

Year 5 Curriculum Overview Cycle A, Spring 1 2022

Reading	Writing	Maths	Science	Geography
<p>Breadwinner by Deborah Ellis: Extract information and make notes using quotations and reference to the text. Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas. Explain and discuss their understanding of what they have read, through formal presentations and debates, maintaining a focus on the topic. Explain and discuss understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes. Identify and explain the author's point of view with reference to the text. Make links between the authors' use of language and the inferences drawn. Discuss and evaluate the intended impact of the language used with reference to the text.</p>	<p>Ruin: Use of informal speech. Use of hyphens and semi-colons. Use further prefixes and suffixes and understand the guidance for adding them e.g. - dis-', 'de-', 'mis-', 'over-' and 're-' Spell some words with 'silent' letters Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task In narratives, describe settings, characters and atmosphere Choose the appropriate register for the audience and purpose (formal or informal) Viewpoint is established and generally maintained Use figurative language such as similes, alliteration, metaphors and personification in poetry Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly)</p> <p>Titanium: Linking ideas across paragraphs through tense choice (he had seen her before) Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports Use a wide range of clause structures, sometimes varying their position within the sentence</p>	<p>Recognise and write fractions Understand the term percentage and convert fractions and decimals to percentages. Solve problems involving fractions, decimals and percentages. Geometry – draw given angles using a protractor, measure and describe different angles Subtraction and addition – use formal methods, solve problems including with measures, whole numbers, fractions and use appropriate mental methods Statistics - line graphs for temperature and negative numbers count backwards and forwards in positive and negative numbers Complete, read and interpret information in tables.</p>	<p>Enquiry Question: How likely is that we are the only ones in our solar system?</p> <p>Knowledge/understanding: Describe the movement of the Earth and other planets relative to the sun in the solar system Describe the movement of the moon relative to the Earth Describe the sun, Earth and moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p>Skill(s)/process(es) to be practised: Identifying scientific evidence that has been used to support or refute ideas or arguments</p>	<p>Enquiry Question: How is life in Las Vegas similar to The United Kingdom?</p> <p>Key Learning: Read maps to find out about North America's environmental regions, key physical and human characteristics, countries and major cities. Make comparisons between what people will be doing local time in Las Vegas and The United Kingdom. Look at physical features of the land eg, biomes, height, mountains, water, fields. Find out local weather of the local area and compare it to our local weather on that day – is it similar or different? Investigate if the economy of Las Vegas is similar or different to ours and why?</p>

<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Identify how presentational and organisational choices vary according to the form and purpose of the writing.</p>	<p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Use a colon to introduce a list.</p>			
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RE	PSHE	DT	PE	Computing	MFL
<p>Concept: Kingdom of God</p> <p>Theme/Unit: What kind of King is Jesus?</p> <p>Questions: What do scriptures say about Jesus? What is Heaven like? How does this image of Heaven shown in the scriptures? How do Christians live in the way Jesus taught? Why should we forgive?</p>	<p>Enquiry Question: How can I keep myself safe?</p> <p>Key Learning: Drugs – what are they? How are they different to medicine?</p> <p>Road crossings - what do I need to be aware of? How can I cross roads safely? What do I need to look out for?</p> <p>Online safety - How can I keep safe online? What should I do if I'm unsure or if I see something upsetting?</p>	<p>Enquiry Question: How can we help the homeless in winter?</p> <p>Key Learning: Enquire how we can help a homeless charity using knowledge gained from charity studied in guided reading. Investigate nutritious food suitable for a pie filling. Design a nutritious pie for the homeless at Christmas. Bake and evaluate a nutritious pie for the Homeless.</p>	<p>Gymnastics: To be able to perform symmetrical and asymmetrical balances. To develop the straight, forward, straddle and backward roll. To be able to explore different methods of travelling, linking actions in both canon and synchronisation. To be able to perform progressions of inverted movements. To explore matching and mirroring using actions both on the floor and on apparatus. To be able to create a partner sequence using apparatus. To create and perform sequences using apparatus, individually and with a partner. To use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</p> <p>Badminton: To develop a wider range of skills and I am beginning to use these under some pressure. To identify when I was successful and what I need to do to improve. To use feedback provided to improve my work. To understand there are different skills for different situations and I am beginning to apply this.</p>	<p>Enquiry Question: How are websites constructed?</p> <p>Key Learning: How networks, internet and the web work. Designing an offline webpage Inserting hyperlinks Adding text and pictures Editing for effect on the reader</p>	<p>Dates and numbers</p> <p>Key Learning: Respond appropriately when asked the date Put together a date containing a day, a number and a month with some support To say and write dates using the formula "[day] le [number] [month]" Understand the main points from a spoken passage made up of familiar language and respond Match sound to print by reading aloud familiar words and phrases.</p>