

## Spring Term 2020 Curriculum Overview Year Five

English	Science	Design & Technology	Maths
<p><b>Key texts –</b>  <b>Cracking Contraptions</b>  <b>Varjak Paw</b>  <b>Cogheart</b>  <b>John Muir Award</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> </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>Earth and Space -</b></p> <ul style="list-style-type: none"> <li>• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system;</li> <li>• Describe the movement of the Moon relative to the Earth;</li> <li>• Describe the Sun, Earth and Moon as approximately spherical bodies;</li> <li>• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p><b>Living Things and their Habitats</b></p> <p style="text-align: center;">– John Muir Award</p> <ul style="list-style-type: none"> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird;</li> <li>• Describe the life process of reproduction in some plants and animals.</li> </ul>	<p><b>Design &amp; Technology</b></p> <ul style="list-style-type: none"> <li>• Design and make, using papier mache, the solar system</li> <li>• Generate ideas through brainstorming and identify a purpose for their product</li> <li>• Draw up a specification for their design</li> <li>• Develop a clear idea of what has to be done, planning how to use materials, equipment and processes; suggesting alternative methods if the first attempts fail</li> <li>• Use results of investigations and information sources when developing design ideas</li> </ul>	<p><b>Number/Calculation</b></p> <ul style="list-style-type: none"> <li>• Multiply up to 4 digits by 2 digits</li> <li>• Divide 4 digits by 1 digit with and without remainders</li> <li>• Express calculations using manipulatives (place value counters, base 10 and bar models)</li> </ul> <p><b>Fractions, decimals &amp; percentages</b></p> <ul style="list-style-type: none"> <li>• Equivalent fractions</li> <li>• Adding and subtracting fractions with and without different denominators</li> <li>• Improper fractions to mixed numbers and vice versa</li> <li>• Ordering fractions</li> <li>• Know decimals up to two decimal places</li> <li>• Know that decimals are fractions</li> <li>• Round decimals</li> <li>• Show percentages as decimals and fractions</li> <li>• Find equivalent fractions, decimals and percentages</li> </ul>
	<p style="text-align: center;"><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>• Perform and compose dances using a range of movement patterns. Create structure, motifs, phrases, sections and whole dances.</li> <li>• Exeter City – Invasion games with a focus on football</li> </ul>	<p style="text-align: center;"><b>History</b></p> <p style="text-align: center;">None this half-term.</p>	

## Spring Term 2020 Curriculum Overview Year Five

<p style="text-align: center;"><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Reduce our impact of plastic on the Earth.</li> </ul>	<p style="text-align: center;"><b>Geography</b></p> <p>A further European contrast or North America or South America:</p> <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>• Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>• Progress learning with appropriate development in skills around field work and map work</li> </ul>	<p style="text-align: center;"><b>Music</b></p> <ul style="list-style-type: none"> <li>• Sing songs with increasing control of breathing, posture and sound projection.</li> <li>• Sing songs in tune and with an awareness of other parts.</li> <li>• Identify phrases through breathing in appropriate places.</li> <li>• Sing with expression and rehearse with others.</li> <li>• Sing a round in two parts and identify the melodic phrases and how they fit together.</li> <li>• Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</li> <li>• Create dances that reflect musical features.</li> <li>• Identify and control different ways percussion instruments make sounds.</li> <li>• Perform using notation as a support.</li> <li>• Sing songs with staff notation as support.</li> </ul>	<p style="text-align: center;"><b>Art &amp; Design</b></p> <ul style="list-style-type: none"> <li>• Create space style planet art work using pastels</li> <li>• Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</li> <li>• Develop skills in using clay inc. slabs, coils, slips, etc. Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create sculpture. Plan a sculpture through drawing and other preparatory work</li> <li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work</li> <li>• Adapt their work according to their views and describe how they might develop it further</li> </ul>
	<p style="text-align: center;"><b>Modern Foreign Languages French</b></p> <ul style="list-style-type: none"> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> </ul>	<p style="text-align: center;"><b>Computing</b></p> <ul style="list-style-type: none"> <li>• To create a games using Scratch. Be able to debug any mistakes.</li> <li>• Use online search sites to research space and astronauts.</li> </ul>	<p style="text-align: center;"><b>Religious Education</b></p> <ul style="list-style-type: none"> <li>• Why do Christians believe Jesus was the Messiah?</li> <li>• Why is the Torah so important for Jewish people?</li> </ul>