

## Year 5 Curriculum Overview Cycle B, Autumn 1 2024

Reading	Writing	Maths	Science
<p><b>Texts:</b> The London Eye Mystery by Siobhan Dowd Way Home by Libby Hawthorn</p> <p><b>Key Learning:</b> Apply their growing knowledge of root words, prefixes and suffixes . Ask questions to improve their understanding of a text Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context . Retrieve, record and present information from non-fiction. Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen Distinguish between statements of fact and opinion and understand why this is important to interpreting the text Recommend books that they have read, giving reasons for their choices. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously. Provide reasoned justifications for their views Predict what might happen from details stated and implied. Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence Identify how language, structure and presentation contribute to meaning. Show understanding through intonation, tone and volume so that meaning is clear to an audience Identify and discuss themes and conventions in a wide range of writing e.g. ‘heroism’ or ‘loss’</p>	<p><b>Texts:</b> The Viewer by Gary Crew and Shaun Tan The London Eye Mystery by Siobhan Dowd Survivors by David Long</p> <p><b>Key Learning:</b> Use expanded noun phrases to convey complicated information concisely. Use relative clauses beginning with who, which, where, when, whose, that. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. Use a thesaurus. Note and develop initial ideas, drawing on reading and research where necessary Identify audience for, and purpose of, the writing. Proof-read for spelling and punctuation errors. Use commas to clarify meaning or avoid ambiguity in writing. Make deliberate choices of sentence length and structure for impact on the reader Fronted prepositional phrases for greater effect Throughout the stormy winter ...Far beneath the frozen soil ... Editing sentences by either expanding or reducing for meaning and effect. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Establish and maintain viewpoint. Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p>	<p>Number and place value to 1 million. Rounding Addition and subtraction using the formal column methods. Calculating perimeter. Multiplication and division through factors and multiples. Calculating area Problem solving and reasoning skills. Fractions and decimals: Compare and order fractions whose denominators are all multiples of the same number Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number (e.g. <math>\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}</math>) Add and subtract fractions with the same denominator</p>	<p><b>Enquiry Question:</b> How do things move and what slows them down?</p> <p><b>Knowledge/understanding:</b> Explaining that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identifying the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognising that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p> <p><b>Skill(s)/process(es):</b> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and</p>

<p>Read books that are structured in different ways and read for a range of purposes.</p>			<p>written forms such as displays and other presentations. Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>
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RE	PSHE	DT	Music	PE	Computing	MFL (French)
<p><b>Concept:</b> Islam: Authority</p> <p><b>Key question:</b> How does the Qu’ran reflect authority (God’s) for Muslims?</p> <p><b>Key question:</b> How does the Qu’ran reflect authority (God’s) for Muslims? What are the five pillars of Islam? What do the five pillars of Islam tell us about submission in the Islamic faith? What do I think about submission? How does submission affect our lives?</p>	<p><b>Unit name:</b> Me and my relationships</p> <p><b>Key Learning:</b> Give a range of examples of our emotional needs and explain why they are important. Explain why these qualities are important Give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p>	<p><b>Unit name:</b> Fairgrounds</p> <p><b>Key Learning:</b> Investigate different ways to make a fairground ride using k’nex.</p> <p><b>Technical knowledge and understanding</b> Experiment with joining items Use instructions to construct a frame and moving parts Know and use technical vocabulary relevant to the project.</p> <p><b>Skills:</b> <b>Designing</b> Develop a simple design specification to guide their thinking. Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.</p> <p><b>Evaluating</b> Compare the final product to the original design specification. Test products with intended user and critically evaluate.</p>	<p><b>Unit Name:</b> Livin’ On A Prayer by Bon Jovi</p> <p><b>Key Learning:</b> Know the style of the five songs and to name other songs from the Units in those styles. Discuss any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main sections of the songs (intro, verse, chorus etc.) Name some of the instruments they heard in the songs Understand the historical context of the songs - what else was going on at this time?</p> <p><b>Skills:</b> Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences using musical language. Listen carefully and respectfully to other people’s thoughts about the music. Talk about the music and how it makes you feel.</p>	<p><b>Unit name:</b> Netball and football</p> <p><b>Key Learning:</b> Create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control under pressure Select the appropriate action for the situation and make this decision quickly. Use marking, tackling and/or interception to improve my defence. Use the rules of the game consistently to play honestly and fairly. Work collaboratively to create tactics with my team and evaluate the effectiveness of these. Recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p><b>Unit name:</b> Swimming</p>	<p><b>Unit name:</b> Web research skills</p> <p><b>Key Learning:</b> Use advanced search to research safely a topic on the internet. Copy images from a webpage to a word document using different tools Use Google to define and translate words Understand that some search results are sponsored or an advert for another service Improve confidence when using google classroom.</p>	<p><b>Unit name:</b> French key words and phrases</p> <p><b>Key Learning:</b> Say, read and write the numbers to 30. Say, read and write the days of the week in sequence. Say, read and write the months of the year in sequence. Describe a French fête and say which month it happens in.</p> <p><b>Listening:</b> Listen attentively to spoken language and show understanding by joining in and responding.</p> <p><b>Grammar:</b> Understand some key features and patterns of the language: month words do not have capital letters.</p> <p><b>Language learning skills:</b> Understand how the patterns, grammar and words of the new language are different from or similar to English – similarity of the months words.</p>

				<p><b>Key Learning:</b> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively Perform safe self- rescue in different water-based situations</p>		
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