

Year 5 Curriculum 2021

Spring 1: Our Planet

Mathematics: Multiplication, Division and Fractions

- To multiply 2-digits/3-digits/4-digits by 1-digit, using a formal written method.
- To multiply 2-digits/3-digits/4-digits by 2-digits, using long multiplication.
- To divide 2-digits/3-digits/4-digits by 1-digit, using the formal written method of short division.
- To divide with remainders.
- To understand the terms 'fraction' and 'equivalent fractions'.
- To identify equivalent fractions and fractions greater than 1.
- To convert improper fractions to mixed numbers.
- To convert mixed numbers to improper fractions.
- To complete number sequences.
- To compare and order fractions less than 1 and greater than 1.

English: Narrative – Cosmic, by Frank Cottrell-Boyce

- To read aloud whole books to expose children to books and authors they may not choose.
- To identify and discuss themes in reading.
- To prepare and perform play scripts and poetry.
- To show understanding through intonation, tone, volume and action so that meaning is clear to an audience.
- To discuss and evaluate how authors use language.
- To draw inferences about characters' feelings, thoughts, emotions and actions.
- To discuss opinions related to the themes in the text and present these as an argument.
- To plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar.
- To draft and write by composing and rehearsing sentences orally.
- To create characters and plot in narrative.
- To draft and write arguments based on themes explored in a text.
- To participate actively discussion and debate.
- To use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance.
- To select and use appropriate registers for effective communication.

GPS:

- To use brackets, dashes or commas to indicate parenthesis.
- To use expanded noun phrases to convey complicated information concisely.
- To add suffixes beginning with vowel letters to words ending in –fer.
- To spell words with silent letters.
- To spell words spelled with 'ie' after c.
- To spell words with the 'ee' sound spelled 'ei' after c.
- To continue to spell correctly words from the year 5 and 6 National Curriculum word list.

Science: States of Matter

- To use knowledge of solids, liquids and gases.
- To use knowledge of solids, liquids and gases to decide how mixtures might be separated including through filtering, sieving and evaporating.

- To start planning different types of scientific enquiries to answer questions, including recognising and controlling variables.
- To begin to record data and results of increasing complexity using scientific diagrams and labels.
- To begin to report and present findings from enquiries.
- To start to understand how to use test results to make predictions to set up further tests.
- To begin to identify scientific evidence that has been used to support or refute ideas.
- To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
- To demonstrate that dissolving, mixing and changes of state are reversible changes.

Computing: Flowol (coding)

- To identify everyday objects that use control features to make them operate.
- To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- To explain how to use a Flowol program to control a mimic.
- To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- To use sequence, selection and repetition in programs; work with variables and various forms of input and output.
- To recognise acceptable/unacceptable behaviour when using technology.
- To identify a range of ways to report concerns about content and contact.
- To use technology safely, respectfully and responsibly.
- To touch type accurately and at speed.

Geography: Enough for Everyone

- To describe and understand key aspects of human geography, including types of settlement & land use; economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
- To explain how electricity is generated and distributed.
- To explain renewable sources of energy.
- To explain where our food comes from.
- To use digital maps to calculate food miles.
- To understand the importance of conserving food, water and energy supplies.
- To understand that access to natural resources varies in different countries.

Religious Education: Forgiveness

- To explore the concept of forgiveness.
- To explore and discuss forgiveness in Judaism.

Music: Make You Feel My Love (Charanga)

- To find the pulse of a song.
- To discuss a song using musical language.
- To begin to recognise the style of a Pop ballad.
- To compare songs and identify similarities and differences.
- To sing and play an instrument with a song.
- To sing the song and improvise using voices and/or instruments within the song.
- To sing the song and perform composition within the song.

- To choose own performance.

Physical Education: Basketball

- To develop skills of dribbling, passing and receiving, defence, shooting, getting free and rebounding.
- To follow rules for games, using a range of tactics and strategies.

PSHE: Me and My Relationships

- To explain what collaboration means.
- To give examples of how they have worked collaboratively.
- To describe the attributes needed to work collaboratively.
- To explain what is meant by the term negotiation and compromise.
- To describe strategies for resolving difficult issues or situations.
- To demonstrate how to respond to a wide range of feelings in others.
- To give examples of some key qualities of friendship.
- To reflect on their own friendship qualities.

Art: Every picture tells a story – looking at the meaning behind art

- To evaluate and analyse creative work using the language of art, craft and design.
- To understand that art can have both meaning and message.
- To create a symmetrical, abstract art form.
- To use symbols to create a meaningful message.
- To evaluate and analyse creative works using the language of art, craft and Design.
- To demonstrate the meaning of a piece of artwork through drama.
- To develop ideas for 3D work through sketching, drawing and visualisation in 2D.

MFL: Presenting Myself

- To introduce French as a subject and France as a country.
- To introduce the numbers 1-20.
- To ask and answer questions about how they are.
- To say your name and ask somebody their name in French.
- To introduce the new target question: quel âge as tu?
- To introduce a new question: où habites-tu? And answer with j'habite...

British Values: We will be focusing on the rule of law this half term.