Alice Ingham RC Primary School

Year 5 – Curriculum Overview - Spring Term

	Spring: Half Term 1		Half Term	Spring: Half Term 2	
Religion	Local Church – Mission	Eucharist: Memorial Sacrifice		Eucharist: Memorial Sacrifice (con't)	Lent/Easter: Sacrifice
English	Poetry - Aspects of Beowulf (perf)			Poetry – Environment	
	Fiction	**Non fiction**		**Fiction**	**Non-Fiction**
	Model Text The Tunnel **Genre** Change story **Toolkit** Dialogue to convey character **Writing outcome (innovation)** New change story with dialogue **Independent Writing** New change story with dialogue	**Model Text** The Bully-Proof Backpack **Genre** Persuasion **Toolkit** Persuasion **Writing outcome (innovation)** New invention **Independent Writing** New invention		**Model Text** Nyangara the fire python **Genre** Quest **Toolkit** Action **Writing outcome (innovation)** New quest story **Independent Writing** New quest story	**Model Text** Manchester Ridge Back Dragon (Talk for Writing Across the Curriculum bk) **Genre** Information **Toolkit** Information **Writing outcome (innovation)** Change the type of dragon OR the fire python **Independent Writing** Free choice of Information text for e.g. cats
	Cross curricular writing **Recount**			**Cross curricular writing** **Persuasion**	

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Maths

Multiplication and Division / Fractions

- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
- Multiply numbers up to 4 digits by a one or two-digit number using a formal written method, including long multiplication for two-digit numbers.
- Multiply and divide numbers mentally drawing upon known facts.
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- Recognise and show, using diagrams, families of common equivalent fractions.
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (for example, $\frac{2}{5}+\frac{4}{5}=\frac{6}{5}=1\frac{1}{5}$).
- Compare and order fractions whose denominators are all multiples of the same number
- Compare and order fractions, including fractions > 1.
- Associate a fraction with division and calculate decimal fraction equivalents (for example, 0·375) for a simple fraction (for example, $\frac{3}{8}$).

Fractions / Decimals and Percentages

- Add and subtract fractions with the same denominator.
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (for example, $\frac{2}{5}+\frac{4}{5}=\frac{6}{5}=1\frac{1}{5}$).
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- Read, write, order and compare numbers with up to three decimal places.
- Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.
- Read and write decimal numbers as fractions (for example, 0·71=$\frac{71}{100}$)
- Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to three decimal places.
- Compare numbers with the same number of decimal places up to two decimal places
- Round decimals with one decimal place to the nearest whole number.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

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			• Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25
Science	Properties and changes of materials		Life Cycles
	• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • 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 • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda		• 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 • identifying scientific evidence that has been used to support or refute ideas or arguments • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals

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Geography	Investigating Rivers Children will be taught to: • 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			The Shang Dynasty Children will learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Shang Dynasty To do this, they are going • To find out about the Shang Dynasty of China and explore how we know about it. • To explore the evidence surrounding the Shang kings. • To find out about Shang royal burials. • To find out what ordinary life was like for people during the Shang Dynasty. • To find out about the writing and calendar created during the Shang Dynasty. • To find out why the Shang Dynasty ended.

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Art	People in Action Children will be taught: • to create sketch books to record their observations and use them to review and revisit ideas • 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			Structures: Bridges Pupils should be taught to: • Generate, develop, model and communicate their ideas through discussion and prototypes • Select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetics • Investigate and analyse a range of existing products • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • 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 • Select from and use a wider range of tools and equipment to perform practical tasks • Evaluate their ideas and products against design criteria and consider the views of others to improve their work

