

Year 5 Spring Term Curriculum Overview 2022

Subject	Half Term 1	Half Term 2
English	<p><u>Recount (Biography) – Lives Less Ordinary</u> Stone Girl, Bone Girl by Laurence Anholt Stone Girl, Bone Girl is the story of Mary Anning of Lyme Regis, one of the world’s best-known fossil hunters. During this English unit, the children will write their own biographies about Mary Anning’s life, before researching and writing a biography for a famous personality of their choice.</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> • summarise ideas across paragraphs, identifying key details that support the main ideas • use vocabulary choice, word order, sentence length, sentence complexity and punctuation for effect • relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • devices to build cohesion within a paragraph with adverbials and conjunctions • linking ideas across paragraphs using adverbials of time, place or tense choices. <p><u>Vocabulary Building – Narrative Poetry</u> The Highwayman by Alfred Noyes The Highwayman is a narrative poem that describes how one highwayman’s visit to an inn and his encounter with the landlord’s daughter ends in tragedy. During this English unit, the children will read, discuss and perform, The Highwayman poem by Alfred Noyes.</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> • read, discuss and perform narrative poetry • revise adverbs, adverbial and relative clauses • compare poetry • explore and write a new ending for a narrative poem 	<p><u>Fiction - Mystery & Suspense</u> Boy in the Tower by Polly Ho-Yen The Watertower by Crews & Woolman Using the abstract texts, the children will explore the imagery and symbolism in the illustrations and narrative, writing descriptive settings, and look at techniques for building suspense and mystery in their own writing.</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> • explore in-depth the meaning of particular multi-layered (figurative) word/phrases • analyse the structure of more complex non-linear texts e.g. stories with flashbacks • use vocabulary choice, word order, sentence length, sentence complexity and punctuation for effect • maintain an appropriate balance between dialogue and narrative • control the length, pacing and detail in their writing • link ideas across paragraphs using adverbials of time
	<p><u>Reading</u> The children will be encouraged to read as widely as possible at home and at school, with an emphasis on reading for pleasure. They will be encouraged to widen their experience of different genres and complexity of texts, whilst increasing their reading stamina. They are expected to complete a minimum of two reading comments each week from a wide range of tasks at home and school. During guided reading lessons, the children will read and discuss a variety of texts and genres in a small group lead by a teacher, developing their comprehension skills. Books will be selected dependent on their ability.</p>	

Spelling/Phonics

Using Essential Spellings, the teaching of spelling will build on the phonics taught in Key Stage 1. Activities will include routine spelling tasks, games, homework and dictations using spelling rules.

Handwriting

Handwriting will continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say.

Mathematics

Number: Multiplication and Division

- Multiply 2-digits by 1-digit **Recap**
- Multiply 3-digits by 1-digit **Recap**
- Multiply 4-digits by 1-digit
- Multiply 2-digits
- Multiply 2-digits by 2-digits
- Multiply 3-digits by 2-digits
- Multiply 4-digits by 2-digits
- Divide 2-digits by 1-digit **Recap**
- Divide 3-digits by 1-digit **Recap**
- Divide 4-digits by 1-digit
- Divide with remainders

Number: Fractions

- What is a fraction? **Recap**
- Equivalent fractions **Recap**
- Fractions greater than 1 **Recap**
- Improper fractions to mixed numbers
- Mixed numbers to improper fractions
- Number sequences
- Compare and order fractions less than 1
- Compare and order fractions greater than 1
- Add and subtract fractions
- Add fractions within 1
- Add 3 or more fractions

Number: Fractions

- Add mixed numbers
- Subtract fractions
- Subtract mixed numbers
- Subtract – breaking the whole
- Subtract 2 mixed numbers
- Multiply unit fractions by an integer
- Multiply non-unit fractions by an integer
- Multiply mixed numbers by integers
- Calculate fractions of a quantity **Recap**
- Fraction of an amount
- Using fractions as operators

Number: Percentages and Decimals

- Decimals up to 2 d.p.
- Decimals as fractions
- Understand thousandths
- Thousandths as decimals
- Rounding decimals
- Order and compare decimals
- Understand percentages
- Percentages as fractions and decimals
- Equivalent F.D.P.

These skills will be taught separately. However, the children will be given opportunities to make rich connections across mathematical ideas to develop **fluency, mathematical reasoning** and competence in **problem solving**. They will also apply their mathematical knowledge to science and other subjects.

