Alice Ingham RC Primary School

Year 5 – Curriculum Overview - Autumn Term

<table>
<tr><th></th><th colspan="5">Autumn: Half Term 1</th><th>Half Term</th><th colspan="2">Autumn: Half Term 2</th></tr>
<tr><td>Religion</td><td>Exploring our School Mission Statement</td><td>Who is our Class Saint? St Peter</td><td>Domestic Church: Ourselves</td><td>Harvest</td><td>Baptism: Life Choices</td><td></td><td>Baptism: Life Choices (con't)</td><td>Advent / Christmas: Hope</td></tr>
<tr><td rowspan="3">English</td><td colspan="5">Poetry - Performance</td><td></td><td colspan="2">Poetry – Fantasy Places</td></tr>
<tr><td colspan="3">Fiction</td><td colspan="2">Non-Fiction</td><td></td><td>Fiction</td><td>Non-Fiction</td></tr>
<tr><td colspan="3"><u>Model Text</u>
Kidnapped! Pie Corbett Bumper Book

<u>Genre</u>
Finding story

<u>Toolkit</u>
Openings/Endings

<u>Writing outcome (innovation)</u>
Kidnap story in old school building late at night.

<u>Independent Writing</u>
Kidnapped!
Own kidnap story.</td><td colspan="2"><u>Model Text</u>
How to find Pirate's Treasure (Pie Corbett Writing Models Y5)

<u>Genre</u>
Explanation

<u>Toolkit</u>
Explanation

<u>Writing outcome (innovation)</u>
How to xxx

<u>Independent Writing</u>
How to xxx</td><td></td><td><u>Model Text</u>
Jack O'Lantern
(Pie Corbett Writing Models Y6 pg 62)

<u>Genre</u>
Fantasy

<u>Toolkit</u>
Description

<u>Writing outcome (innovation)</u>
Fantasy narrative with effective description – agreed Toolkit

<u>Independent Writing</u>
Fantasy narrative with effective description – free choice</td><td><u>Model Text</u>
A Recount to a friend – Jack O lantern

<u>Genre</u>
Recount Letter

<u>Toolkit</u>
Recount

<u>Writing outcome (innovation)</u>
Recount Letter – change the viewpoint

<u>Independent Writing</u>
Recount letter</td></tr>
<tr><td colspan="5">Cross curricular writing
Information</td><td></td><td colspan="2">Cross curricular writing
Explanation</td></tr>
</table>

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Maths	Place Value within 100,000	Place Value within 1,000,000	Addition and Subtraction		Graphs and Tables	Multiplication and Division	Measure – Area and Perimeter
	• Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit • Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. • Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit • Round any number to the nearest 10, 100 or 1,000. • Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 • Round any whole number to a required degree of accuracy. • Solve number problems and practical problems that involve all of the above. • Order and compare numbers beyond 1,000 • Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. • Identify, represent and estimate numbers using different representations. • Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals • Count backwards through zero to include negative numbers • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. • Use negative numbers in context, and calculate intervals across zero. • Count in multiples of 6, 7, 9, 25 and 1,000 (1,000). • Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. • Solve number problems and practical problems that involve all of the above.			• Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs • Complete, read and interpret information in tables, including timetables. • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. • Interpret and construct pie charts and line graphs and use these to solve problems (line graphs) • Solve comparison, sum and difference problems using information presented in a line graph. • Recall multiplication and division facts for multiplication tables up to 12 × 12. • Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. • Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. • Identify common factors, common multiples and prime numbers. • Recognise and use factor pairs and commutativity in mental calculations • Establish whether a number up to 100 is prime and recall prime numbers up to 19. • Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. • Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}). • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000. • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.		

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	• 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. • Add and subtract numbers mentally with increasingly large numbers • Perform mental calculations, including with mixed operations and large numbers. • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. • Estimate and use inverse operations to check answers to a calculation		• Find the area of rectilinear shapes by counting squares • Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes • Use simple formulae. • Recognise when it is possible to use formulae for area and volume of shapes.

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Science	Earth and Space		Forces in Action
	• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky		• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

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Geography	The United Kingdom Children will be taught to: • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		
History			Vikings Vs The Anglo Saxons Children will learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. To do this, they are going • To explore what Britain was like before the first Viking invasions. • To find out about the Viking invasions of Britain. • To find out about the Viking settlement of Britain and how this affected the Anglo-Saxons. • To find out why King Alfred was dubbed 'Alfred the Great'. • To explore what life was like for Vikings living in Britain. • To find out how and when England became a unified country. • To find out about the end of the Anglo-Saxon and Viking era in Britain.

