

St Margaret's at Cliffe Curriculum Overview for Year 5 Term 6 2021 - 2022

English

- To read a wide range of books including fiction, poetry and plays, texts that are structured in different ways (including myths, legends and traditional stories from our heritage and from other cultures).
- To identify themes and conventions across a range of writing.
- To make comparisons across books.
- To understand what they read by drawing inferences and justifying inferences with evidence.
- To understand what they read by summarising main ideas, identifying key detail support main ideas.
- Discuss and evaluate how authors use language, including figurative language & discuss impact reader.
- To retrieve, record and present info from non-fiction.
- To participate positively in discussions about books.
- To discuss understanding through formal presentations and debates.
- To ask questions to improve understanding of what read.
- To distinguish between statements of fact and fiction.
- To provide reasoned justifications for their views
- Use prefixes and suffixes and understand guidelines for using them.
- Use knowledge of morphology and etymology in spelling
- Use dictionaries to check meaning and spelling of words
- Use a thesaurus.
- Use first 3 or 4 letters of a word to check meaning or spelling.
- To write legibly, fluently and with increasing speed.
- To choosing which shape of a letter to use and deciding whether or not to join specific letters.
- Ask questions to improve understanding.
- Describe settings, characters and atmosphere.
- Select appropriate grammar and vocabulary.
- Describe settings, characters and atmosphere and integrate dialogue to move action forward.
- Precise longer passages.
- Build cohesion within and across paragraph.
- Use organisational devices to guide reader.
- Assess effectiveness of own & others writing.
- Evaluate and edit changing punctuation, grammar and vocabulary.
- Ensure the consistent and accurate use of tense.
- Ensure correct verb and subject agreement.
- Proofread for spelling and punctuation.
- Perform own compositions using appropriate intonation, volume and movement.
- Use commas to clarify meaning.
- Understand grammatical terminology.
- Use relative clauses beginning who, which, where and why.

Mathematics

- Identify angles.
- Compare and order angles.
- Measuring angles in degrees.
- Measuring with a protractor.
- Drawing lines and angles accurately.
- Calculating angles on a straight line.
- Calculating angles around a point.
- Triangles.
- Quadrilaterals.
- Calculating lengths and angles in shapes.
- Regular and irregular polygons.
- Reasoning about 3D shapes.
- Describe position.
- Draw on a grid.
- Position in the first quadrant.
- Translation with coordinates.
- Lines of symmetry.
- Complete a symmetric figure.
- Reflection with coordinates.
- Kilograms and kilometres.
- Millimetres and millilitres.
- Metric units.
- Imperial units.
- Converting units of time.
- Timetables.
- Compare volume.
- Estimate volume.
- Estimate capacity.

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| <p>Music</p> <p><u>Composing</u></p> <ul style="list-style-type: none"> To experience and learn how to apply key musical concepts/elements e.g. finding a pulse, clapping a rhythm, use of pitch. To play accompanying instrumental parts. To work together in a band/ensemble. Develop creativity through improvising and composing within the song. Understand and use the pentatonic scale while improvising & composing. To recognise the style of the music and understand its main style indicators. To understand and use general musical vocabulary. | <p>Geography</p> <p><u>How is our country changing?</u></p> <ul style="list-style-type: none"> 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>Design and Technology</p> <p><u>Summer Flip-Flops.</u></p> <ul style="list-style-type: none"> 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>RE</p> <p><u>What does it mean to be a Muslim in Britain today?</u></p> <ul style="list-style-type: none"> To make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. To describe and reflect on the significance of the Holy Qur'an to Muslims. To describe the forms of guidance a Muslim uses. To compare Muslim guidance to forms of guidance experienced by us in school and at home. To make connections between the key functions of the mosque and the beliefs of Muslims. To consider how might hearing the Shahdah every day affect the life of a Muslim. To describe how Muslim people pray To compare prayer in Islam to prayer in Christianity To describe why some people pray regularly. | <p>PSHE</p> <p><u>Changing Me</u></p> <ul style="list-style-type: none"> To be aware of my own self-image and body image. To explain how a boys and a girl's body changes during puberty. To understand the importance of looking after yourself physically and emotionally. To understand that sexual intercourse can lead to conception and that is how babies are usually made. To have an awareness of IVF To identify what I am looking forward to becoming a teenager and understand this brings growing responsibilities(age of consent). | <p>Physical Education</p> <p><u>Athletics – Striking and Fielding</u></p> <ul style="list-style-type: none"> To improve running techniques. To consolidate and improve throwing skills in terms of range and accuracy. Develop ability to use simple techniques to improve jumping. Work on strategies and tactics to improve performance in team relays. Develop throwing and catching skills. Develop range and consistency of fielding skills. To know how to warm up and cool down after exercise. | <p>Computing</p> <p><u>Animation - Graphics</u></p> <ul style="list-style-type: none"> To create a simple animation. To be able to recognise the features of game design. 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. |

Art

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 Foreign Languages

Time Travelling

- Listen attentively to spoken language and show understanding by joining in and responding.
- Speak in simple language and be understood.
- Develop appropriate pronunciation.
- Understand basic grammar – gender.
- Learn basic vocabulary for the body and numbers.
- Engage in conversations.
- Timetables and subjects.

Science

All Living Things

- To be able to explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- To be able to explain the life cycle of a mammal.
- To be able to explain the life cycle of a bird.
- To be able to explain the life cycle of an amphibian.
- To be able to explain the life cycle of an insect.
- To be able to describe the life process of reproduction in some animals.
- To be able to describe the life process of reproduction in some plants.