

St Margaret's at Cliffe Curriculum Overview for Year 5 Term 4 2019 - 2020

English

Reading

To maintain positive attitudes to reading and understanding of what they read by:

- i. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- ii. reading books that are structured in different ways and reading for a range of purposes.
- iii. 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 & present information from non-fiction.

Participate positively in discussions about books.

Ask questions to improve understanding of what read.

To provide reasoned justifications for their views.

Writing Transcription

Use prefixes & suffixes & understand use.

Use knowledge, morphology and etymology in spelling.

Use dictionaries to check meaning and spelling.

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 vocab & grammar to enhance meaning.

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.

Identify multiples and factors.

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.

Multiply and divide numbers mentally.

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

Solve problems involving multiplication and division.

Solve problems involving addition, subtraction, 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.

Measurements

Convert between different units of metric measure.

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 estimate the area of irregular shapes.

Estimate volume (cubes and cuboids) and capacity.

Solve problems involving converting between units of time.

Use all four operations to solve problems involving measure.

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 Make You Feel My Love by Adele -Listen with concentration and engage with music. -Identify contrasting moods and sensations. -Explore different textures using tuned and un-tuned sounds. -Create different effects using combinations of pitched and un-tuned sounds. -Explain how sounds can create different intended effects. -Explore, select, combine and exploit a range of different sounds to compose a soundscape stimulated by the mountain environment</p>	<p>History None planned this term</p>	<p>Geography -Locate the Alps by using maps to identify features. -Study photographs of different mountain ranges -Explain and present the process of how the Alps were formed? -Investigate house designs and draw conclusions to explain how homes and industry are adapted to the Alpine climate? -Compare and contrast from photographs and maps to discover how avalanches and glaciers have changed the landscape? -Research information about the Alps to produce a tourist brochure.</p>	<p>Computing -To know what a spreadsheet is, enter simple data into a spreadsheet and use simple formulae to perform calculations. -To continue to develop typing speed and accuracy to develop competency in typing -To understand how they can use the internet and technology safely for research and by following lines of enquiry. -Use respectfully and responsibly</p>
<p>RE <u>Christianity</u> If God is everywhere, why go to a place of worship? -Recount what Hindu places of worship are for. -Recount what Jewish people say their places of worship are for. -Recount what Christian people say their places of worship are for. -Describe and explain differences within Anglican and Baptist churches. -Make links between Christian beliefs and features of these places of worship. -Describe differences between worship in the home and at the Mandir. -Describe the differences between different Jewish synagogues.</p>	<p>PSHE <u>Reflection</u> -Develop critical thinking skills. -Reflect on learning. -Reflect on behaviour. -Rights and responsibility. -Taking part. -Choices. -Children’s rights</p>	<p>Design and Technology -Understand and use electrical and mechanical systems in products that incorporate switches and motors -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>	<p>Physical Education <u>Tag Rugby</u> -Play competitive games and apply basic principles suitable for attacking and defending. -Develop technique, control and balance. -Understand use and control of space. -Develop teamwork. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <u>Dance</u> -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>
<p>Art <u>John Constable(British artist) 1776-1837</u> -To be able to understand the importance of Romanticism movement in art. -To be able to Improve mastery of drawing through observations. -To be able to develop observational skills. -To develop awareness of shape, size, form and scale. -To be able to adapt and refine our work. -To be able to experiment with colour and tone.</p>	<p>Modern Foreign Languages -Listen attentively to spoken language and show understanding by joining in and responding. -Write and say in French breakfast choices. -Use adjectives to describe food choices. -Use the correct masculine and feminine forms. -Add detail to a description- clothes with colour adjectives.</p>	<p>Science -To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object by identifying forces acting on objects. -To identify the effects of air resistance, water resistance and friction by identifying forces acting on objects. -To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object by measuring the force of gravity pulling on objects. -To identify the effects of air resistance by investigating the best parachute to slow a person down. -To identify the effects of water resistance. -To identify the effects of friction. -To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect by exploring and designing a simple mechanism.</p>	

