

St Margaret's at Cliffe Curriculum Overview for Year 5 Term 3 2019 - 2020

English

Reading

To maintain positive attitudes to reading and understanding of what they read by :
-continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

-reading books that are structured in different ways and reading for a range of purposes

-increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

To retrieve, record and present info from non-fiction. Participate positively in discussions about books. Ask questions to improve understanding of what has been read. To provide reasoned justifications for their views

Writing Transcription

Use prefixes and suffixes & understand. Use knowledge, morphology and etymology in spelling. Use dictionaries to write legibly and fluently.

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. Plan writing for narratives by considering how authors have developed characters and settings. Use appropriate vocabulary and grammar to enhance meaning.

Describe settings, characters and atmosphere and integrate dialogue to advance action.

Build cohesion within and across paragraph.

Use organisational devices to guide reading.

Assess effectiveness of own & others writing.

Select appropriate grammar and vocabulary.

Ensure the consistent and accurate use of tense.

Ensure correct verb and subject agreement.

Perform own compositions using appropriate intonation, volume and movement.

Use commas to clarify meaning.

Use hyphens to avoid ambiguity.

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

Precis longer passages. Proofread for spelling and punctuation.

Convert nouns and adjectives using suffixes.

Understand grammatical terminology.

Understand concept passive verbs. Use brackets and dashes

Mathematics

Number / Place Value / Calculation

Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit

Interpret negative numbers in context, count forwards and backwards

Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100000

Addition and subtraction

Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)

Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy

Solve addition and subtraction multi-step problems

Multiplication and division

Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers

Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers

Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method

Multiply and divide numbers mentally divide numbers up to 4 digits by a one-digit number

multiply and divide whole numbers and those involving decimals by 10, 100 and 1000

Recognise and use square numbers & cube numbers

Solve problems involving addition, subtraction, multiplication and division

Solve problems involving multiplication and division, including scaling by simple fractions

Fractions (including decimals and percentages)

Compare and order fractions whose denominators are all multiples of the same number

Identify, name and write equivalent fractions of a given fraction

Recognise mixed numbers and improper fractions and convert from one form to the other

Add and subtract fractions with the same denominator and multiples of the same number

Multiply proper fractions and mixed numbers by whole numbers

Read and write decimal numbers as fractions

Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents

Round decimals with two decimal places to the nearest whole number and to one decimal place

Read, write, order and compare numbers with up to three decimal places

Solve problems involving number up to three decimal places

Recognise the per cent symbol (%)

Measurements

Convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)

Understand and use equivalences between metric units and common imperial units such as inches, pounds and pints

Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres

Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm²) and square metres (m²) and Estimate the area of irregular shapes

Estimate volume (e.g. using 1 cm³ blocks to build cubes and cuboids) and capacity (e.g. using water)

Solve problems involving converting between units of time

Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling

Position and direction

Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

Statistics

Solve comparison, sum and difference problems using information presented in a line graph

Complete, read and interpret information in tables, including timetables

<p>Music</p> <ul style="list-style-type: none"> -To be able to develop recorder skills. -Identify contrasting moods and sensations within music. -Explore different textures using tuned and untuned sounds. -Create different effects using combinations of pitched and untuned sounds. -Explain how sounds can create different intended effects. -Explore, select, combine and exploit a range of different sounds to compose a soundscape stimulated. 	<p>Geography</p> <p>How will the world look in the future?</p> <ul style="list-style-type: none"> -To be able to locate of the cities of the United Kingdom -To be able to develop geographical knowledge. -To be able to name and locate counties and of the UK. -To be able to explain how some geographical features have changed over time. 	<p>Design and Technology</p> <p>Paddington bear coat and hat designs</p> <ul style="list-style-type: none"> -Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. -Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. -Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	<p>Computing</p> <ul style="list-style-type: none"> -Know that sometimes we create models to simulate what we want to create or build. -Use and create hyper-links . -Know that if we can narrow the search down it can make things easier. -Know how information is stored as data. -Know what data is. -Know that information can be presented in different forms.
<p>RE</p> <p>Christianity</p> <ul style="list-style-type: none"> -Can we live by the values of Jesus in the twenty-first century? -Which people are special and why? Why is Jesus inspiring to – some people? -What is so radical about Jesus? -To be able to outline Jesus’ teaching on how his followers should live. -To be able to explain two of Jesus’ parables and say what they might teach Christians about how to live. -To be able to explain the impact Jesus’ teachings might have on Christians today. -To be able to develop understanding of what Jesus would do in relation to a moral dilemma from the world today 	<p>Science</p> <p>Forces</p> <p>To be able to explain the force of gravity acting between the Earth and the falling object</p> <ul style="list-style-type: none"> -To be able to identify the effects of air resistance, water resistance and friction, that act between moving surfaces <p>To be able to explain how magnets attract or repel each other and attract some materials and not others</p> <ul style="list-style-type: none"> -To be able to compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials -To be able to describe magnets as having two poles -Predict whether two magnets will attract or repel each other, depending on which poles are facing -To be able to recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p>Physical Education</p> <p>Gymnastics</p> <ul style="list-style-type: none"> -Perform actions, body shapes and balances. -Create sequences of movements and balance. -Perform movements in canon and unison. -Make use of changes in speed, level and direction. -Apply own ideas to compositional sequences <p>Hockey</p> <ul style="list-style-type: none"> -Play competitive games and apply basic principles suitable for attacking and defending. -Develop technique, control and balance. -Understand use and control of space. -Develop team work. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	
<p>Art</p> <ul style="list-style-type: none"> -To be able to examine texts (A bear called Paddington) and produce artistic interpretations. -To be able to mix colours and develop – painting techniques. -To be able to develop observational drawings. -To be able to shape and add detail using clay. 	<p>Modern Foreign Languages</p> <p>French</p> <ul style="list-style-type: none"> -To be able to listen attentively to spoken language and show understanding. -To be able to speak in simple language and be understood. -To be able to interpret a chart written in French. -To be able to answer a simple question in French. -To be able to ask what time a restaurant opens and closes. -To be able to use French adjectives to describe foods using the correct plural Forms. -To be able to use a modelled sentence to express preference for drinks and food. 	<p>PSHE</p> <p>Resourcefulness</p> <ul style="list-style-type: none"> -Asking questions about what you might need. -What resources might you need for a task? -To be able to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. -To be able to face new challenges positively by collecting information, looking for help, making responsible choices and taking action. -To be able to see that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view. 	

