

# St Margaret's at Cliffe Curriculum Overview for Year 5 Term 2 2021 - 2022

## English

### Reading

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

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

To understand what they read by drawing inferences and justifying inferences with evidence.

To understand what they read by summarising main ideas drawn from more than one paragraph, identifying key details that support main ideas.

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

To provide reasoned justifications for their views.

Distinguish between statements of fact and fiction.

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

### Writing Transcription

Use prefixes and suffixes and understand guidelines for using them.

Use knowledge of morphology and etymology in spelling.

Use a thesaurus.

Write legibly and fluently.

Spell words with silent letters.

Use prefixes and suffixes.

Distinguish between homophones.

Use knowledge of morphology and etymology in spelling.

Use dictionaries to check meaning and spelling of words.

Distinguish between homophones.

### Writing Composition

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.

Email and Letter writing

Plan writing for narratives by considering how authors have developed characters and settings.

Perform own compositions using appropriate intonation, volume and movement.

Draft and write by selecting appropriate grammar and vocabulary.

Draft and write by using a range of devices to build cohesion within and across paragraph

Use semi colons, colons or dashes to mark boundaries between clauses.

To evaluate and edit by ensuring the consistent and accurate use of tense.

Ensure correct verb and subject agreement.

## Mathematics

### Multiplication and division

Be able to calculate multiples

Be able to calculate common multiples

Be able to calculate factors

Be able to calculate common factors

Be able to calculate prime numbers

Be able to calculate square numbers

Be able to calculate cube numbers

Be able to multiply by 10, 100 and 1,000

Be able to divide by 10, 100 and 1,000

Be able to recognise multiples of 10, 100 and 1,000

### Fractions

Be able to find fractions equivalent to a unit fraction

Be able to find fractions equivalent to a non-unit fraction

Be able to recognise equivalent fractions

Be able to convert improper fractions to mixed numbers

Be able to convert mixed numbers to improper fractions

Be able to compare fractions less than 1

Be able to order fractions less than 1

Be able to compare and order fractions greater than 1

Be able to add and subtract fractions with the same denominator

Be able to add fractions within 1

Be able to add fractions with total greater than 1

Be able to add to a mixed number

Be able to add two mixed numbers

Be able to subtract fractions

Be able to subtract from a mixed number

Be able to subtract from a mixed number - breaking the whole

Be able to subtract two mixed numbers

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| <p><b>Music</b></p> <p><b>Recorders &amp; Singing</b></p> <p>Be able to listen and engage with music.</p> <p>Be able to Identify contrasting moods and sensations.</p> <p>Be able to explore different tones and pitch using tuned instruments.</p> <p>Be able to explain how sounds can create different intended effects.</p> <p>Be able to begin to play recorders.</p> <p>Be able to begin to read simple notation.</p> <p>Be able to perform to an audience.</p> <p>Be able to sing in harmony.</p>   | <p><b>Geography</b></p> <p><b>St Margaret's at Cliffe, Dover and Bawl water</b></p> <p>To locate where the UK is on a world map.</p> <p>To make comparisons between Dover and St Margaret's in Kent.</p> <p>Be able to locate on a map four figure grid references.</p> <p>To name and locate local geographic physical features.</p>  | <p><b>History</b></p> <p><b>Edward the confessor</b></p> <p>Be able to describe Edward the Confessor's character as a ruler.</p> <p>Be able to compare Anglo Saxon lives and check its historical accuracy.</p> <p>Be able to explain how Britain's culture, food and technology changed during the Viking/Anglo Saxon settlement period.</p> <p>Be able to compare Anglo Saxon leaders.</p> <p>Be able to evaluate how the Battle of Hastings changed Britain in AD 1066.</p> | <p><b>Computing</b></p> <p><b>Coding</b></p> <p>Be able to understand how to use the internet and technology safely.</p> <p>To represent a program design and algorithm.</p> <p>To create a program that simulates a physical system using decomposition.</p> <p>To explore string and text variable types so that the most appropriate can be used in programs.</p> <p>To program a playable game with timers and score pad.</p>   |
| <p><b>RE</b></p> <p><b>What would Jesus do?</b></p> <p><b>Can we live by the values of Jesus in the twenty-first century?</b></p> <p>Be able to explain which people are special and why are they special to us.</p> <p>Be able to explain why Jesus is inspiring to some people.</p> <p>Be able to outline Jesus' teaching on how his followers should live.</p> <p>Be able to explain the impact Jesus' example and teachings might have on Christians today.</p> <p>Be able to express an understanding of what Jesus would do in relation to a moral dilemma from the world today.</p> | <p><b>PSHE</b></p> <p><b>Celebrating Difference</b></p> <p>Be able to know that sometimes people make assumptions about a person because of the way they look or act.</p> <p>Be able to know there are influences that can affect how we judge a person or situation.</p> <p>Be able to know that some forms of bullying are harder to identify.</p> <p>Be able to know what to do if you think bullying is taking place.</p> <p>Be able to know reasons why witnesses sometimes join in with bullying and don't tell anyone.</p> <p>Be able to know that first impressions can change.</p>  | <p><b>Design and Technology</b></p> <p>To plan and design a balanced meal to serve on a flight.</p> <p>Be able to investigate similar products to get ideas and to use as a starting point for an original design.</p> <p>Be able to use software to help in designing.</p> <p>Be able to understand what is meant by a healthy diet and apply it to product design.</p>   | <p><b>Physical Education</b></p> <p><b>Netball /Tag Rugby</b></p> <p>Be able to develop netball-passing skills.</p> <p>Be able to move into space to receive the ball when playing as a team.</p> <p>Be able to explain and demonstrate the need for warm up before exercise.</p> <p>Be able to play competitive games and apply basic netball skills</p> <p>Be able to explain the principles suitable for attacking and defending.</p>  |
| <p><b>Art &amp; Design</b></p> <p><b>Drawing still life</b></p> <p>Be able to understand the importance of art.</p> <p>Be able to improve mastery of drawing through observations.</p> <p>Be able to develop observational skills.</p> <p>Be able to develop awareness of shape, size, form and scale.</p> <p>Be able to adapt and refine our work.</p> <p>Experiment with colour and tone.</p>  | <p><b>Modern Languages - French</b></p> <p><b>All about ourselves</b></p> <p>Be able to listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Be able to explain how they are feeling.</p> <p>Be able to name some parts of the body.</p> <p>Be able to respond appropriately when asked a simple question.</p> <p>Be able to give a simple description of their eyes and hair.</p> <p>Be able to place the adjective correctly in a simple sentence.</p> <p>Be able to use a small number of everyday verbs in simple dialogues.</p> <p>Learn the vocabulary for alphabet, colours, family, days and months and ages.</p> |  | <p><b>Science</b></p> <p><b>Animals including humans</b></p> <p>Be able to describe the changes as humans develop from birth to old age</p> <p>Be able to record data within tables.</p> <p>Be able to present conclusions.</p> <p>Be able to develop understanding of life cycles of different animals ( mammal, amphibian, insect bird )</p> <p>Be able to explain the differences between different life cycles.</p> <p>Be able to create a timeline to indicate stages of growth in humans.</p> |