

# St Margaret's at Cliffe Curriculum Overview Year 5 Term 4 2023 - 2024

## 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 and present information 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 & 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 vocabulary & grammar to enhance meaning.

## Mathematics

### Decimals and Percentages

Decimals up to 2 decimal places

Equivalent fractions and decimals (tenths)

Equivalent fractions and decimals (hundredths)

Equivalent fractions and decimals

Thousandths as fractions

Thousandths as decimals

Thousandths on a place value chart

Order and compare decimals (same number of decimal places)

Order and compare any decimals with up to 3 decimal places

Round to the nearest whole number

Round to 1 decimal place

Understand percentages

Percentages as fractions

Percentages as decimals

Equivalent fractions, decimals and percentages.

### Perimeter and Area

Perimeter of rectangles

Perimeter of rectilinear shapes

Perimeter of polygons

Area of rectangles

Area of compound shapes

Estimate area

### Statistics

Draw line graphs

Read and interpret line graphs

Read and interpret tables

Two-way tables

Read and interpret timetables

Use fractions as operators

<p><b>History</b></p> <p><b>Ancient Greeks</b></p> <p>Be able to research the political, social and cultural aspects of Ancient Greek Life</p> <p>Be able to recognise the achievements and legacy of the Ancient Greeks</p> <p>Be able to recognise how the Ancient Greeks influenced the world in which we live today.</p> <p>Be able to develop an understanding of Ancient Greek Democracy.</p> <p>Be able to develop an understanding of Ancient Greek Olympics.</p> <p>Be able to recognise the key features of the Battle of Marathon.</p> <p>Be able to explain how the Trojan war affected Greek Life.</p> <p>Be able to recognise the influences of Greek gods and goddesses on everyday life.</p>	<p><b>Geography</b></p> <p><b>North America</b></p> <p>Be able to locate the main cities and roads of North America on map.</p> <p>Be able to identify climatic zones of North America.</p> <p>Be able to identify mountain ranges of North America.</p> <p>Be able to identify the main transport systems across North America.</p> <p>Be able to use six figure grid references on a map.</p> <p>Be able to identify the importance for tourists of different famous mountains of America</p> <p>Be able to locate the mountains of Logan, Mckinley, St Helens, Citlaltépetl, Saint Elias and Mount Popocatepetl.</p> <p>Be able to recognise how mountain environments affects physical geography.</p> <p>Be able to explain how homes and industry are adapted to the mountain climate.</p> <p>Be able to compare and contrast photographs of mountain landscapes.</p> <p>Be able to recognise how avalanches and glaciers change the landscape.</p>	<p><b>Computing</b></p> <p><b>Data and Spreadsheets</b></p> <p>Be able to recognise a spreadsheet.</p> <p>Be able to enter simple data into a spreadsheet.</p> <p>Be able to use simple formulae to perform calculations.</p> <p>Be able to use a spreadsheet to use in a real-life situation</p> <p>Be able to understand the different ways to search a data base.</p> <p>Be able to use a data base to answer questions.</p> <p>Be able to create a database and add extra records to that database.</p> <p>Be able to know what a data base field is and can correctly add data to the field.</p>
<p><b>RE</b></p> <p><b>If God is everywhere, why go to a place of worship?</b></p> <p>Be able to recognise Hindu places of worship.</p> <p>Be able to explain how a Jewish place of worship is used.</p> <p>Be able to explain how Christian people worship.</p> <p>Be able to describe and explain differences within Anglican and Baptist churches.</p> <p>Be able to make links between Christian beliefs and features of these places of worship.</p> <p>Be able to describe differences between worship in the home and at the Mandir.</p> <p>Be able to describe the differences between different Jewish synagogues.</p> <p>Be able to make links between Christian beliefs and features of these places of worship.</p>	<p><b>PSHE</b></p> <p><b>Healthy Me</b></p> <p>Be able to recognise the health risks of smoking and its effects on the lungs, liver and heart.</p> <p>Be able to recognise the risks with misusing alcohol.</p> <p>Be able to use basic emergency aid procedures and know how to get help in emergency situations.</p> <p>Be able to recognise how the media and celebrity culture promotes certain body types.</p> <p>Be able to describe the different roles food can play in people's lives.</p> <p>Be able to have an understanding of eating disorders relating to body image pressures.</p> <p>Be able to recognise a healthy lifestyle, including healthy eating.</p>	<p><b>Physical Education</b></p> <p><b>Tag Rugby</b></p> <p>Be able to pass ball and move into space.</p> <p>Be able to identify and use tactics to help their team keep the ball and take it forwards.</p> <p>Be able to mark opponents and defend.</p> <p>Be able to play effectively as part of a team</p> <p>Be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Swimming</b></p> <p>Be able to swim at least 25 metres.</p> <p>Be able to use three different strokes</p> <p>Be able to swimming on front and back.</p> <p>Be able to control their breathing.</p> <p>Be able to swim confidently on the surface of water</p> <p>Be able to swim begin to swim under water.</p> <p>Be able to recognise how swimming affects their body, and pace their efforts to meet different challenges.</p> <p>Be able to suggest activities and practices to help improve their own performance.</p> <p>Be able to perform safe self-rescue in different water-based situations.</p>

<p><b>Modern Foreign Languages</b></p> <p><b>Family and Friends</b></p> <p>To understand basic grammar appropriate to introducing family members.</p> <p>To speak in sentences, using familiar vocabulary, phrases in the context of farm animals.</p> <p>To broaden vocabulary and develop ability to understand new words.</p> <p>Be able to use a dictionary in the context of talking about objects in the home.</p> <p>Be able to use a bilingual dictionary.</p> <p>To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of describing pets and animals.</p>	<p><b>Music</b></p> <p><b>History of Music</b></p> <p>Be able to recognise different periods in musical history including: Renaissance, Baroque, Classical, Romantic, Modern and Contemporary.</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 listen with concentration and engage with music.</p> <p>Be able to Identify contrasting moods and sensations.</p> <p>Be able to explain how sounds can create different intended effects.</p>	<p><b>Design and Technology</b></p> <p><b>Greek Sandals</b></p> <p>Select and explain choice of tools and equipment depending on skills and techniques to be used.</p> <p>Use technical vocabulary correctly and with increasing regularity to describe sewing techniques and fabrics.</p> <p>Use prototypes and pattern pieces.</p> <p>Use annotated sketches, cross-sectional drawings and exploded diagrams.</p> <p>Make design decisions taking account of the availability of resources.</p> <p>Discover how sustainable materials are used.</p> <p>Select and explain choice of materials and components to fit functional properties and aesthetic qualities.</p> <p>List the order of the main stages of making and produce lists of required tools, equipment, and materials.</p> <p>Measure, mark out, cut, and shape textile materials and components with increasing accuracy.</p> <p>Evaluate ideas and products against original design specification.</p>
<p><b>Art</b></p> <p><b>Paintings and Collage work (Mountain Landscapes)</b></p> <p>To be able to colour mix to produce desired shades.</p> <p>To be able to Improve mastery of drawing through observations.</p> <p>To be able to develop observational skills.</p> <p>To develop awareness of shape, size, form and scale in collage.</p> <p>To be able to adapt and refine our work.</p> <p>To be able to experiment with colour and tone in paintings and collage.</p>	<p><b>Science</b></p> <p><b>Forces</b></p> <p>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.</p> <p>To identify the effects of air resistance, water resistance and friction by identifying forces acting on objects.</p> <p>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.</p> <p>To identify the effects of air resistance by investigating the best parachute to slow a person down.</p> <p>To identify the effects of water resistance.</p> <p>To identify the effects of friction.</p> <p>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>	