

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

<h2>English</h2> <p>Maintain positive attitude to reading by reading a wide range of books including fiction, poetry and plays.</p> <p>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</p> <p>Maintain positive attitude to reading.</p> <p>Make comparisons between different books</p> <p>Discuss and evaluate how authors use language, including figurative language.</p> <p>Discuss how figurative language used by an author impacts reader.</p> <p>To retrieve, record and present information from non-fiction.</p> <p>Participate positively in discussions. Explain and discuss understanding through formal presentations and debates. Ask questions to improve understanding of text.</p> <p>To distinguish between statements of fact and fiction.</p> <p>Use prefixes & suffixes & understand guidelines for using them.</p> <p>Spell words with silent letters. Distinguish between homophones.</p> <p>Use knowledge of morphology and etymology in spelling.</p> <p>Use dictionaries to check meaning and spelling of words.</p> <p>Use a thesaurus to locate alternative word choices.</p> <p>To evaluate and edit by assessing the effectiveness of own and others writing.</p> <p>Plan and developing initial ideas, and presentational devices to structure a text.</p> <p>Select appropriate grammar and vocabulary.</p> <p>Describe settings, characters and atmosphere and integrate dialogue to move action forward.</p> <p>Precis longer passages and use bullet points effectively.</p> <p>Be able to build cohesion within and across paragraphs.</p> <p>Assess effectiveness of own and others writing</p> <p>Perform own compositions using appropriate intonation, volume and movement</p> <p>Use commas to clarify meaning.</p> <p>Use relative clauses and understand grammatical terminology.</p>		<h2>Mathematics</h2> <p>Dividing decimals by 10, 100 and 1,000</p> <p>Multiplying decimals by 10, 100 and 1,000</p> <p>Recognising decimal sequences</p> <p>Adding and subtracting wholes and decimals</p> <p>Subtracting decimals with a different number of decimal places</p> <p>Adding decimals with a different number of decimal places</p> <p>Subtracting decimals with the same number of decimal places</p> <p>Adding decimals with the same number of decimal places</p> <p>Adding decimals - crossing the whole</p> <p>Adding and Subtracting decimals within 1</p> <p>Reasoning about 3-D shapes</p> <p>Regular and irregular polygons</p> <p>Calculating lengths and angles in shapes</p> <p>Understanding different Quadrilaterals</p> <p>Calculating angles around a point</p> <p>Calculating angles on a straight line</p> <p>Drawing lines and angles accurately</p> <p>Measuring angles in degrees using protractor</p> <p>Identifying, comparing and ordering angles</p> <p>Using Timetables</p> <p>Converting different units of time</p> <p>Imperial and metric units</p> <p>Millimetres and millilitres</p> <p>Kilograms and kilometres</p> <p>Reasoning & problem solving questions</p> <p>Comparing and estimating capacity and volume using 1cm³ blocks to build cuboids.</p>	
<h2>Music</h2> <p><u>Looping and composing music</u></p> <p>Be able to play a simple looped rhythm from notation.</p> <p>Be able to create a piece of music using prewritten loops.</p> <p>Be able to play a melody line accurately and fluently.</p> <p>Be able to select a section of a tune and perform it as a loop.</p> <p>Be able to complete loops to create a remix.</p>	<h2>Geography</h2> <p><u>How is our country changing?</u></p> <p>Be able to understand how the local area has changed and to consider what it might be like in the future.</p> <p>Be able to describe how the settlements and land use around our local area are changing.</p> <p>Be able to understand that change is happening in the local area, and that changes will continue to happen.</p> <p>Be able to locate areas of food production in the area.</p> <p>Be able to locate and describe the solar and wind farms in the local area.</p> <p>Be able to understand that regions change over time and that change is continual.</p>	<h2>History</h2> <p><u>Ancient Greece</u></p> <p>Be able to explain the social and cultural aspects of Ancient Greek Life.</p> <p>Be able to explain the achievements and legacy of the Ancient Greeks and how they influenced the world in which we live today.</p> <p>Be able to describe how Ancient Greeks developed Democracy.</p> <p>Be able to describe the Ancient Greeks influence on the Olympics.</p> <p>Be able to describe different Greek Gods and Goddesses.</p> <p>Be able to describe key elements of Greek art and culture including Greek theatre</p> <p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of life in Ancient Greece</p>	<h2>Computing</h2> <p><u>Game design and coding</u></p> <p>Be able to design, write and debug programs that accomplish specific goals, solve problems by decomposing them into smaller parts.</p> <p>Be able to use sequence and use repetition in programs.</p> <p>Be able to work with variables and various forms of input and output.</p> <p>Be able to recognise how to use simple formulae.</p>