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Art	City Scapes Children will be taught: • to improve their mastery of art and design techniques, including drawing with a range of materials • to improve their mastery of art and design techniques, including painting with a range of materials • about great artists in history		
Design Technology			Mechanical Systems: Making a Pop Up Book Pupils should be taught to: • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

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Computing	iSong		iProgram
	Learning Outcome: To have created a full song in GarageBand including Intro; Verse; Chorus, and a Breakdown. To have a good knowledge of how to use a mixture of 'Live loops' and 'Smart instruments'. To know Keywords and phrases surrounding Music Production. • Pupils know what music production means • Pupils can name the sections of a popular song structure • Pupils can name a key characteristic of each section • Pupils can explain why a song needs to be mixed • Pupils can name 2 ways a song could end • Pupils can explain the meaning of the word instrumentation • Pupils know where a chorus lies in a song and how often it usually appears		Learning Outcome: To learn to program simple shapes and eventually a small game. To know the basic logical steps needed when designing code and the best way to write them. To understand the difference between WAN and LAN networks. • Pupils are able to define what a computer is • Pupils can explain what an algorithm is and write their own • Pupils know why you should shorten algorithms • Pupils know how variables change code • Pupils are able to locate errors in their code • Pupils are able to run test in order to fix their code • Pupils can explain what computer science is
Music	Music Theory		Singing
	Learning Outcome: Learn how to read music in the treble clef, understand what chords are and the difference between major and minor, recognise notes on the keyboard and be able to play basic songs with one hand. • Pupils can play a C major scale • Pupils can name the white keys on a keyboard • Pupils know what a chord is • Pupils know what a melody is • Pupils know the difference between a major and a minor chord • Pupils can read the notes on a treble clef stave • Pupils can create a chord sequence and write a melody over the top		Learning Outcome: Over this course, pupils will understand how to develop their singing voice, and sing in a healthy way which protects their voices. They will understand how to perform expressively and create a meaningful performance. • Pupils can sing songs on pitch. • Pupils can explain what pitch matching is. • Pupils know how good posture can improve singing. • Pupils understand why breathing in the right place is important while singing. • Pupils understand what diction is. • Pupils can sing examples of both bad and good diction. • Pupils can explain what characterisation

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<table>
<tr><td rowspan="2">PE</td><td>Multi Skills</td><td>Boot Camp</td><td rowspan="2"></td><td>Body Awareness</td><td>Dance</td></tr>
<tr><td colspan="2">Pupils should be taught to:
use running, jumping, throwing and catching in isolation and in combination
develop flexibility, strength, technique, control and balance, eg: through athletics and gymnastics
take part in outdoor and adventurous activity challenges both individually and within a team
compare their performances with previous ones and demonstrate improvement to achieve their personal best</td><td colspan="2">Pupils should be taught to:
use running, jumping, throwing and catching in isolation and in combination
play competitive games, modified where appropriate, eg: badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending
develop flexibility, strength, technique, control and balance, eg: through athletics and gymnastics
perform dances using a range of movement patterns
take part in outdoor and adventurous activity challenges both individually and within a team
compare their performances with previous ones and demonstrate improvement to achieve their personal best</td></tr>
</table>

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MFL (Spanish)	Greetings and Numbers		Colours and Animals
	Pupils will learn basic greetings and gain an understanding of the numbers 1-10. They will learn how to ask and answer a range of questions about their personal information such as what their name is and where do they live, in order to take part in role-playing activities and a number of games. Pupils will be encouraged to start writing and speaking consistently in full sentences. Pupils will be able to use greetings and numbers by answering simple questions. Pupils will have an introduction to some phonemes and graphemes in Spanish. • Pupils can say "Hello" and "Goodbye" • Pupils can say most, if not all of the numbers 1-10 in order. • Pupils can say please and thank you. • Pupils can answer the questions covered in the unit with a low level of accuracy. • Pupils can ask the questions covered in the unit with a low level of accuracy. • Pupils can accurately answer the questions covered in the unit. • Pupils can accurately ask the questions covered in the unit.		Pupils will continue to practise greetings and numbers, expanding on what they learnt in the previous unit by learning numbers 10-20. Pupils will begin to learn the names of colours and the names of animals through speaking, reading and writing activities, and games as well as learning how to use adjectives to describe nouns correctly. Pupils will also start to learn how to give preferences in regard to colours. The pupils will be able to match the numbers, colours and animals to their written words, and learn to recognise and answer some question words. Pupils will gain an understanding of more phonemes and graphemes. • Pupils can say most of the colours covered in the unit. • Pupils can say most of the animals covered in the unit. • Pupils can say most of the numbers 11-20. • Pupils can ask and answer the questions introduced in the previous unit with a decent level of accuracy. • Pupils can answer the questions introduced in this unit with some accuracy. • Pupils can accurately say all the colours covered in this unit. • Pupils can accurately say all the animals covered in this unit.