

# St Margaret's at Cliffe Curriculum Overview for Year 5 Term 3 2022 - 2023

## 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

### Multiplication and division

be able to multiply up to a 4-digit number by a 1-digit number

be able to multiply a 2-digit number by a 2-digit number (area model)

be able to multiply a 2-digit number by a 2-digit number

be able to multiply a 3-digit number by a 2-digit number

be able to multiply a 4-digit number by a 2-digit number

be able to solve problems with multiplication

be able to short division

be able to divide a 4-digit number by a 1-digit number

be able to divide with remainders

be able to efficient division

be able to solve problems with multiplication and division

be able to multiply a unit fraction by an integer

be able to multiply a non-unit fraction by an integer

be able to multiply a mixed number by an integer

### Fractions

be able to calculate a fraction of a quantity

be able to calculate fractions of an amount

be able to use fractions as operators

be able to calculate decimals up to 2 decimal places

be able to calculate equivalent fractions and decimals (tenths)

be able to calculate equivalent fractions and decimals (hundredths)

be able to calculate equivalent fractions and decimals

be able to calculate thousandths as fractions

### Decimals and percentages

be able to calculate thousandths as decimals

be able to calculate thousandths on a place value chart

be able to order and compare decimals (same number of decimal places)

be able to order and compare any decimals with up to 3 decimal places

be able to round to the nearest whole number

be able to round to 1 decimal place

be able to understand percentages

be able to calculate percentages as fractions

be able to calculate percentages as decimals

be able to calculate equivalent fractions, decimals and percentages

be able to solve multistep problems

<p><b>Music</b></p> <p>Be able to play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</p> <p>Be able to follow written instructions, including notation when singing or playing,</p> <p>Be able to refine their work and evaluate.</p> <p>Be able to suggest improvements to others' work.</p> <p>To be able to Identify contrasting moods and sensations within music.</p> <p>To be able to create different effects using combinations of pitched and un tuned sounds. To be able to explain how sounds can create different intended effects.</p> <p>To be able to sing along to chorus of a well known song.</p> <p>Be able to explore by selecting, 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><b>Geography</b></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>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 use coordinates to locate places on a map;</p>	<p><b>Computing</b></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><b>RE</b></p> <p><u>Christianity</u></p> <p><b>If God is everywhere why go to a place of worship?</b></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><b>Science</b></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><b>PSHE</b></p> <p><u>Dreams and Goals</u></p> <p>Tell you what I would like my life to be like when I grow up.</p> <p>Explain why I need money to help me achieve some of my dreams and goals.</p> <p>Explain how different jobs contribute to society.</p>

<p><b>Art</b></p> <p><b><u>Mountain landscapes</u></b></p> <p><b><u>Paintings and collage work</u></b></p> <p>To be able to examine texts and produce artistic interpretations.</p> <p>To be able to mix colours and develop – colouring and painting techniques.</p> <p>To be able to develop observational drawings of everyday objects.</p> <p>To be able to shape and add detail by moulding and manipulating features of made sculptures.</p>	<p><b>Modern Foreign Languages</b></p> <p><b><u>French - That's Tasty</u></b></p> <p>To be able to listen attentively to spoken language and show understanding of topic vocabulary.</p> <p>To be able to answer questions orally.</p> <p>To be able to write an answer in a sentence using a modelled sentence written in French.</p> <p>To be able to take part in role play using the key phrases studied.</p> <p>To be able to use the correct masculine or feminine form of adjectives.</p> <p>To be able to use a modelled sentence to express my preference for drinks and food.</p>	<p><b>Physical Education</b></p> <p><b><u>Gymnastics</u></b></p> <p>To be able to exercise regularly to improve overall fitness.</p> <p>To be able to perform actions, shapes and balances.</p> <p>To be able to create sequences of movements and different controlled balances.</p> <p>To be perform a sequence of controlled movements.</p> <p>To be able to change speed, level and direction.</p> <p>To be able to apply ideas and design and evaluate compositional sequences.</p> <p><b><u>Athletics</u></b></p> <p>Able to demonstrate the difference between sprinting and running for sustained periods.</p> <p>Able to compare performances with previous ones to be able to achieve their personal best.</p> <p>To know and demonstrate a range of throwing techniques.</p> <p>Able to throw with accuracy and power.</p> <p>Able to perform a range of jumps, showing consistent technique and sometimes using a short run-up.</p> <p>Able to relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up.</p> <p>Able to compare and contrast performances using appropriate language.</p>
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