and difference problems using information presented in a line graph.
- Complete, read and interpret information in tables including timetables.
- Interpret and present discrete and continuous data using appropriate tables and graphical methods, including bar charts and time graphs, pictograms and other graphs.
- Interpret and construct pie charts and line graphs and use these to solve problems

Number: Multiplication and Division – pupils will have the opportunity to develop the following skills:

- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.

Number- Addition and Subtraction - pupils will have the opportunity to develop their knowledge about:

- Know strategies for adding and subtracting mentally.
- Know strategies for adding and subtracting numbers with more than 4 digits.

Statistics - pupils will have the opportunity to develop their knowledge about:

- Data in different representations.

Number – multiplication and division : pupils will have the opportunity to develop their knowledge about:

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<ul style="list-style-type: none"> • Identify common factors, common multiples and prime numbers. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. • Establish whether a number up to 100 is prime and recall prime numbers up to 19. • Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). • Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000. <p>Measure: Area and perimeter – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. • Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes. • Use simple formulae. • Recognise when it is possible to use formulae for area and volume of shapes. 	<ul style="list-style-type: none"> • Factors and multiples of numbers. • Square numbers and cube numbers and the notation for squared (2) and cubed (3) . • Prime numbers - Establish whether a number up to 100 is prime and recall prime numbers up to 19. <p>Perimeter and Area - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • The terms perimeter and area.
<p>SCIENCE</p> <p><u>Recovery Curriculum:</u></p> <ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways. • Recognise that environments can change and that this can sometimes pose dangers to living things. 	
<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. 	<p>Living Things and their Habitats - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • The parts of a flower. • The stages of Sexual reproductions and differences between sexual and asexual reproduction.

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<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The features/adaptations of plants pollinated by insects or the wind. Differences between the three types of mammals. Jane Goodall and her role in animal conservation. The stages of the life cycles of mammals, birds, insects and amphibians. The life cycles of different plants and animals. <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 as 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.
ART/DT	
<p>Sunflower Introductory Project – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Practise and develop their skills using compasses and scissors. Understand how to follow a work plan. Develop their own ideas for designs. <p>Get Organised – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Consider how and why different kinds of wood products are used. Develop drawing and creating skills which allow them to express their ideas. Develop basic cutting, smoothing and joining techniques in wood. Develop an understanding as to why products are made. 	<p>Sunflower Introductory Project – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> Work plans. Paper engineering techniques. <p>Get Organised – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> How and why different kinds of wood products are used. Sheet materials that are used to make containers. How to make a 3D container using repurposed wood.
COMPUTING	

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Recovery Curriculum:

- Logging-on
- Opening new programmes
- Familiarisation with names of parts of a computer.

Pupils will have the opportunity to develop the following skills:

- Formatting text to indicate relative importance.
- Justifying text where appropriate.
- Cutting and pasting between applications.
- Knowing how to delete/insert and replace text to improve clarity and mood.
- Making corrections using a range of tools (eg spell check, find and replace)
- Developing confidence using both hands when typing.
- 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.
- Develop an understanding of programming logo.
- Experiment with code available.
- Creating secure passwords in order to protect their private information and accounts online.
- Working collaboratively to outline common expectations in order to build a strong digital citizenship community.

Pupils will have the opportunity to develop their knowledge about:

- **School 360** – Pupils will be introduced to School 360 in order to complete online work.
- **Strong Passwords** and identify the most secure ways to formulate a password to protect their identity and online privacy.
- **Word Processing** including formatting text including font size, colour, style location; cut and paste between applications; delete/insert and replace text to improve clarity and mood; use correction tools; develop confidence in typing.
- **Touch Typing** – pupils will begin their journey in developing their touch-typing skills through regular practise of typing with both hands.
- **PowerPoint** including adding a new slide; changing font; adding text; cut and paste between applications. Pupils will also know how to develop the use of print screen and pasting to evidence work.
- **Programming Logo (We Are Artists)** by using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs, and combine a variety of algorithms to accomplish a given goal.
- **Digital literacy & Citizenship** developing 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.
- **Digital Citizenship Pledge** and outline common expectations in order to build a strong digital citizenship community, culminating in a 'We The Digital Citizens Pledge'.
- **Spam (You've Won a Prize.)** - the forms it takes, and strategies for dealing with it.

<p>HUMANITIES</p> <p><u>Recovery Curriculum – History:</u></p> <ul style="list-style-type: none"> • Placing events in chronological order. • Revising timelines of specific events in history. • Revise key terms: change, cause, similarity, difference, significance. 	<p><u>Recovery Curriculum – Geography:</u></p> <ul style="list-style-type: none"> • Revise 8 points of a compass. • Skills using maps and atlases. • Locate countries of the UK and continents around the world.
<p>History – Ancient Egypt</p> <p>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 and give reasons for some of the main causes and effects of events and changes. • Select, organise and communicate historical information in a variety of ways. <p>Geography – Egypt</p> <p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Locate places studied. • Understand the effect that physical features can have on the environment. • Understand how some key physical processes are responsible for the resulting landscape feature. • Describe hazards from physical environments and ways in which we try to manage them e.g. avalanches in mountain regions. • Use physical and political maps to describe key physical and human characteristics of regions. 	<p>History – Ancient Egypt</p> <p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • The River Nile and its role in ancient life. • Tutankhamen and the story of his tomb discovery. • The grisly process of mummification. • The pyramids. • Daily life in ancient Egypt. • The importance of remaining artefacts. <p>Geography – Egypt</p> <p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • The factors of a less economically-developed country. • Key places within Egypt. • Egypt's population distribution. • The differences between life in Egypt and life in the UK. • 'Development' indicators.

