

St Margaret's at Cliffe Curriculum Overview for Year 5 Term 1 2020 - 2021

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 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.

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 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

Number and Place Value

Count on/back in 10s, 100s, 1000s from 4 digit numbers.

Compare 4-digit numbers and find a number lying 'in between.'

Understand place value of four-digit and five digit numbers.

Understand the value of the digits in a five-digit number.

Understand the effect of, and the relationship between the four operations.

To identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.

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

To know and use the vocabulary of prime numbers, prime factors and numbers.

To establish whether a number up to 100 is prime and recall prime numbers up to 19.

Properties of Shape

To know angles are measured in degrees; measures angles, writing their sizes in degrees.

To identify angles at a point and one whole turn 360.

To identify angles at a point on a straight line and $\frac{1}{2}$ a turn 180.

To identify multiples of 90 degrees.

Measurement

To understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.

To measure and calculate the perimeter of squares and rectangles in centimetres.

To calculate and compare the area of squares and rectangles including using standard units.

To calculate the area of rectangles using standard units.

To convert between different units of measure.

To solve problems involving addition and subtraction of units of length.

To calculate the perimeter of squares and rectangles.

To calculate and compare the area of rectangles including using standard units, square centimetres and square metres.

<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/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>To apply basic principles of team play to keep possession of the 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</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 e-safety and coding</p> <p>To continue to develop typing speed and accuracy to develop competency in typing.</p> <p>To understand how they can use the internet and technology safely for research and by following lines of enquiry.</p> <p>Use respectfully and responsibly.</p> <p>Recognise acceptable/unacceptable behaviour.</p> <p>Identify a range of ways to report concerns about content and contact.</p> <p>Learn the basic principles of coding.</p>
<p>RE</p> <p>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</p> <p>Describe Edward the Confessor’s character as a ruler.</p> <p>Describe and explain the causes and consequences of the Viking invasion</p> <p>Compare accounts of what Anglo Saxon life was like and check their historical accuracy.</p> <p>Describe different accounts of settlements from different perspectives</p> <p>Explain how Britain changed during with regard to technology, food and culture.</p> <p>Compare Anglo Saxon leaders.</p> <p>Compare Anglo Saxon settlements to those of the Vikings.</p> <p>Evaluate how the Battle of Hastings changed Britain in AD 1066</p>	<p>Science</p> <p>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</p> <p>Comparing Dover Town to St Margaret’s at Cliffe Village.</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</p> <p>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</p> <p>Plan and prepare an airline meal</p> <p>To know that all food comes from animals or plants.</p> <p>To know that food is farmed, grown elsewhere (at home) or caught.</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>Making</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>Evaluating</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>	