Science	<p><u>Forces (Continued from the Autumn Term)</u> In science, the children will find out about gravity, air resistance, water resistance and friction. They will develop their understanding of balanced and unbalanced forces and their effects and investigate how mechanisms, like levers, pulleys and gears help us to use smaller forces.</p>	<p><u>Properties and Changes of Materials</u> In science, the children will learn about different materials, their uses and their properties, as well as dissolving, separating mixtures and irreversible changes. The children will sort and classify objects according to their properties, and they will explore the properties of materials to find the most suitable material for different purposes.</p>
	<p>When working scientifically, the children will plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; take measurements, using a range of scientific equipment, with increasing accuracy and precision, take repeat readings when appropriate. They will record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs; use test results to make predictions to set up further comparative and fair tests; report and present findings from enquiries, including conclusions, causal relationships and explanations; and identify scientific evidence that has been used to support or refute ideas or arguments.</p>	
Computing	<p><u>Spreadsheets (Continued from the Autumn Term)</u> During this unit, the children will be introduced to spreadsheets. Initially, they will learn how to navigate around a spreadsheet before using a spreadsheet to model a real-life situation. With links to mathematics, they will then learn how to create formulae to convert measurements and explore how to use a series of data to create a line graph. To complete this unit, they will create a spreadsheet to plan an event.</p>	<p><u>Game Creator</u> In computing, the children will learn how to design and create their own computer game. They will begin by analysing a computer game to identify some of the elements that make a game successful. They will then design and create their own unique game, write instructions for how the game is played, and evaluate their own game, as well as their peers' games, to improve their design for the future.</p>
	<p><u>Online Safety</u> Throughout computing lessons, the children will discuss essential online-safety rules and learn to use technology safely, respectfully and responsibly, recognising acceptable/unacceptable behaviour and identifying a range of ways to report concerns about content and contact.</p>	
Art & Design/ Design Technology (DT)	<p><u>DT: Structures and Bridges</u> Using readily available materials such as card, paper and art straws, the children will explore ways in which forces act on bridge structures, how they are constructed and how they are strengthened. Working as part of a team will be crucial, as the children get to grips with designing, making and evaluating a variety of bridge designs.</p>	<p><u>Art & Design: People in action</u> In this adapted unit, the children explore how to convey movement in their work. They explore dynamic activities such as sport, dance, drama and music as a starting point for making work in two dimensions. They look at how the idea of movement is shown in different kinds of art, such as photography, illustrations, cartoons, paintings, prints, and experiment with different methods and techniques to show movement.</p>
History Geography	<p><u>Geography: Changes in our Local Environment (Continued from the Autumn Term)</u> In this unit, the children will find out about the regions of the UK, discovering how some of these areas have changed over time. The children will research how specific areas of the UK have been affected by change, before conducting a fieldwork activity on their</p>	<p><u>History: The Vikings</u> The struggle for the Kingdom of England to the time of Edward the Confessor. Using artefacts and historical evidence, the children will be given opportunities to gain knowledge and develop opinions about Viking raids and invasions in the UK and around the world. They will research Viking life in England and explore the chronological</p>

	own area, writing a magazine article and working towards the Big Finish.	development and the power struggles between the Viking era to 1066.
Modern Foreign Language: French	<p><u>Shopping in France</u> The children will learn to construct high numbers in French, develop food-related vocabulary through games, stories and role-play, and build on their understanding of sentence structures, questions and phrases, equipping themselves with language they could use when shopping in France. They will also develop their language detective skills, facing an entirely unfamiliar and authentic French text.</p>	<p><u>French Speaking World</u> In this unit, the children will discover that there are many French-speaking countries in the world. They will learn to give and follow directions in French, discuss climate and use comparative language, which they will practise as they explore different French-speaking countries and the cultural treasures belonging to those countries.</p>
Music Taught by Mrs. Orton	<p><u>Composition: At The Movies</u> The children will explore movie music from 1920s animated films to present day movies. We will look at graphic representations of the musical sound effects used to mimic the action, listen to them and practise making them using a range of percussion instruments. In groups, children will create their own storyboard sequence, drawing simple actions and inventing sound effects for each. We will then learn techniques for creating soundtracks and film scores, and compose our own movie music.</p>	
PE Taught by Mr. Wylie	<p><u>Gymnastics</u> The children will be focusing on counter balances and counter tension. They will be introduced to counter balances, application of counter balance, sequence formations, counter tension and sequence completion.</p> <p><u>Tag-Rugby</u> Within tag-rugby, children will refine passing and moving to create attacking opportunities, explore different passes that can be used to outwit defenders, refine defending as a team, create and apply defending tactics and develop officiating.</p>	<p><u>Dance – The circus</u> The children will focus on developing character movements linked to 19th Century prejudices, creating movements to represent different characters and performers in the 19th century circus, extending performances incorporating props and apparatus linked to the variety of performers.</p> <p><u>Tennis</u> In tennis, the children will be introduced/develop the volley technique, controlling the game from the serve, introduction to doubles and understanding and applying tactics to win a point.</p>
	<p>At the end of every unit, children will compete in an inter-class competition where they can display all the skills and techniques they have learnt through matches and competition.</p>	
Personal, Social, Health and Economic Education (PSHE)	<p><u>Living in the Wider World</u></p> <ul style="list-style-type: none"> • Belonging to a Community: Protecting the environment; compassion towards others • Media Literacy and Digital Resilience: How information online is targeted; different media types, their role and impact • Money and Work: Identifying job interests and aspirations; what influences career choices; and workplace stereotypes 	
RE Taught by Mrs. Orton	<p><u>Christianity and Judaism</u> This term, the children will continue to learn about Christianity and Judaism. They will compare the lives of key leaders from Christian and Jewish contemporary life, describing the challenges they have faced and the commitments by which they live. By exploring the lives of Jesus and Moses they will explore what qualities authority figures and religious leaders need to have, and why religious</p>	<p><u>Christianity and Judaism</u> After half term, we will investigate the book of Exodus in the Old Testament of the Bible to learn about the history of Passover before finding out how it is celebrated through the Seder meal. We will then explore the Stations of the Cross to learn more detail about the events of Holy Week. We will consider similar themes shared between Easter and Passover, including what connects</p>

figures who lived a long time ago are still regarded as relevant sources of wisdom today.

Passover and Easter to freedom and salvation, and draw personal conclusions on reasons why some people value such celebrations very highly, but others not at all.