

St Margaret's at Cliffe Curriculum Overview for Year 5 Term 3 2020 - 2021

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 and 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> <p>To be able to listen and appraise a pop ballad.</p> <p>To be able to listen and compare.</p> <p>To be able to Identify contrasting moods and sensations within music.</p> <p>To be able to explore different textures using tuned and untuned sounds.</p> <p>To be able to create different effects using combinations of pitched and untuned sounds.</p> <p>To be able to explain how sounds can create different intended effects.</p> <p>To be able to sing along to a chorus of a well-known song.</p> <p>Be able to explore by selecting and combining a range of different sounds to compose a sound soundscape.</p> <p>To be able to listen to sounds that can aid relaxation and concentration.</p>	<p>Geography</p> <p><u>North America</u></p> <p>To use the index in an atlas to find mountains and cities.</p> <p>To find the height of a peak on a map.</p> <p>To identify an outcrop, a ridge, the tree line and the snow line.</p> <p>To describe how fault lines in the Earth's crust move to create mountains.</p> <p>To describe how erosion creates plateau mountains.</p> <p>To be able to compare mountain climates.</p> <p>To be able to list the risks associated with a mountain climate.</p> <p>To describe how tourism affects mountain regions.</p> <p>To identify ways to limit the damage tourism causes to an area.</p> <p>Use an atlas to find the names of countries.</p> <p>To be able to identify similarities and differences between the climate of a place in North America and where they live.</p> <p>To be able to identify similarities and differences between the human geography of a place in North America and where they live.</p> <p>To be able to explain how latitude affects the geography and climate of a region.</p> <p>To be able to use coordinates to locate places on a map.</p> <p>To be able to describe key features of some wonders of North America.</p>	<p>Computing</p> <p><u>Networks</u></p> <p>To be able to use and create hyper-links.</p> <p>To be able to narrow a search down to be more efficient</p> <p>To be able to know how information is stored as data.</p> <p>To be able to understand how computer networks, including the internet; provide multiple services, such as the World Wide Web.</p> <p>To be able to explain how the internet has expanded communication and collaboration.</p> <p>To be able to use search technologies effectively.</p> <p>To be able to develop an understanding of how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>To always be able to use technology safely, respectfully and responsibly.</p> <p>To always be able to recognise acceptable/unacceptable behaviour.</p> <p>To always be able to identify a range of ways to report concerns about content and contact.</p>
<p>RE</p> <p><u>Christianity</u></p> <p>If God is everywhere why go to a place of worship?</p> <p>Describe and explain differences within Anglican and Baptist churches.</p> <p>Make links between Christian beliefs and features of these places of worship.</p> <p>Describe differences between worship in someone's home and those at a Hindu's Mandir.</p> <p>Describe the differences between different Jewish synagogues.</p> <p>Make links between Jewish beliefs and features of Jewish places of worship.</p> <p>Describe what places of worship can be typically used for in everyday life.</p> <p>Describe what people from different religions would say the most important function of their place of worship is.</p> <p>Explain how and some people see the place of worship as being more about the people than the building.</p>	<p>Science</p> <p><u>Forces</u></p> <p>To be able to explain the force of gravity acting between the Earth and the falling object.</p> <p>To be able to identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>To be able to explain how magnets attract or repel each other and attract some materials and not others.</p> <p>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.</p> <p>To be able to describe magnets as having two poles.</p> <p>To be able to predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>To be able to recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Physical Education</p> <p><u>Gymnastics</u></p> <p>To be able to exercise regularly to improve overall fitness.</p> <p>To be able to perform actions, body shapes and balances.</p> <p>To be able to create sequences of movements and different controlled balances.</p> <p>To be able to perform a sequence of controlled movements.</p> <p>To be able to change speed, level and direction of your own movements.</p> <p>To be able to apply your own ideas and design and evaluate compositional sequences.</p>

Art

Mountain landscapes

Paintings and collage work

To be able to examine texts and produce artistic interpretations.

To be able to mix colours and develop – colouring and painting techniques.

To be able to develop observational drawings of everyday objects.

To be able to shape and add detail by moulding and manipulating features of made sculptures.

Modern Foreign Languages

French - That's Tasty

To be able to listen attentively to spoken language and show understanding of topic vocabulary.

To be able to answer questions orally.

To be able to write an answer in a sentence using a modelled sentence written in French.

To be able to take part in role play using the key phrases studied..

To be able to use the correct masculine or feminine form of adjectives.

To be able to use a modelled sentence to express my preference for drinks and food.

Design and Technology

To plan and design a balanced meal to serve on a flight.

Be able to investigate similar products to get ideas and to use as a starting point for an original design.

Be able to use software to help in designing.

Be able to understand what is meant by a healthy diet and apply it to product design.

PSHE

Dreams and Goals

Tell you what I would like my life to be like when I grow up.

Explain why I need money to help me achieve some of my dreams and goals.

Explain how different jobs contribute to society.

Explain how my education is going to help with my future.

Know about different careers and understand that different careers have different aspirations.

Explain what motivates me for my career and what I need to do to achieve my goals.