

YEAR 5 CURRICULUM OVERVIEW Term 2 2016-17



UNIT OF INQUIRY 3

	<p><u>Central Idea</u> Our understanding of the Earth, the Solar System and the Universe impacts on human lives.</p> <p><u>Key Concepts</u> Form Connection</p>	<p><u>Lines of Inquiry</u></p> <ul style="list-style-type: none"> • The Earth's position in the universe • The exploration of Space • The impact of space technology on our lives <p><u>Key Vocabulary</u> universe, galaxy, planet, asteroid, atmosphere, molecule, magnetic, density, Sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto, gravity, average, hemisphere, volcanic, astronaut, scientist, satellites, diagram, longitude, latitude.</p>
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UNIT OF INQUIRY 4

	<p><u>Central Idea</u> Human migration is a response to challenges, risks and opportunities</p> <p><u>Key Concepts</u> Change Causation</p>	<p><u>Lines of Inquiry</u></p> <ul style="list-style-type: none"> • The reasons why people migrate • Migration throughout history • Effects of migration on communities, cultures and individuals <p><u>Key Vocabulary:</u> Migration, immigration, emigration, internal, regional, international, community, population, direction, factors, opportunities, refugees, identity, economic, political, social, employment, services, disaster, climate, safety, patterns, trends, policies, visas.</p>
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LANGUAGE

	<p><u>Reading</u> Non-fiction: Reference books about space; looking at the difference between explanations and non-chronological reports. Fiction: Science fiction narrative - studying plot development and characters. Looking at use of sentence structure for dynamic effect. Non-fiction: Historical fiction books about migration accounts, autobiographies. Reading research about migratory events around the world</p> <p><u>Phonics, Spelling and Vocabulary:</u> Spelling patterns:</p> <ul style="list-style-type: none"> • Adding suffixes beginning with vowel letters to words ending in -fer • Words with the /i:/ sound spelt ei after c and ie where no c: exceptions • Use of hyphen • Revise mathematical vocabulary for 2D/3D shape <p>Homophones, letter strings with different pronunciations. Vocabulary words relating to both units of inquiry.</p>	<p><u>Writing:</u> To explain: Write an explanatory text linked to the Unit of Inquiry To entertain: Write a Science fiction/fantasy story with focus on plot development and characters. Focus: Character description, story development, use of suspense/intrigue To inform: Historical recount (biographies and autobiographies) Focussing on the purpose of documenting events. To entertain: Historical fiction about people who migrated</p> <p><u>Grammar and punctuation</u> Converting noun and adjectives into verbs using ate, ify, ise for example advert - advertise, pretty - prettify, vibration - vibrate Subordinate clauses Commas, parentheses and hyphens to indicate additional information in a sentence Colon and semicolon Paragraphs Continue with use of variety connectives (temporal/causal/correlative)</p>
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MATHS

	<p><u>Integrated Maths</u></p> <p><u>Number</u> <u>Place Value</u> Read, write, order and compare numbers to at least one million and determine the value of each digit. Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10 000 and 100 000. Order positive and negative integers Use whole numbers up to millions or beyond in real-life situations.</p> <p><u>Fractions and Decimals</u> Write equivalent fractions of a given fraction. Convert improper fractions to mixed numbers and vice versa. Write mathematical statements >1 as a mixed number (e.g. $\frac{7}{5} + \frac{1}{5} = 6/5 = 1 \frac{1}{5}$) Add and subtract fractions Multiply proper fractions and mixed numbers by whole numbers. Read and write decimal numbers as fractions (e.g. $0.71 = 71/100$) Round decimals Read, write, order and compare numbers with up to three decimal places. Write percentages as a fraction with denominator 100, and as a decimal.</p>	<p><u>Stand-Alone Maths</u></p> <p><u>Measurement</u> Calculate the perimeter of composite rectilinear shapes; measure and compare the area of rectangles Convert larger to smaller units using decimals to one place (e.g. change 2.6kg to 2600g) Interpret a reading that lies between two unnumbered divisions on a scale Use timetables and schedules (12-hour and 24-hour clocks) in real-life situations. Measure and construct angles in degrees using a protractor</p> <p><u>Shape and Space</u> Draw 2D shapes using given dimensions and angles. Recognise, describe and build 3D shapes, including making nets. Estimate and compare acute, obtuse and reflex angles. Identify angles at a point and one whole turn (360°); angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p>
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ICT

