

St Margaret's at Cliffe Curriculum Overview for Year 5 Term 5 2020 - 2021

English

Maintain positive attitude to reading by reading a wide range of books including fiction, poetry and plays.

Maintain positive attitude to reading by reading a wide range of books including myths, legends and traditional stories from our heritage and from other cultures

Maintain positive attitude to reading by identifying themes and conventions across a range of writing.

Make comparisons across books

Discuss and evaluate how authors use language, including figurative language & discuss impact reader.

To retrieve, record and present information from non-fiction.

Participate positively in discussions. Explain and discuss understanding through formal presentations and debates. Ask questions to improve understanding of text.

To distinguish between statements of fact and fiction. Use prefixes & suffixes & understand guidelines for using them.

Spell words with silent letters. Distinguish between homophones. Use knowledge of morphology and etymology in spelling.

Use dictionaries to check meaning and spelling of words. Use a thesaurus. Write legibly and fluently.

To evaluate and edit by assessing the effectiveness of own and others writing. Plan writing by noting and developing initial ideas, organisational and presentational devices to structure text and guide the reader.

Select appropriate grammar and vocabulary.

Describe settings, characters and atmosphere and integrate dialogue to move action forward.

Precis longer passages. Build cohesion within and across paragraphs.

Use organisational devices to guide reader. Assess effectiveness of own & others writing

Perform own compositions using appropriate intonation, volume and movement

Use commas to clarify meaning Understand grammatical terminology. Use relative clauses Use bullet points. Use and understand grammatical terminology.

Mathematics

To recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number.

To add and subtract fractions with the same denominator and denominators that are multiples of the same number.

To know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles.

To identify: angles at a point and one whole turn, angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°), other multiples of 90° .

To use the properties of rectangles to deduce related facts and find missing lengths and angles.

To distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

To estimate volume: using 1cm^3 blocks to build cuboids.

To solve problems involving measure including volume using decimal notation and scaling. To add and subtract whole numbers with more than four digits. Use rounding to check answers for level accuracy.

Solve problems involving number to 3 decimal places.

To add and subtract numbers mentally with increasingly large numbers.

To solve addition & subtraction multistep problems in context, deciding operations and methods to use.

To solve problems involving addition, subtraction, multiplication and division and a combination of these.

To divide numbers up to four-digits by a one-digit number using the formal written method of short division and interpret remainders appropriately.

To multiply numbers up to four-digits by one or two digit numbers using formal written method.

<p>Music <u>History of Music and composing music</u> Be able to use and understand staff and other musical notation. Be able to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Be able to identify contrasting moods and sensations. Be able to use recorders to change and manipulate sounds. Be able to develop an understanding of the different periods of music styles through history. Be able to name key music styles (e.g. jazz, reggae, pop, baroque, romantic classical).</p>	<p>Geography <u>How is our country changing?</u> Be able to describe local rivers and locate them. Be able to describe how the settlements and land use around our local area are changing. Be able to describe how <i>Brexit</i> has changed the trade links of local food companies. Be able to locate areas of food production in the area (fishing, tomatoes, apple, strawberries). Be able to locate and describe the solar and wind farms in the local area. Be able to understand how some of the physical geographical characteristics of our surrounding area have changed over time.</p>	<p>History <u>Ancient Greece</u> Be able to explain the social and cultural aspects of Ancient Greek Life. Be able to explain the achievements and legacy of the Ancient Greeks and how they influenced the world in which we live today. Be able to explain how Ancient Greeks developed Democracy. Be able to describe how the Ancient Greeks established the games within the Olympics. Be able to describe the main features of the Battle of Marathon. Be able to describe the key features of the Trojan war. Be able to explain the importance of different Greek Gods and goddesses. Be able to describe key elements of Greek art and culture including Greek theatre.</p>	<p>Computing <u>Spread sheets and coding</u> Be able to design, write and debug programs that accomplish specific goals, solve problems by decomposing them into smaller parts. Be able to use sequence, selection, and repetition in programs. Be able to work with variables and various forms of input and output. Be able to recognise how spreadsheets use simple formulae. Be able to design spreadsheets that perform simple tasks.</p>
<p>RE <u>What does it mean to be a Muslim in Britain today?</u> Be able to make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. Be able to describe and reflect on the significance of the Holy Qur'an to Muslims Be able to describe the guidance a Muslim uses and compare them to guidance experienced by the children. Be able to make connections between the key functions of the mosque and the beliefs of Muslims. Be able to describe the Five Pillars of Islam and explain how they affect the lives of Muslims.</p>	<p>PSHE <u>Relationships</u> <u>Being positive and managing worries and fears.</u> Be able to identify some ways to make the most of my learning. Be able to recognise my feelings and understand what it is like to feel positive. Be able to identify my worries and fears and how I can help myself. Be able to recognise my difficult feelings and know some ways to manage them better. Be able to identify some ways to show my appreciation for myself and others. Be able to recognise my feelings of gratitude and appreciation and how I can store them.</p>	<p>Design and Technology <u>Summer Flip-Flops.</u> Be able to investigate similar footwear and list their key features. Be able to create prototypes of their product. Be able to cut a range of fabrics accurately using a pattern. Be able to design some features using drawing software. Be able to choose appropriate materials that are fit for purpose. Be able to apply decorative techniques. Be able to create 3D fabric products by combining pieces and using a seam allowance. Be able to glue together materials Be able to list ways footwear design could be improved. Be able to list the ways in which the finished product meets the design criteria.</p>	<p>Physical Education <u>Rounders and Cricket</u> Be able to strike a bowled ball; use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency. Be able to work collaboratively in pairs, group activities and small-sided games. Be able to use and apply the basic rules consistently and fairly. Be able to understand and implement a range of tactics in games. Be able to recognise the activities and exercises that need including in a warm up Be able to identify their own strengths and suggest practices to help them improve.</p>

Art and Design

Printing and sculpture

Be able to compare different printing techniques.

Be able to create prints using reverse images.

Be able to print with two different colour prints on the same artwork(overlying images).

Be able to compare the key features and styles of typical Ancient Greek vases.

Be able to sculpt simple vases in the style of Ancient Greeks.

Be able to develop control of art tools and artistic techniques in sculpture, printing and the use of colour.

Be able to design images and artefacts from Ancient Greece.

Be able to compare ideas, methods and approaches in our own, and others' work and say what we think and feel about them.

Modern Languages

French School life

Be able to use the French pronouns il and elle.

Be able to show understanding of words, phrases and simple writing in the context of describing the positions of objects in school.

Be able to build sentences describing the subjects studied at school.

Be able to ask and answer questions in French.

Be able to present ideas and information orally.

Be able to ask questions in French which could be asked about school.

Be able to take part in a conversation with a partner and show it.

Be able to use English-French dictionaries.

Science

Materials

Be able to 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.

Be able to understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.

Be able to use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

Be able to give reasons for the particular uses of everyday materials, including metals, wood and plastic.

Be able to explain that some dissolving, mixing and changes of state are reversible changes.

Be able to explain that some changes result in the formation of new materials, and that this kind of change is irreversible.