

St Margaret's at Cliffe Curriculum Overview for Year 5 Term 1 2023-2024

English

Reading

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

Maintain positive attitude to reading by identifying themes, 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.

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

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.

Distinguish between different homophones.

Use dictionaries to check meaning and spelling of words.

Writing Composition

Plan writing by identifying audience and purpose.

Plan writing by noting and developing initial ideas, organisational and presentational to structure text and guide the reader.

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 paragraphs.

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

Be able to convert roman numerals to 1,000

Be able to write numbers to 10,000,100,000

Be able to write numbers to 1,000,000

Be able to write read and write numbers to 1,000,000

Be able to use powers of 10

Be able to write partition numbers to 1,000,000

Be able to order on number line to 1,000,000

Be able to write compare and order numbers to 100,000

Be able to write compare and order numbers to 1,000,000

Be able to write round to the nearest 10, 100 or 1,000

Be able to write round within 100,000

Be able to write round within 1,000,000

Be able to use mental strategies in problems

Be able to add whole numbers with more than four digits

Be able to subtract whole numbers with more than four digits

Be able to write round to check answers

Be able to use the inverse operations (addition and subtraction)

Be able to write multi-step addition and subtraction problems

Be able to compare calculations

Be able to write multiples

Be able to write common multiple and factors

Be able to write common factors

Be able to write prime numbers

Be able to write square numbers

Be able to write cube numbers

<p>Music</p> <p>Listen with concentration and engage with music.</p> <p>Identify contrasting moods and sensations.</p> <p>Explore different textures using tuned and un-tuned sounds.</p> <p>Explore, select, combine and exploit a range of different sounds to compose a soundscape stimulated by space.</p>	<p>Physical Education</p> <p>Football and Basketball</p> <p>Play competitive games and apply basic principles suitable for attacking and defending.</p> <p>Develop technique, control and balance.</p> <p>To plan practices and warm ups to get ready for playing safely.</p> <p>To recognise your own and others’ strengths and weaknesses in games.</p> <p>To suggest ideas that will improve performance.</p> <p>To use different techniques for passing, controlling, dribbling and shooting the ball in games.</p> <p>Apply basic principles of team play to keep possession of ball.</p> <p>To use marking, tackling and/or interception to improve your defence.</p> <p>To play effectively as part of a team.</p>	<p>PSHE – Being Me In My World</p> <p>To recognise their worth as individuals, by identifying positive things about themselves.</p> <p>To recognise how people’s emotions change to reflect on spiritual, moral, social and cultural issues.</p> <p>To recognise that their actions affect themselves and others.</p> <p>To be aware of different types of relationships.</p> <p>To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours.</p> <p>To recognise and challenge stereotypes.</p>	<p>Computing</p> <p>Online safety</p> <p>To understand how to use the internet and technology safely for research</p> <p>Use respectfully and responsibly.</p> <p>Recognise acceptable/unacceptable behaviour.</p> <p>Identify ways to report concerns about content</p> <p>Word processing</p> <p>To continue to develop typing speed and accuracy</p> <p>Be able to develop competency in typing.</p> <p>Be able to use tables within MS to present information</p> <p>Be able to add features to a document to enhance it</p> <p>Be able to add and edit images in a document.</p> <p>Be able to use word wrap with images and text.</p>
<p>RE - Christianity</p> <p>Why do some people believe God exists?</p> <p>Outline clearly a Christian understanding of God.</p> <p>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging</p> <p>Able to discuss the impact of believing or not believing in God has on someone’s life.</p>	<p>History – Edward The Confessor and The Battle Of Hastings</p> <p>Develop understanding of last Anglo Saxon kings of England.</p> <p>Describe Edward the Confessor’s character as a ruler.</p> <p>Research the life of Edward The Confessor.</p> <p>Examine King Edward’s family tree.</p> <p>Compare accounts of how King Edward became king and check their historical accuracy.</p> <p>Describe different accounts of battle of Hastings</p> <p>Explain how Britain changed during with regard to technology, food and culture.</p> <p>Compare the leaders that were expecting to inherit the throne upon Edward’s death.</p> <p>Evaluate how Battle of Hastings changed Britain in AD 1066.</p>	<p>Science – Earth and Space</p> <p>To be able to describe the movement of the Earth,</p> <p>To be able to describe the planets across our solar system.</p> <p>To be able to describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>To be able to describe the movement of the Moon relative to the Earth.</p> <p>To be able to use the idea of the Earth’s rotation to explain day and night and the apparent movement of the Sun across the sky.</p>	<p>Geography - Comparing Dover to St Margaret’s at Cliffe Village and Bawl Water</p> <p>To be able to use fieldwork to observe, measure and record.</p> <p>To be able to present the human and physical features in the local area using a range of methods</p> <p>To be able to use sketch maps, plans and graphs and digital technologies and compare with Dover area.</p> <p>To be able to compare different geographical features.</p> <p>Use four figure grid references, symbols and keys including the use of Ordnance survey maps.</p>
<p>Art and Design - Drawing still life.</p> <p>Improve mastery of drawing through observations.</p> <p>Develop observational skills.</p> <p>Develop awareness of shape, size form and scale.</p> <p>Adapt and refine our work.</p> <p>Experiment with colour and tone.</p> <p>Use techniques, shading, colours, tools and effects to represent things seen, remembered or imagined.</p> <p>Explore the effect of light, colour, texture, shade and tone on natural and man-made objects.</p>		<p>Design and Technology - Plan and prepare an airline meal</p> <p>To know that all food comes from animals or plants.</p> <p>To develop more than one design</p> <p>Understand what is meant by a healthy diet and apply it to their product design.</p> <p>To discuss the effectiveness of the method and techniques using in making the product.</p> <p>Be able to list way in which their product meets the design criteria.</p> <p>To understand the importance of eating five portions of fruit and vegetables every day.</p> <p>To investigate similar products to get ideas and to use as a starting point for an original design.</p> <p><u>Making</u></p> <p>To understand what is meant by a healthy diet and apply it to product design.</p> <p>To apply simple food preparation techniques such as cutting, grating and peeling.</p> <p><u>Evaluating</u></p> <p>To list the ways in which the finished product meets the design criteria.</p> <p>To discuss the effectiveness of the method and techniques used in making the product.</p> <p>To understand how individuals, companies and key events in design technology have helped shape the world.</p>	

