



Curriculum Half Termly Overview

Frozen Kingdom

Year group - 5

Term - Autumn 2



Wow moment: Locality walk		
English text types	SPAG	
<p>Core Text: Giant's Necklace - Michael Morpurgo</p> <p>Each week we are going to use Vipers to study each chapter of the text.</p> <p>V-new vocabulary.</p> <p>I-inference skills.</p> <p>P-make sensible predictions based on the text.</p> <p>E-explain.</p> <p>R-retrieve information in order to answer questions.</p> <p>S-summarise each chapter.</p> <p>Week 1/2: We will start by looking at our new story, 'Kidnapped'. The children will learn the story by drawing story maps, retelling it and acting it out. We will look at the different features of an adventure/flash back/suspense story and what makes good openings and endings.</p> <p>Week 3: We will then innovate the story and write our own versions.</p> <p>Week 4: The children will write their own adventure/flash back/suspense story based on all of the work we have done.</p> <p>Week 5: We will then focus on poetry by using the film, 'Pandora'. The children will write a Senryus, it has the same structure as a Haiku. The lines are separate and each contains a new thought. Senryus are typically about humans rather than concepts such as nature of love.</p> <p>Week 6: Finally, we will look at non-fiction and how to write a diary by using the text, 'Diary of a Ghost'.</p>	<ul style="list-style-type: none"> • Use relative clauses with/without a relative pronoun. • Selects words for effect to support purpose and engage readers' interest. • Begin to build paragraphs around a topic sentence. • Demonstrate a growing awareness of audience and purpose. • Begin to develop characters and settings through selection of effective vocabulary. • Summarise a paragraph. • Considers the impact and effect of vocabulary and grammar choices when re-reading own and others' writing. • Use a thesaurus. • Spell words containing the letter-string ough. • Year 5 CEW. • Handwriting. • New spelling program. 	
Maths	Tables and Mental Maths	MFL
<p>Week 1-3: Number: Multiplication and Division</p> <ul style="list-style-type: none"> • 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 cube. • Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. • Establish whether a number up to 100 is prime and recall prime numbers up to 19. • 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. • Multiply and divide numbers mentally, drawing upon known facts. <p>Week 4-6: Number: Fractions</p> <ul style="list-style-type: none"> • 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. • Compare and order fractions whose denominators are all multiples of the same number. • Add and subtract fractions with the same denominator, and denominators that are multiples of the same number. 	<p>The children should be able to recall multiplication and division facts for multiplication tables up to 12 x 12.</p>	<p>The children will start to use Early Language Teaching on Language Angels.</p>
Science	Computing	PSHE
<p>The children will compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, response to magnets and electrical and thermal conductivity. They will have give reasons, based on evidence from comparative and fair tests, for the particular use of everyday materials, including metals, wood and plastic. When working scientifically, the children will classify materials in different ways explaining their classification criteria. They will plan, carry out and interpret an investigation in trying to answer a question about the most suitable material for a given function</p>	<p>The children will create media by explain what makes a video effective, use a digital device to record a video and capture video using a range of techniques. They will create a story board and identify that video can be improved through reshooting and editing.</p>	<p>This half term is all about celebrating differences. We will look at different cultures, racism, types of bullying and money.</p>
		RE
		<p>Why do Jewish people go the synagogue?</p> <p>In this unit the children will explore a Jewish synagogue. They will study the various important aspects including worship, prayer, education and the importance to the community. They will identify some Jewish prayer artefacts such as a kippah, They will explore the role of the Rabbi, links to the Jewish people and links to other faith leaders such as a priest or vicar within Christianity. They will study the Jewish Passover and what makes it special with opportunities to make links to the Last Supper.</p> <p>What are the themes of Christmas?</p> <p>The children will explore the themes of gifts and giving. They will consider the significance of the gifts of the wise men and how Christians understand the concept of giving today. They will reflect on the commercialisation of Christmas today.</p>
Geography	History	PE
<p>This unit fuels pupils' curiosity about the shape of the earth beneath their feet. The children will find out about their living, ever changing world and thinking about how human activity is changing the shape of the land in new ways. The unit focuses on basic physical processes that shape the landscape and bring change over time.</p>		<p>The children will attend weekly swimming lessons.</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. • Perform safe self-rescue in different water-based situations. <p>The children will also work with a coach from The Foundation of Light.</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination. • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
Art	D&T	Music
<p>The children will learn about Inuit art and artists, their cultures and traditions. They will practise the techniques linked to Inuit printing, carving and stencilling.</p>	<p>After exploring a range of pop up story books, the children will design a Christmas card incorporating a range of mechanisms and decorative features, including: structures, levers, sliders, layers and spacers.</p>	<p>This unit of work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing.</p>