

Year 5 Curriculum 2022
Spring 2: Enough for Everyone

Mathematics: number and fractions

- To multiply and divide numbers up to four digits by a one or two digit number using a formal written method, including long multiplication for two digit numbers.
- To divide numbers up to four digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context.
- To solve problems that involve addition and subtraction, multiplication and division and a combination of these.
- To compare and order fractions whose denominators are multiples of the same number.
- To identify, name and write equivalent fractions of a given number.
- To recognise mixed numbers and improper fractions and convert from one form to the other.
- To write mathematical statements >1 as a mixed number.
- To add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- To multiply proper fractions and mixed numbers by whole numbers.
- To read and write decimal numbers as fractions.
- To solve problems involving fractions.

English: Power of Reading- Shackleton's Journey, By William Grill

- To write a recount.
- To edit and redraft writing.
- To comprehend a text.
- To create a character profile.
- To identify different roles within-in Shackleton's expedition.
- To write an advertisement.
- To make a good-luck charm.
- To understand what makes a speech motivational.
- To write a motivational speech.
- To edit and redraft writing.
- To use drama to recreate a scene.
- To use role-play to inspire writing in role.
- To write to persuade.
- To act out a role.
- To create a free-frame.
- To draw in the style of an illustrator.

GPS

- To review past, present and future tense.
- To use the perfect form of verbs to mark relationships of time and cause.
- To spell homophones and near homophones.
- To spell words containing silent letters.
- To spell the 'i' sound spelt as 'y'.
- To spell scientific vocabulary.
- To spell some of the year 5 and 6 statutory spellings.

Science: properties and changes of materials

- To compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency and conductivity.
- To begin to present and report findings from enquiries.

- To start planning different types of scientific enquires to answer questions, including recognising and controlling variables.
- To begin to record data and results of increasing complexity using scientific diagrams and labels.
- To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials.
- To begin to identify scientific evidence that has been used to support or refute ideas.

Computing: Micro:bit (coding)

- To design and write programmes that accomplish specific goals, including controlling or stimulating physical systems.
- To solve problems by decomposing them into smaller parts.
- To use sequence, selection, and repetition programs.
- To work with variables and various forms of output and input.
- To generate appropriate inputs and predicted output to test programs.
- To recognise acceptable/unacceptable behaviour when using technology; identify a range of ways to report concerns about content and contact.
- To use technology safely, respectfully and responsibly.

Geography: Magnificent Mountains

- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features in the context of mountain ranges.
- To locate the world's countries, using maps to focus on Europe, and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities in the context of mountain ranges.
- To name and locate counties and cities of the UK, geographical regions and key topographical features in the context of hills and mountain ranges.
- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies in the context of mountain ranges.
- To locate and map key areas of higher ground in the UK. To use a map to find and describe key features of the mountains.
- To describe and understand key aspects of physical geography including climate zones and biomes... in the context of mountain climates.
- To describe the key features of a mountain range.
- To explain how different types of mountain are formed.
- To describe a mountain climate.
- To describe how tourism affects mountain regions.

Religious Education: Forgiveness

- To explore the significance of Yom Kippur for Jews.
- To explore what Buddhists believe about forgiveness.
- To compare forgiveness in Buddhism and Judaism.

Physical Education:

Hockey:

- To develop dribbling skills.
- To become more accurate with passing and receiving skills.

- To practise a range of skills for changing direction.
- To choose, combine and perform skills fluently and effectively in tasks/games.
- To understand and apply a range of tactics and strategies for attacking as part of a team.

D&T: playground structures

- To design ideas and test ideas before proceeding.
- To join and combine materials in different ways to make a permanent, stable structure.
- To develop a range of skills and finishes.
- To evaluate their products, identifying strengths and areas for development.

Music: The Fresh Prince of Bel Air (Charanga)

- To begin to recognise the basic style of Old School Hip Hop.
- To find the pulse of a song.
- To talk about a song using musical language.
- To compare the similarities and differences between two songs.
- To learn to sing and perform a song.
- To play an instrument with a song.
- To sing a song and improvise using voices and/or instruments within the song.
- To sing and perform own composition within the song.
- To choose what to perform.
- To assess a final performance.

PSHE: SCARF- Me and My Relationships

- To identify what makes a relationship unhealthy.
- To identify who they can talk to if they needed help.
- To identify characteristics of passive, aggressive and assertive behaviours.
- To understand and rehearse assertiveness skills.
- To recognise basic emotional needs and understand they change according to circumstance.
- To identify risk factors in a given situation and consider outcomes of risk taking in this situation, including emotional risks.

Modern Foreign Languages (MFL): French

- To revise the vocabulary previously taught in the 'Presenting Myself' unit and to learn how to say the various nouns for family members in French.
- To continue and consolidate the nouns and definite articles/ determiners for members of the family in French
- To learn how to use the possessive adjective 'my' in French with increasing accuracy and understanding.
- To introduce the language required to ask and answer the target question: As-tu des frères et sœurs? (Do you have any brothers or sisters?)
- to be able to introduce their family members by being able to say what their names are.
- To learn how to say and recognise numbers 1-70 (and 1-100 in the optional challenge section) in French – to use this knowledge to be able to say how old our family members are.

British Values

We will continue to focus on the rule of law this half term. We will be focusing on how rules protect us and influence our behaviour through PSHE.