

# St Margaret's at Cliffe Curriculum Overview for Year 5 Term 5 2021 - 2022

## English

Maintain positive attitude to reading, by reading a wide range of books including fiction, poetry and plays.

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

Maintain positive attitude to reading by identifying themes and conventions across a range of writing.

Make comparisons across books

Discuss and evaluate how authors use language, including figurative language & discuss impact reader.

To retrieve, record and present information from non-fiction.

Participate positively in discussions. Explain and discuss understanding through formal presentations and debates. Ask questions to improve understanding of text.

To distinguish between statements of fact and fiction. Use prefixes & suffixes & understand guidelines for using them.

Spell words with silent letters. Distinguish between homophones. Use knowledge of morphology and etymology in spelling.

Use dictionaries to check meaning and spelling of words. Use a thesaurus. Write legibly and fluently.

To evaluate and edit by assessing the effectiveness of own and others writing. Plan writing by noting and developing initial ideas, organisational and presentational devices to structure text and guide the reader.

Select appropriate grammar and vocabulary.

Describe settings, characters and atmosphere and integrate dialogue to move action forward.

Precis longer passages. Build cohesion within and across paragraphs.

Use organisational devices to guide reader. Assess effectiveness of own and others writing

Perform own compositions using appropriate intonation, volume and movement

Use commas to clarify meaning Understand grammatical terminology. Use relative clauses Use bullet points. Use and understand grammatical terminology.

## Mathematics

Dividing decimals by 10, 100 and 1,000

Multiplying decimals by 10, 100 and 1,000

Recognising decimal sequences

Adding and subtracting wholes and decimals

Subtracting decimals with a different number of decimal places

Adding decimals with a different number of decimal places

Subtracting decimals with the same number of decimal places

Adding decimals with the same number of decimal places

Adding decimals - crossing the whole

Adding and Subtracting decimals within 1

Reasoning about 3-D shapes

Regular and irregular polygons

Calculating lengths and angles in shapes

Understanding different Quadrilaterals

Calculating angles around a point

Calculating angles on a straight line

Drawing lines and angles accurately

Measuring angles in degrees using protractor

Identifying, comparing and ordering angles

Using Timetables

Converting different units of time

Imperial and metric units

Millimetres and millilitres

Kilograms and kilometres

Reasoning & problem solving questions

Comparing and estimating capacity and volume using  $1\text{cm}^3$  blocks to build cuboids.

<p><b>Music</b></p> <p><u>History of Music and composing music</u></p> <p>Be able to use and understand staff and other musical notation.</p> <p>Be able to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Be able to identify contrasting moods and sensations.</p> <p>Be able to use recorders to change and manipulate sounds.</p> <p>Be able to develop an understanding of the different periods of music styles through history.</p> <p>Be able to name key music styles (e.g. jazz, reggae, pop, baroque, romantic classical).</p>	<p><b>Geography</b></p> <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>	<p><b>History</b></p> <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 explain how Ancient Greeks developed Democracy.</p> <p>Be able to describe how the Ancient Greeks established the games within the Olympics.</p> <p>Be able to describe the main features of the Battle of Marathon.</p> <p>Be able to explain the importance of different Greek Gods and goddesses.</p> <p>Be able to describe key elements of Greek art and culture including Greek theatre</p>	<p><b>Computing</b></p> <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><b>RE</b></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><b>PSHE</b></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><b>Design and Technology</b></p> <p><u>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><b>Physical Education</b></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>

## Art and Design

### Printing and sculpture

Be able to compare different printing techniques.

Be able to create prints using reverse images.

Be able to print with two different colour prints on the same artwork.

Be able to compare the key features and styles of typical Ancient Greek vases.

Be able to sculpt vases in the style of Ancient Greeks

Be able to develop control of art tools and artistic techniques in sculpture, printing and the use of colour.

Be able to compare ideas, methods and approaches in our own, and others' work and say what we think and feel about them.

## Modern Languages

### French School life

Be able to use the French pronouns il and elle.

Be able to show understanding of words, phrases and simple writing in the context of describing the positions of objects in school.

Be able to build sentences describing the subjects studied at school.

Be able to ask and answer questions in French.

Be able to present ideas and information orally.

Be able to ask questions in French which could be asked about school.

Be able to take part in a conversation

Be able to use English-French dictionaries

## Science

### Materials

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.

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.

Be able to use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

Be able to give reasons for the particular uses of everyday materials, including metals, wood and plastic.

Be able to explain that some dissolving, mixing and changes of state are reversible changes

Be able to explain that some changes result in the formation of new materials, and that this kind of change is irreversible.