YEAR 5 CURRICULUM OVERVIEW Term 3 2018-19

UNIT OF INQUIRY 5

Central Idea Economic systems depend on the interaction between producers and consumers. **Key Concepts** Connection, Function, Form **Related Concepts** Interactions, Supply/ demand, Exchange, Advertising, Trade, Design	**Lines of Inquiry** ● The process of producing and selling products and services ● How products and services are advertised ● How economic activities impact humankind **Key Vocabulary** Goods, services, economy, products, supply, demand, advertising, commercials, trade, consumer, producer, supply chain, impact, persuasive, emotive, brands, profit, loss, labour, scarcity, employment, unemployment, marketing, data, market research.

LANGUAGE

READING *Guided Reading (fiction):* Participate in discussions about texts, forming and communicating their opinion Understand and respond to the ideas, feelings and attitudes expressed in various texts showing empathy for characters Discuss how words and phrases are used to capture the reader's interest and imagination Recognise that a story structure can vary and that plots can have high and low points Discuss the author's perspective on events and characters **Non-fiction:** **Persuasive texts:** Read and evaluate examples of persuasive texts, e.g. advertisements or newspaper articles, considering structure and how language is used Identify the deliberate use of ambiguity, half-truth, bias or how opinion can be disguised to seem like fact Collect and investigate use of persuasive language and techniques such as words and phrases, persuasive definitions and rhetorical questions **Playscripts:** Understand the features of a play script and the conventions, e.g. settings/scenes/direction cues and dialogue in playscripts Understand how William Shakespeare shaped the English language and theatre through his plays Through drama and reading adaptations, become familiar with some Shakespeare plays, demonstrating an understanding of plot and theme Explore Shakespearean language and identify where Old English is used in a Shakespearean script Prepare and perform scenes from Shakespeare plays **WRITING** **Persuasive writing** Understand how persuasive writing can be adapted for different audiences and purposes Form points of view about an issue and argue in a debate Construct an argument to persuade others of a point of view and with opposing points of view Structure an argument with conditionals, connectives, adverbs e.g *'on the other hand…if…, then'; 'on the other hand…'; 'finally'; 'so'* **Playscripts:** Writing playscripts using correct conventions (settings, stage directions)	**Phonics, Spelling and Vocabulary** 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 Words containing the letter-string ough Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) **Grammar and punctuation** Reviewing and using colons, semicolons, adverbs, pronouns, personification, metaphors, similes, onomatopoeia, rhyme, verbs (modal) to show degrees of possibility.

	Write a simple character study	

MATHS

	Integrated Maths:	**Stand – alone Maths:**
	Measurement (capacity and volume):	**Measurement (length):**
	Convert between different units of metric measure.	Convert between different units of metric measure.
	Use approximate equivalences between metric and imperial units such as pints.	Use approximate equivalences between metric and imperial units such as inches
	Read and interpret scales on a range of measuring instruments.	Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
	Estimate volume (e.g. using 1cm³ blocks to build cuboids) and capacity (e.g. using water).	Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.
	Read and interpret scales on a range of measuring instruments.	Read and interpret scales on a range of measuring instruments.
	Select and use appropriate units of measurement and tools to solve problems in real-life situations.	Select and use appropriate units of measurement and tools to solve problems in real-life situations.
	Use all four operations to solve problems involving measure (e.g. volume) using decimal notation, including scaling.	Use all four operations to solve problems involving measure (e.g. length) using decimal notation, including scaling
	Data handling:	**Pattern and Function:**
	Understand that the mode, median, mean and range can summarise a set of data.	Understand that patterns can be generalised by a rule.
	Understand that probability can be expressed in scale (0-1) or percent (0% - 100%).	Construct and recognise patterns in number sequences.
	Collect, display and interpret data in line graphs.	Identify a sequence of operations relating one set of numbers to another set.
	Solve comparison, sum and difference problems using information presented in a line graph.	Analyse pattern and function using words, tables and graphs, and, when possible, symbolic rules.
		Describe the pattern in the sum, difference and product between even and odd numbers.
		Analyse patterns and identify rules in a variety of ways.
		Shape:
		Identify 3D shapes from 2D representations.
		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.
		Draw given angles and measure them in degrees.
		Describe positions on the full coordinate grid (all four quadrants).
		Identify the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
		Find missing lengths and angles in rectangles.

