

# St Margaret's-at-Cliffe Curriculum Overview for Class 5 Term 3 2015- 2016

<p><b>Reading</b></p> <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Making comparisons within and across books.</p> <p>Learning a wider range of poetry by heart.</p>	<p><b>English</b></p> <p>To retrieve, record &amp; present info from non-fiction. Participate positively in discussions about books. Ask questions to improve understanding of what has been read.</p> <p>To provide reasoned justifications for their views.</p> <p><b>Writing Transcription</b></p> <p>Use prefixes &amp; suffixes &amp; understand their use. Use knowledge, morphology and etymology in spelling. Use dictionaries to check meaning and spelling. Write legibly and fluently.</p> <p><b>Writing Composition</b></p> <p>Plan writing by identifying audience and purpose. Plan writing by noting and developing initial ideas, organisational and presentational devices to structure text and guide the reader. Select appropriate grammar and vocabulary, understand how such choices can change and enhance meaning. Proof-read for spelling and punctuation errors. Use further organisational and presentational devices to structure text and to guide the reader.</p> <p>Ensure correct subject and verb agreement when using singular and plural. Distinguishing between the language of speech and writing and choosing the appropriate. Assess effectiveness of own &amp; others writing. Select appropriate grammar and vocabulary. Ensure the consistent and accurate use of tense. Perform own compositions using appropriate intonation, volume and movement. Use commas to clarify meaning. Use hyphens to avoid ambiguity. Use semi colons, colons or dashes to mark boundaries between clauses. Precise longer passages. Proofread for spelling and punctuation. Convert nouns and adjectives using suffixes. Use and understand the grammatical terminology in English accurately and appropriately in discussing their writing and reading.</p>	<p><b>Art &amp; Design</b></p> <ul style="list-style-type: none"> <li>• Improve mastery of drawing through still life observations.</li> <li>• Develop observational skills.</li> <li>• Develop awareness of shape, size, form and scale.</li> <li>• Adapt and refine our work.</li> <li>• Experiment with colour and tone.</li> </ul>	<p><b>Computing –Discerning Internet Use</b></p> <ul style="list-style-type: none"> <li>• Describe World Wide Web and how users connect to it.</li> <li>• Understand that data can be broken into packets.</li> <li>• Describe how packets of data can be transported on the internet.</li> <li>• Understand that computers use binary code to communicate.</li> <li>• To know that a byte is a collection of digital information.</li> <li>• To understand terms such as kilobyte, megabyte, terabyte.</li> <li>• To search the internet using operands and filters to refine a search.</li> </ul>
<p><b>Number / Place Value / Calculation</b></p> <p>Read, write, order and compare numbers to 1,000,000 and know value each digit. Count forward and backwards in steps. Count forward and back through zero including negative numbers. To interpret negative numbers in context. To solve real world problems involving negative numbers. Add and subtract whole numbers with more than 4 digits, including using formal written methods to use rounding to check answers. Solve addition &amp; subtraction multi-step problems in contexts, deciding which operations &amp; methods to use and why. Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. Multiply and divide numbers mentally.</p>	<p><b>Maths</b></p> <p>To multiply /divide whole numbers and decimals by 10, 100 and 1000. Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> <p><b>FRACTIONS</b></p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other &amp; write mathematical statements <math>&gt; 1</math> as a mixed number [for example, <math>2/5 + 4/5 = 6/5 = 11/5</math>] Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Solve problems which require knowing percentage and decimal equivalents of <math>1/2, 1/4, 1/5, 2/5, 4/5</math> and those fractions with a denominator of a multiple of 10 or 25.</p> <p><b>MEASUREMENT</b></p> <p>Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; gram and kilogram; litre and millilitre). Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. Calculate and compare the area of rectangles. Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p> <p><b>SHAPE</b></p> <p>Identify 3-D shapes, including cubes &amp; other cuboids, from 2-D representations. Draw given angles, and measure them in degrees. Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p><b>Geometry</b></p> <p>Identify, describe and represent the position of a shape following a reflection or translation.</p> <p><b>Statistics</b></p> <p>To complete read and interpret information in tables, including time tables.</p>	<p><b>Design &amp; Technology</b></p> <ul style="list-style-type: none"> <li>• Understand and apply the principles of a healthy and varied diet.</li> <li>• Prepare and cook using a range of techniques.</li> <li>• Understand seasonality and know where a variety of ingredients are grown, reared, caught and processed.</li> <li>• Understand that a cam changes rotary motion to linear motion.</li> <li>• Consider design ideas, considering function and design.</li> <li>• To evaluate and personally seek evaluation from others for others to measure.</li> </ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Use four and six-figure grid references.</li> <li>• Understand and find locations using longitude and latitude.</li> <li>• Understand definitions and nature of equator, polar circle.</li> <li>• Understand why we have time zones and how this relates to the rotation of Earth.</li> </ul>
<p><b>Science – 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 a scientific enquiry.</li> </ul>	<p><b>History – Vikings</b> <i>( completion of term 2 tasks )</i></p> <ul style="list-style-type: none"> <li>• Resistance led by Alfred the Great.</li> <li>• Who were Athelstan and Danegeld? Who was Edward the Confessor?</li> </ul>	<p><b>Modern Languages – French</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Speak in simple language and be understood.</li> <li>• Develop appropriate pronunciation.</li> <li>• Understand basic grammar – gender.</li> <li>• Vocabulary for numbers, weather, school, town.</li> <li>• School equipment.</li> <li>• Masculine and feminine article.</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Recognise how musical elements can be used together to compose descriptive music.</li> <li>• Combine sounds with movement and narrative.</li> <li>• Recognise some descriptive uses of the elements; create descriptive music, e.g. based on animals, that uses a sequence of sounds (often sound effects), movement and words.</li> <li>• Work in groups of three to four to extend their ideas into longer pieces of music with several layers of sounds.</li> </ul>
		<p><b>Physical Education</b></p> <p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>• Play competitive games and apply basic principles suitable for attacking and defending.</li> <li>• Develop technique, control and balance.</li> <li>• Understand use and control of space.</li> <li>• Develop team work.</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Perform actions, body shapes and balances.</li> <li>• Create sequences of movements and balance.</li> <li>• Perform movements in canon and unison.</li> <li>• Make use of changes in speed, level and direction.</li> <li>• Apply own ideas to compositional sequences.</li> </ul>	<p><b>Religious Education – Judaism</b></p> <ul style="list-style-type: none"> <li>• To know the physical features of a Jewish synagogue.</li> <li>• To know about the signs and symbols which are traditional in Jewish religion.</li> <li>• To understand the role of a rabbi and cantor.</li> <li>• To understand the significance of a Bar Mitzvah ceremony.</li> <li>• To know the distinctive features of a Jewish wedding ceremony.</li> <li>• To know basic Jewish dietary rules.</li> </ul>