<p>RE</p> <p><u>What does it mean to be a Muslim in Britain today?</u></p> <p>Be able to make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p> <p>Be able to describe and reflect on the significance of the Holy Qur'an to Muslims</p> <p>Be able to describe the guidance a Muslim uses and compare them to guidance experienced by the children</p> <p>Be able to make connections between the key functions of the mosque and the beliefs of Muslims</p> <p>Be able to describe the Five Pillars of Islam and explain how they affect the lives of Muslims</p>	<p>PSHE</p> <p><u>Relationships</u></p> <p><u>Being positive and managing worries and fears.</u></p> <p>Be able to have an accurate picture of who I am as a person in terms of characteristics and personal qualities.</p> <p>Be able to understand that belonging to an online community can have positive and negative consequences.</p> <p>Be able to understand there are rights and responsibilities in an online community or social network.</p> <p>Be able to respect rights and responsibilities when playing games online.</p> <p>Be able to recognise when I am spending too much time using devices (screen time)</p> <p>Be able to explain how to stay safe when using technology to communicate with my friends.</p>	<p>Design and Technology</p> <p><u>Greek Summer Flip-Flops.</u></p> <p>Be able to investigate similar footwear and list their key features.</p> <p>Be able to create prototypes of their product.</p> <p>Be able to cut a range of fabrics accurately using a pattern.</p> <p>Be able to choose appropriate materials that are fit for purpose.</p> <p>Be able to apply decorative techniques.</p> <p>Be able to create 3D fabric products by combining pieces and using a seam allowance.</p> <p>Be able to glue together materials</p> <p>Be able to list ways footwear design could be improved.</p> <p>Be able to list the ways in which the finished product meets the design criteria.</p>	<p>Physical Education</p> <p><u>Cricket and Badminton</u></p> <p>Be able to use forehand, backhand and overhead shots increasingly well in the games they play</p> <p>Be able to use the volley in games where it is important</p> <p>Be able to use the skills they prefer with competence and consistency</p> <p>Be able to understand the need for tactics and choose to use them effectively</p> <p>Be able to play cooperatively with a partner</p> <p>Be able to apply rules consistently and fairly</p> <p>Be able to identify appropriate exercises for warming up</p> <p>Be able to use a wide range of skills, e.g. throwing, striking, intercepting and stopping a ball, with control and accuracy</p> <p>Be able to choose and vary skills and tactics in games and carry out tactics successfully</p> <p>Be able to begin to recognise the activities and exercises that need including in a warm up</p> <p>Be able to reflect on their own and others strengths and suggest practices to help them improve</p> <p>Be able to use and apply the basic rules consistently and fairly</p>
<p>Art and Design</p> <p><u>Drawings</u></p> <p>Be able to use line, tone and shade.</p> <p>Be able to use a range of materials to produce line, tone and shade.</p> <p>Be able to create perspective within drawings.</p> <p><u>Sculpture</u></p> <p>Be able to carve to create shapes, texture and pattern.</p> <p>Be able to carve images observed in the nature.</p> <p>Be able to create sculptures in the style of Ancient Greek art.</p>	<p>Modern Languages</p> <p><u>French School life</u></p> <p>Be able to use the French pronouns il and elle.</p> <p>Be able to show understanding of words, phrases and simple writing in the context of describing the positions of objects in school.</p> <p>Be able to build sentences describing the subjects studied at school.</p> <p>Be able to ask and answer questions in French.</p> <p>Be able to present ideas and information orally.</p> <p>Be able to ask questions in French which could be asked about school.</p> <p>Be able to take part in a conversation</p> <p>Be able to use English-French dictionaries</p>	<p>Science</p> <p><u>Materials</u></p> <p>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</p> <p>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</p> <p>Be able to use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Be able to give reasons for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Be able to explain that some dissolving, mixing and changes of state are reversible changes</p> <p>Be able to explain that some changes result in the formation of new materials, and that this kind of change is irreversible.</p>	