ICT

	Integrated	**Stand Alone**
	Creating:	**Organising**
	Create multimedia presentations, podcasts, or movies to share new learning.	Establish and maintain a set of tags for info retrieval.
		Detect and correct errors in algorithms and programs.
		Responsible Digital Citizen:
		Behave appropriately when interacting with other online
	Use advanced image editing tools to customise images	Digital Passport: Cyberbullying Resource
		Check and make sure my privacy settings on communication tools in secure.
		Can explain the positive and negative impacts of ICT on my life, the local community and on a global scale.
	Investigating:	**Communicating**

	Create a form to collect survey data and access the information in a spreadsheet. **Organising** Use a range of spreadsheet functions to manipulate data.	I can use digital tools to communicate and work collaboratively (e.g. Gmail, Google Doc, Blog, Google Sites). Use a blog to pose problems, opinions, reflect and seek feedback (Seesaw) **Communicating:** I can use a blog to reflect and seek feedback from others to improve the learning progress (e.g. Word Press) **Creating:** Use sequence, selection and repetition in programs

ART

	Painting Artists and Pop Art. Choosing packaging and painting part of their own image, using Andy Warhol and Roy Lichtenstein as inspiration. Looking at images that they created - which were recognisable objects of the time - concentrating on graphics, design and fine painting skills. Designing their own programme images for the show at The Arts Depot	**Collage** Marketplace- Using paper, including taught paper crafting skills to create images linked to the unit. Explore the work of Wayne Thiebaud- Creating repeated images to represent cakes/ice-creams etc. Exploring how this be used to promote products in the marketplace? Fine hand and eye coordination when exploring cutting skills, cooperating with in a group, ensuring time management skills to complete a piece of work

FRENCH

	Integrated To explore the French vocabulary required to order food and drinks in a café Explore other linguistic patterns appropriate to requesting things such as services in public places. To understand, say, read and write the names of everyday places necessary for a market economy To follow and give simple directions orally To read, say and write numbers 1-60 in French	**Stand Alone** To write a letter about themselves, including information such as; where I live, my school, my age and my family To continue the development of knowledge of French phonic rules and the use of adjectives when reading and writing in French

MUSIC

	Promoting and selling music in the Digital Age: how musicians use the internet to sell their music directly to the their fans, skipping the traditional role of the Record Labels. All names of notes used in music, using a combination of natural and enharmonic notes. Perform music pieces containing whole notes. Sing songs that have strong moods. Learn about Art Rock and New Wave (David Bowie, Police, Roxy Music, Depeche Mode).	Main music genres and subgenres. Learn about and compose songs using transposition. Perform songs in in 6/8 time-signature. Sing songs with drones and fanfares. Learn about Britpop - British pop music of the mid 1990s that was typically influenced by the Beatles and other British groups of the 1960s and perceived as a reaction against American grunge music.

PE

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	Athletics In preparation of our annual Sports Day, students will be participating in a variety of athletic events including javelin, discus, shot-put, long jump, standing triple jump, high jump, 100m, 200m, 400m and relay races. An emphasis will be placed on developing leadership and self-management skills.	**Striking Sports** Students will be exploring their striking and fielding skills by learning and playing a variety of sports including tennis, baseball, cricket and badminton. **Outdoor Adventure** In the second-half of the term, students will develop their orienteering and problem-solving skills in familiar and unfamiliar situations as part of the Outdoor Adventure unit. Throughout these challenges, there will be an emphasis on building trust and working as a team. Students will be challenged with activities to help them to learn skills and strategies for reading maps, understanding directions and navigating.