



# Curriculum Half Termly Overview

Beast Creator

Year group - 5

Term - Autumn 1



**Wow moment:**

Visit a butterfly, insect or tropical house.

English text types	SPAG	
<p><b>Core Texts:</b> Charlotte's Web – E.B. White</p> <p><b>Week 1:</b> Non-chronological reports <b>Week 2:</b> Instructions and advertisements <b>Week 3/4:</b> Comic strips <b>Week 5:</b> Limericks and kennings <b>Week 6:</b> Fantasy narratives</p>	<ul style="list-style-type: none"> <li>Unit 1: Ready to Write.</li> <li>(4G1.5) Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>(4G3.2) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>(4G5.6b) Using fronted adverbials</li> <li>(4G5.6b) Using commas after fronted adverbials</li> <li>(4G5.8) The grammatical difference between plural and possessive –s</li> <li>(4G5.7) Use of inverted commas and other punctuation to indicate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2: Relative Clauses</li> <li>(5G3.1a) Using relative clauses beginning with who, which, where, when, whose, that or with an implied</li> <li>Terminology for pupils: (5G1.5b) relative pronoun; (5G3.1a) relative clause</li> </ul>
Maths	Tables and Mental Maths	MFL
<p><b>Week 1-3:</b> Number – Place Value <b>Week 4-6:</b> Addition and subtraction</p>		<ul style="list-style-type: none"> <li>Unit 1: Yo</li> <li>Simple greetings</li> <li>Making simple statements (about name and age)</li> <li>Asking simple questions (about name and age)</li> <li>Numbers 1-10</li> </ul>
Science	Computing	PSHE
<ul style="list-style-type: none"> <li>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.</li> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>Describe the life process of reproduction in some plants and animals.</li> <li>Use test results to make predictions to set up further comparative and fair tests.</li> <li>Report and present 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.</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments</li> </ul>	<ul style="list-style-type: none"> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>	<ul style="list-style-type: none"> <li>Debating ethical issues</li> </ul>
		RE
		<ul style="list-style-type: none"> <li>What do Sikhs believe and how are these beliefs expressed?</li> </ul>
Geography	History	PE
<ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Invasion games – grid rugby</li> </ul>

<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>•</li> </ul>		
Art	D&T	Music
<ul style="list-style-type: none"> <li>• Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• n/a</li> </ul>