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Computing	iOffice (including iSafety)		iCreate
	Pupils will combine leaning how to stay safe while on a digital device with learning how to operate Office 365 programs. Our E-Safety module covers Cyber Bullying, Online Gaming, Trust, Digital Reputation, Location Permissions, Online Contact and Social Media. All of these topics are covered alongside learning how to use the basic functions within word and spreadsheet processors. • Pupils know that networks are made of WANs and LANs • Pupils can define what cyber bullying is • Pupils can explain the consequences of spending too much time online • Pupils know why certain online games have age restrictions • Pupils can explain ways to maintain a good digital reputation • Pupils understand why they should not open emails on someone else's device • Pupils can name different websites and social medias and match the minimum age required to use		During the first half of iStop Motion, pupils will learn about stop motion animation and create a short stop motion film. Following this, pupils will learn about post-production effects such as 'Chroma key' and 'Foley'. Pupils will finish by combining their animation and post-production skills together to create a final piece with sound, video effects, chroma key and animated 2D titles. • Pupils can name 4 different types of animation • Pupils understand that green screens are used to change the background • Pupils know why titles and credits are used • Pupils know why small changes are used between pictures in stop motion animation • Pupils know why sound effects are used in animation • Pupils name what FPS stands for • Pupils know what the role of a foley artist is in film

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Music	African Drumming		Song Writing with Glockenspiels
	Our African drumming courses are designed to introduce our children to the music of a different culture. The lessons teach the children a little bit of history of the Djembe and how the drums are made, information about the countries themselves and how to play the basic hits and rhythms. As they progress through Key Stage 2, the children will focus on developing their timekeeping through playing different rhythms and polyrhythms as a group and as a solo performer. They will also concentrate on advanced performance techniques that will enhance their playing as well as building stamina and confidence. • Pupils can play and demonstrate a Bass, Tone and Slap hit • Pupils can play basic rhythms to a steady pulse • Pupils can copy and repeat complex rhythms while following a conductor • Pupils can combine different hits to improvise a solo • Pupils can lead and perform in small groups • Pupils know the difference between Ghanaian and Malian culture and their own • Pupils can compose and lead their own rhythms in small groups		Within year 5 pupils will focus on how to write lyrics to existing music. Pupils will write lyrics to a piece of music 'the lark ascending' without knowing any information from the piece other than what it sounds like. When finished pupils would look at the poem that inspired the music to see if they interpret the themes the same. Pupils will also learn different techniques to help write lyrics such a word boards and how to improve vocal melodies using dot notation. Pupils will learn what 'ternary form' is and why people compose/ write songs in this style. • Pupils can write rhyming lyrics to a piece of music. • Pupils can write a word board for theme. • Pupils can write down melodies they have written on a Glockenspiel. • Pupils can explain the difference between rap and traditional lyrics. • Pupils can write and deliver their own rap performances. • Pupils know about ternary structure. • Pupils can write a song using a structure. • Pupils can write lyrics to fit a song structure. • Pupils know how to evaluate their songs. • Pupils can perform work in front of the class.

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<table>
<tr><td rowspan="2">PE</td><td>Skip to the Beat</td><td>Groovy Gymnastics</td><td rowspan="4"></td><td>Brilliant Ball Skills</td><td>Gym Fit Circus</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</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
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>
<tr><td rowspan="2">MFL (Spanish)</td><td colspan="2">Days of the Week, Months, Seasons and Fruit</td><td colspan="2">Food and Drink</td></tr>
<tr><td colspan="2">Pupils will be able to identify the days of the week, months, seasons and names of fruit using songs and games to reinforce their learning. Pupils will be able to hold basic conversations involving words, phrases and themes covered in this unit, as well as building in previously learnt vocabulary including practising giving preferences.
Pupils can say the seasons of the year.
Pupils can say some of the days of the week.
Pupils can say some of the months of the year.
Pupils can say some of the fruit covered in the unit.
Pupils can say at least half of the multiples of ten up to 100.
Pupils can say most, if not all, of the months of the year.
Pupils can ask and answer the question "When is your birthday?" with some accuracy.</td><td colspan="2">Pupils will be able to give basic opinions on food and drink, gaining confidence in giving opinions that they have been introduced to in previous units. Pupils will be introduced to new food words, as well as more ways of giving their opinion. Pupils will practise reading, writing and speaking, roleplaying and transactional conversations with new vocabulary.
Pupils can say the phrases "I love", "I like", "I don't like" and "I hate".
Pupils can say a small amount of the foods learnt in this unit.
Pupils can say most of the drinks covered in this unit.
Pupils can say some of the letters of the alphabet in the foreign language.
Pupils can say the phrase "I would like" accurately.
Pupils can accurately ask the questions introduced in the unit.
Pupils can say most of the letters of the alphabet in the foreign language.</td></tr>
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