



Year 5

Termly Curriculum Overview

Spring Term 1 2023 - 2024

Religious Education

Mission

Children will learn that the Church, the Christian family, is made up of smaller Christian families called dioceses. Each diocese is led by a bishop. The bishops continue the work of 'the twelve', the apostles, who continued the work and mission of Jesus. Jesus is the head of these families. He is the head of the Church. There are other Christian families which are not part of the Catholic Church. Ecumenism is the word used for promoting unity among Christian churches. One of the final prayers of Jesus was that all Christian families might be one.

Memorial Sacrifice

Children will learn that The Eucharist is a memorial sacrifice in the Jewish sense of remembering, that is it makes present a past reality. It is a memorial of Christ's sacrifice on the Cross, through which Christ gives his body and blood for the salvation of all people and provides hope for the future. They will also learn how memories are kept alive and that The Eucharist keeps the memory of Jesus' sacrifice alive and present in a special way.

Maths

Fractions and decimals objectives

- Compare and order fractions whose denominators are all multiples of the same number.
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- 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, $2\frac{5}{5} + 4\frac{5}{5} = 6\frac{5}{5} = 11\frac{5}{5}$].
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- Read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$].
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Read, write, order and compare numbers with up to three decimal places.

Angles objectives

- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- draw given angles, and measure them in degrees (°) identify: angles at a point and one whole turn (total 360°); angles at a

point on a straight line and 1 2 a turn (total 180o); other multiples of 9

Maths meetings

Number

- Interpret negative numbers in context and calculate intervals across zero.
- Continue number sequences including negative numbers.
- Identify the place value in a number with up to three decimal places.
- Compare and order fractions, including mixed number and improper fractions whose denominators are multiples of the same number.
- Identify multiples and factors, including finding all factor pairs and common factors of two numbers.
- Read decimal numbers as fractions.
- Read, order and compare numbers with up to three decimal places.

Convert mixed numbers to improper fractions and vice versa Measures including money and time

- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
- Calculate and compare the area and perimeter of rectangles.
- Estimate and compare acute, obtuse and reflex angles.
- Identify: angle at a point and one whole turn (total 360°); angles at a point on a straight line and a turn (total 180°); other multiples of 90°.
- Read and convert time between analogue, digital, 12- and 24-hour clock.

Statistics

- Solve comparison, sum and difference problems using information presented in line graphs Complete, read and interpret information in tables, including timetables.

English Reading

This term the children will be reading the Lost Book of Adventure Survival Narrative Instructional text by Teddy Keeen.

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Predicting what might happen from details stated and implied.

Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

In addition children will have guided reading sessions in small groups in order to develop inference and deduction skills.

<p style="text-align: center;">English Spelling, Punctuation, Grammar</p>	<p><u>Grammar</u> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using passive verbs to affect the presentation of information in a sentence. Using the perfect form of verbs to mark relationships of time and cause.</p> <p><u>Punctuation</u> Using commas to clarify meaning or avoid ambiguity in writing. Using hyphens to avoid ambiguity Using brackets, dashes or commas to indicate parenthesis. Using semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p><u>Spelling</u> Endings which sound like /jəs/ spelt –cious or –tious (cautiously). Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learn. Words containing the letter-string ough ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds. Words ending in –able and –ible If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in cap and gap) before the a of the –able ending can be heard (e.g. sensible). Words from Year 5/6 spelling list.</p>
<p style="text-align: center;">English Writing</p>	<p>Children will have the opportunity to write at length, a survival/instructional guide and a survival narrative. There are also short writing opportunities within other areas of the curriculum Geography – Comparison of Manaus and where we live Science – Non chronological report about our solar system. – Information text about the diocese.</p>
<p style="text-align: center;">Science</p>	<p><u>Earth and Space</u> <u>Knowledge</u> Children will learn to describe the movement of the Earth, and other planets, relative to the Sun in the solar system and the movement of the Moon relative to the Earth. They will also learn that the Sun, Earth and Moon as approximately spherical bodies and the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p><u>Working Scientifically</u> Children will carry out a number of observation and research investigations, these include observing the phases of the moon and how the daylight hours change with the seasons.</p>
<p style="text-align: center;">Geography</p>	<p><u>Amazon Rainforest</u> During this term the children will learn to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude: Understand that animals and plants are adapted to the climate, understand how a region has changed, know information about a region of Europe and North or South America, its physical environment and climate, and economic activity and identify an important environmental issue (Amazon).</p>

<p>Physical Education</p>	<p><u>OAA</u> Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills. Pupils learn to orientate and navigate using a map.</p> <p><u>Gymnastics</u> In this unit, pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>
<p>Computing</p>	<p><u>Spreadsheet</u> Children will be introduced to Spreadsheets. They will learn how to create formulae and use it to convert units of currency. They will be using a scheme of work called Purple Mash and will be given passwords to enable them to practise at home</p>
<p>Design and Technology</p>	<p><u>Food</u></p> <p><u>Celebrating culture & seasonality – locally sourced ingredients</u></p> <p>This term will generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification, explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose, use words, annotated sketches, information and communication technology as appropriate to develop and communicate ideas.</p> <p><u>Making</u></p> <p>They will write a step-by-step recipe, including a list of ingredients, equipment and utensils: select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients and decorate and present the food product appropriately for the intended user and purpose.</p> <p><u>Evaluating</u></p> <p>The children will carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams: evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements and understand how key chefs have influenced eating habits to promote varied and healthy diets.</p> <p><u>Technical knowledge and understanding</u></p> <p>The children will know how to use utensils and equipment including heat sources to prepare and cook food: understand about seasonality in relation to food products and</p>

	the source of different food products and Know and use relevant technical and sensory vocabulary.
French	<p><u>Clothes</u></p> <p>Children will learn to recognise the vocabulary for a variety of clothes in French.</p> <ul style="list-style-type: none"> • Use the appropriate genders and articles for these clothes. • Use the verb PORTER in French with increasing confidence. • Say what they wear in different weather/situations. • Describe clothes in terms of their colour and apply adjectival agreement. • Use the possessives with increased accuracy
PHSE	<p><u>Keeping safe and managing risk</u></p> <p><u>When things go wrong</u></p> <p>Pupils learn about keeping safe online. They will learn that violence within relationships is not acceptable and about problems that can occur when someone goes missing from home.</p>
Relationships, Sex Education	<p>Physical</p> <p>Showing knowledge and understanding of the physical changes in puberty.</p>
Curriculum Enrichment	