

Curriculum Half Termly Overview



Allotment

Year group - 5

Term - Spring 2



| English text types | | | SPAG | | |
|--|--|--|---|---|--|
| <p>Reading Spine: Bloom - Nicola Skinner & Flavia Sorrentino</p> | | | <ul style="list-style-type: none"> Main clauses Subordinate clauses Punctuation linked with clauses | | |
| <p>Fiction</p> <p>Model text: Elf wood</p> <p>Text type: Time-slip</p> <p>Focus:</p> | | | <ul style="list-style-type: none"> Relative clauses Punctuate using commas Punctuate using bracket Punctuate using dashes | | |
| <p>Non-fiction</p> <p>Model text: Is honesty the best policy?</p> <p>Text Type: Discussion.</p> | | | | | |
| Maths | | Tables and Mental Maths | | MFL | |
| <p>Week 1-3: Fractions</p> <p>Equivalent fractions</p> <p>Improper fractions to mixed numbers</p> <p>Mixed numbers to improper fractions</p> <p>Number sequences</p> <p>Compare and order fractions less than 1</p> <p>Compare and order fractions greater than 1</p> | | <p>Ongoing:</p> <ul style="list-style-type: none"> Times Table Rockstars Daily 'maths of the day' (key skills) | | <ul style="list-style-type: none"> Celebrations Portraits | |
| <p>Week 4-5: Decimals and percentages</p> | | | | | |
| Science | | Computing | | PSHE | |
| <ul style="list-style-type: none"> Life cycles of animals and plants Sc5/2.1a describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Sc5/2.1b describe the life process of reproduction in some plants and animals. Working scientifically Sc5/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Sc5/1.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision Sc5/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs | | <ul style="list-style-type: none"> Using the web; Word processing. Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Co2/1.6 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. | | <ul style="list-style-type: none"> Taking responsibility | |
| | | | | RE | |
| | | | | <ul style="list-style-type: none"> Why is the Last Supper so important to Christians? | |

Visit an allotment.

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| <p>Sc5/1.4 using test results to make predictions to set up further comparative and fair tests</p> <p>Sc5/1.5 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</p> <p>Sc5/1.6 identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <ul style="list-style-type: none"> • Linked investigations: • Do dock leaves cure a sting? How many potatoes can you grow? | | |
| Geography | History | PE |
| <ul style="list-style-type: none"> • Land use; Food origins; Geographical skills and fieldwork; Map work; Climate. <p>Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones.</p> <p>Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use.</p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Ge2/1.4c 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.</p> | <ul style="list-style-type: none"> • N/A | <ul style="list-style-type: none"> • Striking and Fielding-Runners • |
| Art | D&T | Music |
| <ul style="list-style-type: none"> • Botanical drawing and painting; Wire sculpture. <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> | <ul style="list-style-type: none"> • Cooking and nutrition; Making planters; Making structures. <p>DT2/2.1a understand and apply the principles of a healthy and varied diet</p> <p>DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p>DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients</p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b 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</p> | <ul style="list-style-type: none"> • N/A |