MFL – FRENCH

Recovery Curriculum:

- Re-familiarise with basic language through rhymes
- Numbers - counting games
- Classroom commands

Pupils will have the opportunity to develop the following skills:

- Follow simple instructions in French.
- Read a simple rhyme, song or story to an audience.
- Ask and answer questions to give basic information.
- Accurately copy single words and simple sentences.
- Counting to 21.
- Saying how old you are.
- Saying when your birthday is.

Pupils will have the opportunity to develop their knowledge about:

- Greetings/Age/Birthdays/Pets - meeting and greeting people; days of the week and months of the year.
- Grammar – how to use “avoir” in first person singular; using “s’appeler” in first person and second person singular; using “être” in third person singular

MUSIC

Steel Pans – pupils will have the opportunity to develop the following skills:

- Teamwork skills through games and activities, which will make them, work together.
- Learn how to play steel pans using correct technique.
- Learn to use body percussion to make different sounds and voice rhythms.
- Learn basic ensemble skills.
- Follow a conductor.
- Start, stop and play in time with each other.
- Perform ensemble arrangements of music as a group on the steel pans.
- Compose rhythmic pieces of music using body percussion and steel pans.

Steel Pans – pupils will have the opportunity to develop their knowledge about:

- The history of Steel Pans and the social context of the pieces they are learning.
- Music fundamentals - Tempo, Pitch and Dynamic.
- Musical language.
- Triads and how to construct them
- The subdivision of musical beats.

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PE

Recovery Curriculum:

- Continue to promote levels of fitness – Daily Mile, Cooper's Test.
- Benefits of working as part of a team.

Pupils will have the opportunity to develop the following skills:

- **Hockey** - a push pass; move and push the ball along; stop the ball when required; different techniques when passing; to pass a ball when running; to receive a ball safely; dribbling and turning; shooting.
- **Football** - make accurate passes over short distances; dribble the ball with some control; be an effective part of a team; passing; controlling and running with the ball; dribbling and turning; shooting.
- **Cross Country / Orienteering** - complete a basic orienteering course; plan a basic course with help; identify markers in front of them on the map; how to conduct a warm-up; set goals.

Pupils will have the opportunity to develop their knowledge about:

- Rules within games of hockey.
- Rules within games of football.
- The role of defenders and attackers.
- What orienteering is.
- The names of some symbols on a map.
- The benefits of a warm-up.
- How to run as a team.
- How to analyse performance.

PSHE

Recovery Curriculum:

- Opportunities to talk about themselves and their experiences.
- British Values
- Positive Mental Wellbeing – daily Wellbeing sessions
- Dealing with anxiety and stress – daily Wellbeing sessions

Being Me in My World – pupils will have the opportunity to develop the following skills:

- Setting personal goals.
- Identify hopes for this school year.
- Empathise with people in this country whose lives are different to their own.

Being Me in My World – pupils will have the opportunity to develop their knowledge about:

- 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.

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<ul style="list-style-type: none"> • Making the right choices about their own behaviour because they understand how rewards and consequences feel. • Contribute to a group discussion. <p>Celebrating Difference – pupils will have the opportunity to develop the following skills:</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. 	<ul style="list-style-type: none"> • 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>Celebrating Difference – pupils will have the opportunity to develop their knowledge about:</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><u>Recovery Curriculum:</u></p> <ul style="list-style-type: none"> • Opportunities to talk about their own feelings and experiences. • Opportunities to reflect on beliefs about God in other religions. • Opportunities to think and talk about their own beliefs. • Reflect upon the character of Jesus. • Terminology: Son of God, Christ, Bible, Testament, Gospels, worship, Holy Week, Jerusalem. • Opportunities to reflect upon the importance of Christmas and Easter. 	
<p>Sikhism - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Suggest reasons why people are religious and why we learn 	<p>Sikhism - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Different forms of commitment and what determines these levels. • The founder of Sikhism – the teacher, Guru Nanak.

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<p>about different faiths and cultures.</p> <ul style="list-style-type: none"> ● Begin to ask relevant questions and comment about issues in response to the learning. ● Describe what a believer might learn from a religious story. ● Explore simple ideas from different perspectives. ● Describe what different artefacts or symbols represent and how they might be used. ● Compare different aspects of world faiths and features within them. <p>Christianity – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Discuss different types of truth e.g. historical, scientific, personal (beliefs). ● Enquire whether the Christmas story is true. ● Identify similarities and differences between different accounts of the Christmas story. 	<ul style="list-style-type: none"> ● Why the Langar is important to Sikhs. ● Key beliefs highlighted through the Langar. ● The Golden Temple. ● Sikh weddings in India and the concept of arranged marriages. ● The 5Ks and what they represent. <p>Christianity – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Different types of truth. ● The Christmas story. ● Different accounts of the Christmas story in the Bible according to different people. Luke Ch 1: 26-38 and Ch 2: 1-20 Matthew Ch 1: 18 - Ch 2: 12 ● The meaning of stories and events and what we can learn from them. ● A range of biblical, historical stories and what we have learnt from them.
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