	<p><u>Integrated Investigating:</u> Use search tools and strategies to locate information online. Compare and analyse information using timeline generators, graphic organisers, etc.</p> <p><u>Creating:</u> Create multimedia presentations, podcasts, or movies to share new learning.</p> <p><u>Communicating</u> Identify & use digital presentation tools for purpose & target audience. Proper use of tools to enhance presentation.</p> <p><u>Organising (Maths)</u> Detect and correct errors in algorithms and programs. Use a range of spreadsheet functions to manipulate data.</p>	<p><u>Stand Alone Organising</u> Add, edit and organise bookmarks and access internet history.</p> <p><u>Responsible Digital Citizen:</u> Demonstrate safe use of technologies and understand the consequences of the misuse of technology Agree not to record, photograph or post online a teacher or a student without the person's direct and clear permission</p>
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ART

	<p><u>Printing-</u> Create images related to space and rockets. Demonstrating various printing techniques and letting the children use these as independently as possible- lino cutting</p>	<p><u>3D modelling.</u> Design and make a mask from somewhere in the world. Research masks, then create out of card, modroc, paint and decorate realistically.</p>
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FRENCH

	<p><u>The four seasons</u> Review weather looking at meteo in different French regions, learn seasons, months and days. My own weather booklet. French poetry Numbers 1-60</p>	<p><u>Let's go to France!</u> Travel and use of prepositions. Map and geographical features of France. French cities and customs, similarities and differences to their own. Reading and writing comprehension.</p>
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MUSIC

	<p>'Space' unit: listening and analysing music inspired by the sun, moon, planets and stars: Holst - the Planets, Zarathustra (famous for being used in the movie Space Odyssey), Au Claire De La Lune, etc. In small groups, the children will compose their own music inspired by the planets, choosing their own instruments and genre. Migration unit: listening to music genres created as a result of migration of people: how new music genres are created when migrants bring their own music culture and integrated it within the one that is around them. examples: Gospel, Ska, Reggae, Rock Fusion, World music. Continuing the story of gospel as a genre created by migration</p>	<p>Performing/Notation Learning to read and perform 3/4 & 4/4 Time-Signatures, as well as several new music symbols: D.C. (Da Capo), Volta brackets, whole note, D.S. (Da Segno), Fermata. Variations Creating variations of simple songs by changing note lengths Singing: Singing the songs from the play 'The Heroes of Troy'. Learning the basics of dynamics, diction, pitch accuracy, two-part singing.</p>
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PE

	<p>PE Gymnastics and Dance In gymnastics, students will learn to perform a variety of static and dynamic balances and rotations including forward rolls and cartwheels. They will also improve their jumping and landing skills and create sequences of movement individually and in small groups. In the dance unit, students will be researching, choreographing and performing their own dance routine in front of an audience. They will choose their own genre of music, their own song, a story line for their dance and will also be responsible for coordinating their own costumes and props.</p>	<p>Games Swimming and Health/Fitness In games lessons, students will participate in a swimming program, focusing on water confidence, safety, survival skills and stroke development. The health unit will cover topics including nutrition, relationships and bullying as well as body image. In the fitness unit, students will participate in pre and post fitness testing. They will set goals and work towards improving the components of fitness including speed, agility and power. As part of a personal project, Year 5 students will develop a training program and healthy eating plan that they will complete over the course of the term.</p>
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