

St Margaret's at Cliffe Curriculum Overview for Year 5 Term 6 2023 - 2024

English

- To read a wide range of books including fiction, poetry and plays, texts that are structured in different ways (including myths, legends and traditional stories from British and other cultures.
- To identify themes and conventions across a range of writing.
- To make comparisons across books.
- To understand what they read by drawing inferences and justifying inferences with evidence.
- To understand what they read by summarising main ideas, identifying key detail support main ideas.
- To discuss and evaluate how authors use language, including figurative language.
- To retrieve, record and present info from non-fiction.
- To participate positively in discussions about books.
- To discuss understanding through formal presentations and debates.
- To ask questions to improve understanding of what read.
- To distinguish between statements of fact and fiction.
- To provide reasoned justifications for their views
- To use prefixes and suffixes and understand guidelines for using them.
- To use knowledge of morphology and etymology in spelling
- Be able to use a dictionary and a thesaurus to check meaning and spelling of words
- Be able to use first 3 or 4 letters of a word to check meaning or spelling.
- Be able to write legibly, fluently and with increasing speed.
- Be able to ask questions to improve understanding.
- Be able to describe settings, characters and atmosphere.
- Be able to select appropriate grammar and vocabulary.
- Be able to describe settings, characters, and atmosphere and integrate dialogue.
- Be able to précis longer passages.
- Be able to build cohesion within and across a paragraph.
- Be able to use organisational devices to guide reader.
- Be able to assess effectiveness of own & others writing.
- Be able to evaluate and edit changing punctuation, grammar and vocabulary.
- Be able to ensure the consistent and accurate use of tense.
- Be able to ensure correct verb and subject agreement.
- Be able to proofread for spelling and punctuation.
- Be able to perform own compositions using appropriate intonation, volume and movement.
- Be able to use commas to clarify meaning.
- Be able to understand grammatical terminology.
- Be able to use relative clauses beginning who, which, where and why.

Mathematics

- To be able to identify angles.
- To be able to compare and order angles.
- To be able to measuring angles in degrees.
- To be able to measuring with a protractor.
- To be able to draw lines and angles accurately.
- To be able to calculate angles on a straight line.
- To be able to calculate angles around a point.
- To be able to draw a variety of triangles.
- To be able to draw a variety of quadrilaterals.
- To be able to calculate lengths and angles in shapes.
- To be able to recognise features of regular and irregular polygons.
- To be able to solve 3d shape reasoning problems.
- To be able to describe position.
- To be able to draw on a grid.
- To be able to position in the first quadrant.
- To be able to translation with coordinates.
- To be able to lines of symmetry.
- To be able to complete a symmetric figure.
- To be able to reflection with coordinates.
- To be able to use kilograms and kilometres.
- To be able to use millimetres and millilitres.
- To be able to convert metric units.
- To be able to convert imperial units.
- To be able to convert different units of time.
- To be able to use timetables.
- To be able to compare volume.
- To be able to estimate volume.
- To be able to estimate capacity.

<p>Design and Technology <u>Greek Sandal /Flip-Flop.</u></p> <ul style="list-style-type: none"> • Be able to investigate similar footwear and list their key features. • Be able to create prototypes of their product. • Be able to cut a range of fabrics accurately using a pattern. • Be able to design some features using drawing software. • Be able to choose appropriate materials that are fit for purpose. • Be able to apply decorative techniques. • Be able to create 3D fabric products by combining pieces and using a seam allowance. • Be able to glue together materials • Be able to list ways footwear design could be improved. • Be able to list the ways in which the finished product meets the design criteria. 	<p>Geography <u>How is our country changing?</u></p> <ul style="list-style-type: none"> • Be able to name and locate counties and cities of the UK, geographical regions, and their human and physical characteristics (mountains) and use patterns and change over time. • Be able to use six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • Be able to describe how locations around the UK are changing and describe some of the reasons for change. • Be able to identify and describe how the physical features affect the human activity within a location. 	<p>Music <u>Musical Theatre</u></p> <ul style="list-style-type: none"> • Be able to compose a piece of music from a given stimulus with voices, bodies, and instruments • Be able to select musical choices using musical vocabulary. • Be able to suggest and demonstrate improvements to own and others' work • Be able to sing songs in two or more parts, in a variety of musical styles. • Be able to work in a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score. • Be able to recognise and compare the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Be able to understand that musical theatre includes both character and action songs, explaining story and character's feelings. • Be able to know that choreography means the organisation of steps or moves in a dance. • Be able to know that musical theatre uses transitions which are short passages of music used to move between sections of the musical action. 	
<p>RE <u>What does it mean to be a Muslim in Britain today?</u></p> <ul style="list-style-type: none"> • To make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. • To describe and reflect on the significance of the Holy Qur'an to Muslims. • To describe forms of guidance Muslim uses. • To compare Muslim guidance to forms of guidance experienced by us in school and at home. • To make connections between the key functions of the mosque and the beliefs of Muslims. • To consider how might hearing the Shahdah every day affect the life of a Muslim. • To describe how Muslim people pray • To compare prayer in Islam to prayer in Christianity • To describe why some people pray regularly. 	<p>PSHE <u>Changing Me</u></p> <ul style="list-style-type: none"> • To be aware of my own self-image and body image. • To explain how a boys and a girl's body changes during puberty. • To understand the importance of looking after yourself physically and emotionally. • To understand that sexual intercourse can lead to conception and that is how babies are usually made. • To have an awareness of IVF • To identify what I am looking forward to becoming a teenager and understand this brings growing responsibilities(age of consent). 	<p>Physical Education <u>Athletics – Striking and Fielding</u></p> <ul style="list-style-type: none"> • To improve running techniques. • To consolidate and improve throwing skills in terms of range and accuracy. • Develop ability to use simple techniques to improve jumping. • Work on strategies and tactics to improve performance in team relays. • Develop throwing and catching skills. • Develop range and consistency of fielding skills. • To know how to warm up and cool down after exercise. 	<p>Computing <u>3D modelling/Concept maps</u></p> <ul style="list-style-type: none"> • To explore the effects of moving points when designing • To be able to design and print a 3D model. • Be able to create a concept map. • Be able to use the vocabulary required to create a 3D concept map • Be able to understand how a concept map can be used to tell stories. • Be able to create a collaborative concept map and present it to an audience.

Art

Printing and Sculpture

- Be able to print with two different colour prints on the same artwork (overlying images)
- Be able to compare the key features and styles of typical Ancient Greek vases.
- Be able to experiment with line, tone and shade. (Turner Gallery visit)
- Be able to sculpt simple vases in the style of Ancient Greeks.
- Be able to use simple ways of introducing perspective.
- Be able to use carving on a surface to create shapes, texture and pattern in sculpture
- Be able to use carving to reflect images.

Modern Foreign Languages

French

Time Travelling

- Listen attentively to spoken language and show understanding by joining in and responding.
- Speak in simple language and be understood.
- Develop appropriate pronunciation.
- Understand basic grammar – gender.
- Learn basic vocabulary for the body and numbers.
- Engage in conversations.
- Timetables and subjects.

Science

All Living Things

- To be able to explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- To be able to explain the life cycle of a mammal.
- To be able to explain the life cycle of a bird.
- To be able to explain the life cycle of an amphibian.
- To be able to explain the life cycle of an insect.
- To be able to describe the life process of reproduction in some animals.
- To be able to describe the life process of reproduction in some plants.