

# Autumn Term Curriculum Overview Year 5

English	Science		Maths
<p><b>Key texts –</b>  <b>Authors include: Marcia Williams (My Secret War Diary), Emma Carroll (Letters from the Lighthouse), Jackie Morris (The Lost Words), R.J. Palaccio (Wonder), Morris Gleitzman (Once), Ross McKenzie (The Nowhere Emporium)</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read a broad range of genres</li> <li>• Recommend books to others</li> <li>• Make comparisons within/across books</li> <li>• Support inferences with evidence</li> <li>• Summarising key points from texts</li> <li>• Identify how language, structure, etc. contribute to meaning</li> <li>• Discuss use of language, inc figurative</li> <li>• Discuss &amp; explain reading, providing reasoned justifications for views</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of morphology &amp; etymology in spelling</li> <li>• Develop legible personal handwriting style</li> <li>• Plan writing to suit audience &amp; purpose; use models of writing</li> <li>• Develop character &amp; setting in narrative</li> <li>• Select grammar &amp; vocabulary for effect</li> <li>• Use a wide range of cohesive devices</li> <li>• Ensure grammatical consistency</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Use appropriate register/ style</li> <li>• Use the passive voice for purpose</li> <li>• Use features to convey &amp; clarify meaning</li> <li>• Use full punctuation</li> <li>• Use language of subject/object</li> </ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>• Use questions to build knowledge</li> <li>• Articulate arguments &amp; opinions</li> <li>• Use spoken language to speculate, hypothesise &amp; explore</li> <li>• Use appropriate register &amp; language</li> </ul>	<p><b>Forces</b></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> <li>• Plan enquiries, including recognising and controlling variables where necessary</li> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision Recording data and results using scientific diagrams and labels, classification keys, tables, bar and line graphs and models</li> <li>• Report findings from enquiries, including oral and written explanations of results and conclusions</li> <li>• Present finding in written form, displays and other presentations</li> <li>• Use test results to make predictions to set up further comparative and fair tests</li> <li>• Use simple models to describe scientific ideas</li> </ul> <p><b>Materials and their Properties</b></p> <ul style="list-style-type: none"> <li>• Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>• Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>		<p><b>Number/Calculation</b></p> <ul style="list-style-type: none"> <li>• Secure place</li> <li>• value to 1,000,000</li> <li>• Use negative whole numbers in context</li> <li>• Use Roman numerals to 1000 (M)</li> <li>• Use standard written methods for all four operations</li> <li>• Confidently add &amp; subtract mentally</li> <li>• Use vocabulary of prime, factor &amp; multiple</li> <li>• Multiply &amp; divide by powers of ten</li> <li>• Use square and cube numbers</li> </ul> <p><b>Geometry &amp; Measures</b></p> <ul style="list-style-type: none"> <li>• Convert between different units</li> <li>• Calculate perimeter of composite shapes &amp; area of rectangles</li> <li>• Estimate volume &amp; capacity</li> <li>• Identify 3-d shapes</li> <li>• Measure &amp; identify angles</li> <li>• Understand regular polygons</li> <li>• Reflect &amp; translate shapes</li> </ul> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>• Interpret tables &amp; line graphs</li> <li>• Solve questions about line graphs</li> </ul> <p><b>Fractions &amp; decimals</b></p> <ul style="list-style-type: none"> <li>• Compare &amp; order fractions</li> <li>• Add &amp; subtract fractions with common denominators, with mixed numbers</li> <li>• Multiply fractions by units</li> <li>• Write decimals as fractions</li> <li>• Order &amp; round decimal numbers</li> <li>• Link percentages to fractions &amp; decimals</li> </ul>
	<p style="text-align: center;"><b>Physical Education</b></p> <p><b>Netball:</b></p> <ul style="list-style-type: none"> <li>• To demonstrate basic passing and receiving skills using a netball.</li> <li>• To develop an understanding and knowledge of the basic footwork rule of netball.</li> <li>• To use good hand/eye co-ordination to pass and receive a ball successfully.</li> <li>• To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel.</li> <li>• To understand the importance of 'getting free' in order to receive a pass.</li> </ul>	<p style="text-align: center;"><b>History</b></p> <p><b>A theme in British history that extends pupils' chronological knowledge beyond 1066 – Battle of Britain within WW2.</b></p> <ul style="list-style-type: none"> <li>• Know and sequence key events of time studied</li> <li>• Use relevant terms and period labels</li> <li>• Make comparisons between different times in the past</li> <li>• Study different aspects of different people - differences between men and women</li> <li>• Examine causes and results of great events and the impact on people</li> <li>• Compare life in early and late 'times' studied</li> </ul>	

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	<ul style="list-style-type: none"> <li>To understand how to make space by moving away and coming back and by dodging.</li> <li>To be able to demonstrate a range of defending skills and understand how to mark an opponent.</li> <li>To understand how to intercept a pass.</li> <li>To learn how to shoot.</li> <li>To understand the different positions in a netball team (five-a-side).</li> <li>To recognise which positions are attacking and which are defending.</li> </ul>	<ul style="list-style-type: none"> <li>Compare an aspect of life with the same aspect in another period</li> <li>Compare accounts of events from different sources – fact or fiction</li> <li>Offer some reasons for different versions of events</li> <li>Begin to identify primary and secondary sources</li> <li>Use evidence to build up a picture of a past event</li> <li>Select relevant sections of information</li> </ul>	
<b>PSHE</b>	<b>Geography</b>	<b>Music</b>	<b>Art &amp; Design</b>
<ul style="list-style-type: none"> <li>Friendships, Relationships</li> </ul>	<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe, North and South America and concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>Begin to use primary and secondary sources of evidence in their investigations.</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression</li> <li>Improvise and compose music using the inter-related dimensions of music separately and in combination</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers</li> <li>Develop an understanding of the history of music</li> </ul>	<ul style="list-style-type: none"> <li>World War 2 and Art in Nature</li> <li>Collect, record, review, revisit &amp; evaluate ideas</li> <li>Improve mastery of techniques such as drawing, painting and sculpture with varied materials</li> </ul>
		<b>Computing</b>	<b>Religious Education</b>
		<ul style="list-style-type: none"> <li>Design &amp; write programs to solve problems</li> <li>Use sequences, repetition, inputs, variables and outputs in programs</li> <li>Detect &amp; correct errors in programs</li> <li>Understand uses of networks for collaboration &amp; communication</li> <li>Be discerning in evaluating digital content</li> </ul>	<ul style="list-style-type: none"> <li>What is important to me? (Beliefs and Questions)</li> <li>UC: Incarnation- why is Christmas important to Christians; why do they want to make it more about Jesus Christ?</li> <li>Why do religious books and teachings matter? (Teaching and Authority)</li> <li>UC: God- exploring what the Bible says about God</li> </ul>