

## Year 5 Curriculum Overview

### Cycle A, Summer 2, 2024

Reading	Writing	Maths	Science
<p><b>Texts:</b> Frankenstein Historium The Girl of Ink and stars</p> <p><b>Key Learning:</b> Produce a succinct summary, paraphrasing the main ideas from across the text or sources. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation) Compare and discuss accounts of the same event through different character viewpoints Explore a similar theme or topic written in a different genre Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Recognise texts that contain features from more than one genre, or demonstrate shifts in formality.</p>	<p><b>Text Drivers:</b> Frankenstein – Mary Shelley The girl of Ink and Stars – Kiran Millwood Hargrave</p> <p><b>Key Learning:</b> Use a wide range of devices to build cohesion between paragraphs Content is balanced e.g. between action/description/dialogue, fact and comment Edit sentences by either expanding or reducing for meaning and effect Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports Link ideas across paragraphs through tense choice (he had seen her before) Link ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility</p>	<p><b>Key Learning:</b> Multiply numbers up to 4-digits by a one- or two-digit number, drawing upon known facts Divide numbers up to 4-digits by a one- digit number, introducing short division and interpreting remainders appropriately for the context Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Solve problems involving multiplication and division, including using their knowledge of factors and multiples Solve problems involving multiplication and division, including scaling by simple fractions. Identify multiples and factors, including all factor pairs of a number and common factors of two numbers. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Construct arrays to show that prime numbers (p) have exactly one array (1 x p) Recognise and use square numbers and cube numbers and the notation for (2) and (3). Construct arrays for square numbers to show that square numbers have an odd number of factors since one is repeated (e.g. 16 can be constructed as 1 x 16; 2 x 8 and 4 x 4 ~ factors are 1,2,4,8,16) Solve problems involving all four operations including using their knowledge of factors and multiples, squares and cubes.</p>	<p><b>Enquiry Question:</b> How and why is it important to keep our bodies healthy?</p> <p><b>Knowledge/understanding:</b> Understand how we breathe and how nutrients get to where they are needed in the body. Understand the concept of circulation Explore the impact of exercise on pulse Compare how air pollution effects breathing.</p> <p><b>Skill(s)/process(es):</b> Hypothesising Predicting Data collection</p>

RE	PSHE	PE	Computing	Music	History
<p><b>Concept:</b> Creation</p> <p><b>Key learning:</b> Looking at different viewpoints of how the world was created and how theories do not always have to stand alone; we can believe in more than one version Understanding that science and religion do not always have to be in conflict of one another</p>	<p><b>Unit Name:</b> RSE</p> <p><b>Key Learning:</b> We will be talking about transition and change, emotion around change and how we can deal with these. Know the main physical and emotional changes occurring in puberty and how that will affect our bodies Understand in greater detail how puberty affects the body and emotions Ask questions about puberty with confidence Describe how to manage physical and emotional changes Know that there are some changes over which we have no control, but some over which we do have control and can make choices Explain the importance of physical hygiene and how to stay clean during puberty Know that their concerns and worries during puberty are shared by others Know how to get help and support during puberty Know that their body belongs to them and that they can say who has access to it Consider issues of safety, privacy, the law, peer pressure and personal responsibility in relation to internet and mobile phone use</p>	<p><b>Unit Name:</b> Athletics Rounders</p> <p><b>Key Learning:</b> Physical: pacing, sprinting technique, relay changeovers, jumping for distance, push and pull throwing for distance Social: collaborating with others, supporting others Emotional: perseverance, determination Thinking: observing and providing feedback</p>	<p><b>Unit Name:</b> Scratch</p> <p><b>Key Learning:</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p><b>Unit Name:</b> Production rehearsal</p> <p><b>Key Learning:</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p><b>Unit Name:</b> Ancient Egypt</p> <p><b>Key Learning:</b> Comparing modern Egypt to the past Comparing Egypt with other Ancient Civilisations Exploring what everyday life was like for those living in Ancient Egypt</p>