

Curriculum Half Termly Overview

Year group - 5

Term - Autumn 1



English text types		SPAG	
Core Text: The Explorer by Katherine Rundell. Each week we will use Vipers to study each chapter of the text. V- new vocabulary. I -inference skills. P- make sensible predictions based on the text. E- explain. R- retrieve information to answer questions. S- summarise each chapter or sequence of events. Fiction. Week 1/2: We will begin by studying our class text, 'Adventures to Sandy Cove'. The children will learn the story by drawing story maps, retelling and acting. We will look at the features of a finding tale and what makes a good suspense story. Week 3: We will then innovate the story and write our versions. Week 4: The children will write their own finding tale based on all of the work we have done. Non-Fiction Week 5/6: We will then focus on newspaper reports. The children will learn the features of a newspaper report and write one of their own including the features and using the model text. For the remainder of the term, we will use the film unit (Literacy Shed) 'The day of the dead' for inspiration to improve our writing.		• 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 a 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.	
Maths		Tables and Mental Maths	MFL
Week 1-3: Number: Place value. • 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. • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. • Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 . • Solve number problems and practical problems that involve all of the above. • Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. Week 4-5: Number: Addition and Subtraction. • Add and subtract whole numbers with more than 4 digits, including using formal written methods. • Add and subtract numbers mentally with increasingly large numbers. • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Week 6: Number: Multiplication and Division. • Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.		This year in Year 5 the children will continue to practise times-tables to retain the quick recall of multiplication and division facts up to 12 × 12. We will also use morning maths activities to review the methods of the 4 operations also offering pre-teach opportunities into new topics. There will also be opportunities for the children to enhance their arithmetic knowledge through fortnightly activities.	In this unit the children will learn how to: Introduce the third set of phonics sounds / phonemes in Spanish. The sounds introduced in this lesson are: GA, GE, GI, GO AND GU. Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in Spanish. Tell somebody in Spanish if they have or do not have a pet. Ask somebody else in Spanish if they have a pet. Tell somebody in Spanish the name of their pet. Attempt to create a longer phrase using the connectives Y ("and") or PERO ("but").
Science		Computing	PSHE
In this unit, the children will explore dissolving and use terminology such as solute and solvent. They will use evaporation to recover dissolved solutes and recognise that these are reversible changes. They will also recognise that mixing and changes of state are reversible changes. Children will be introduced to examples of irreversible changes such as burning candles and other fuels. They will learn that because of these changes, new materials can be made and understand that new materials are often in the form of gases. Working Scientifically: Children will also learn about the separation techniques of filtering, sieving and evaporation. They will learn that they can separate a dissolved solid from a solution by evaporating the liquid. They will consolidate and apply their knowledge of the properties of solids, liquids and gases by separating different mixtures.		The children will develop their understanding of computer systems and how information is transferred between systems and devices. They will consider small-scale systems as well as large-scale systems. They explain the input, output, and process aspects of a variety of different real-world systems. The children will discover how information is found on the World Wide Web, by learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.	The children will think and talk about the year ahead, the goals they could set for themselves and the challenges they may face. They will learn and discuss their rights as members of the class, school and the wider community. The children talk about their behaviour and its impact on a group, discussing choices, rewards, consequences and the feelings associated with each. They will also discuss democracy, how it benefits our school and how they, as citizens, can contribute towards it. They will revisit the Jigsaw Charter and set up their Jigsaw Journals.
Geography		History	RE
In this unit, children will recap the key human and physical features of their region in England. Children will discover the different countries and capital cities of North America and then focus on specifically the Western United States. Children will learn the human and physical features of the Western United States including biomes, climate zones, vegetation belts, earthquakes and volcanoes. Children will learn about the physical processes of rivers, mountains and the water cycle and apply this to their region and the Western United States.		The first lessons explore who the Maya people were, when and where in the world they lived and the reasons why they were so successful, particularly in the Classic period. The lessons then move on to discovering how we know about the Maya people, their beliefs and the hierarchy system that was in place in society and the important inventions that they made, especially in farming. The unit finishes with a comparison between the Ancient Maya Civilisation and Anglo-Saxon Britain, with a focus on the similarities and differences between the Maya City States and the Anglo-Saxon Kingdoms; drawing on the archaeological evidence available to us.	The children will explore the religion of Judaism while asking and responding to key questions about - What is the best way for a Jewish person to show commitment to God? They will explore food choices and laws of the religion and learn about Passover and how it is celebrated.
Art		D&T	PE
3D Sculpture The children will use a range of materials including papier mâché, collage and paint to create a 3D 'Dia de los Muertos (Day of the Dead) skull. They will decorate it with beautiful patterns and bright colours. The children will also create Mexican skull art using different media, comparing the two for effect. They will also revisit and develop their skills when engraving an ancient Maya stela.		The children will work with Chef Sarah to research Mexican recipes and understand the foods used to create a range of Mexican foods.	This half term, we will focus on gymnastics. • Practise a range of balances that demonstrate counterbalance and counter-tension. • Using balance and movements that flow effectively to create a sequence. • Use apparatus to develop our sequences. The children will perform dances using a range of movement patterns, compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Music		Music	
		This unit of work celebrates a wide range of musical styles. The children will cover each key area; Listening, Singing, Playing Composing and Performing. They will begin to learn a new brass instrument.	