

# YEAR 5 CURRICULUM OVERVIEW Term 1 2018-19



## UNIT OF INQUIRY - Who We Are

	<p><b>Central Idea</b> Many factors influence how people form and develop their beliefs and values</p> <p><b>Key Concepts</b> Causation Perspective</p> <p><b>Related Concepts</b> Values, beliefs, culture, identity, tradition, ethics, tolerance, conflict</p>	<p><b>Lines of Inquiry</b> How we form and develop our beliefs and values How people share and express their beliefs in their daily lives How people coexist while having different beliefs</p> <p><b>Key Vocabulary</b> Religion, Judaism, Hinduism, Buddhism, Christianity, Islam, Muslims, values, norms, beliefs.</p>
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## UNIT OF INQUIRY - How The World Works

	<p><b>Central Idea</b> Human curiosity about space and the universe leads to further understanding and new technologies.</p> <p><b>Key Concepts</b> Form, Connection</p> <p><b>Related Concepts</b> Forces, movement, cycles, systems, technology, progress</p>	<p><b>Lines of Inquiry</b> The exploration of Space The structure of the universe Technology developed as a result of space exploration</p> <p><b>Key Vocabulary</b> 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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## LANGUAGE

	<p><b>Reading</b> Strategies: Extracting information Presenting information read Summarising Skimming and scanning for information</p> <p><b>Nonfiction (Beliefs and Values):</b> Information books about different beliefs and values</p> <p><b>Nonfiction (Space):</b> Reference books about space; looking at the difference between explanations and non-chronological reports.</p> <p><b>Fiction:</b> Science fiction narrative - studying plot development and characters. Character analysis Plot form Comprehension linked to literal and inferential understanding</p>	<p><b>Writing</b> <b>To Inform:</b> Non-chronological reports on belief systems Write complete reports following structure and including different features. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text type.</p> <p><b>To explain:</b> Read and analyse a range of explanatory texts, investigating and noting features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections.</p> <p>In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style.</p> <p><b>To entertain (Science Fiction):</b> Plan and tell stories to explore narrative viewpoint, ( e.g.) retell a story (either familiar own) from the point of view of another character Demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and engage the listener. Develop particular aspects of story writing: experiment with different ways to open the story e.g hook in the reader</p> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• Revise Year 4 spelling patterns</li> <li>• cious/tious tial/cial</li> <li>• ant/ance/ancy ent/ence/ ency</li> <li>• In addition: unit words/maths vocabulary/personal spellings</li> </ul> <p><b>Grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>• full stops, commas use (review and development)</li> <li>• Use of higher level punctuation as appropriate</li> <li>• Extended sentences with subordinate clauses</li> <li>• Vary sentence length using clauses</li> </ul>
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## MATHS

	<p><b>Stand Alone:</b>  <b>Number: Addition and Subtraction</b>                  Add and subtract numbers mentally with increasingly large numbers.                  Add and subtract whole numbers with more than 4 digits.                  Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.                  Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p><b>Multiplication and Division</b>                  Identify multiples and factors.                  Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.                  Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method.                  Multiply and divide numbers mentally drawing upon known facts.                  Divide numbers up to 4 digits by a one-digit number.                  Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.                  Recognise and use square numbers and cube numbers and the notation for each.                  Solve problems involving multiplication and division                  Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</p>	<p><b>Stand Alone:</b>  <b>Place Value</b>                  Model numbers to millions or beyond using the base 10 place value system.                  Model negative number on a number line and count forwards/backwards with positive and negative numbers including through zero.                  Read, write, order and compare numbers to at least one million and determine the value of each digit.                  Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.                  Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10 000 and 100 000.                  Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.                  Use whole numbers up to millions or beyond in real-life situations.</p>
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## ICT

	<p style="text-align: center;"><b>Integrated ICT</b></p> <p><b>Investigating:</b>                  Use note taking tools to record, evaluate, process and reference information                  Use search tools and strategies to locate information online.  <a href="#">Digital Passport: Search Resource</a></p> <p><b>Creating:</b>                  Create a well presented document and demonstrate word processing skills.                  Create multimedia presentations, podcasts, or movies to share new learning.</p> <p><b>Communicating</b>                  Identify &amp; use digital presentation tools for purpose &amp; target audience.                  Proper use of tools to enhance presentation.</p> <p><b>Responsible Digital Citizen:</b>                  Respect the copyright of materials, use royalty free sources and give credit to sources <a href="#">Digital Passport: Creative Credit Resource</a></p>	<p style="text-align: center;"><b>Stand-Alone ICT</b></p> <p><b>Organising</b>                  Maintain an organised system of folders with name convention.                  Can troubleshoot by reading error messages.</p> <p><b>Collaborating</b>                  Use digital tool for peer evaluation - give and receive constructive feedback.</p> <p><b>Communicating</b>                  Use digital tools to communicate &amp; work collaboratively.</p> <p><b>Creating:</b>                  Maintain a blog online with posts, comment and pictures to document my learning journey over time.</p>
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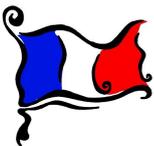
## ART

	<p><b>Drawing and sketching</b>                  Using various drawing tools to represent patterns and designs linked to certain beliefs/religions.                  Concentrating on using a viewfinder and drawing part of an image.                  Using shading, cross hatching techniques when drawing.</p>	<p><b>Printing</b>                  Use printing techniques to create images related to space and rockets.                  Independently demonstrate various printing techniques.                  Apply previously acquired skills to create lino and foam prints.</p>
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## FRENCH

	<p><b><u>Our School</u></b>                  To be able to discuss and describe places around the school.                  Be able to talk about everyday school routines in French.                  Begin to discuss different school subjects                  Be able to answer questions using <b>parce que</b></p>	<p><b><u>I Am The Music Man</u></b>                  Be able to name basic musical instruments                  Begin to sing and perform songs in French.                  Use the features of a poster advertisement in French.                  Begin to be able to write simple sentences with <b>etre</b> and <b>avoir</b>.                  Be able to say numbers 1-60 in French</p>
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## MUSIC

	<p><b><u>Integrated:</u></b>                  Learn about Gospel music, the music genre that influenced all music in the 20'th century, from Blues to Hip-Hop. Listen to examples, learn to sing and play several songs in that genre.                  Watch advertisements where music plays a key roll, analyse the music, draw conclusion about instruments, tempo and arrangement.</p>	<p><b><u>Stand alone:</u></b>                  Singing in tune and diction in a rap, singing the blues; moving by step in the chorus; singing in two parts.                  Instruments: Back to basics: rhythm, pulse, tempo, bars, time-signatures, note lengths, dotted notes and rests.                  Tuning-in: Looking at Music Theory: the beat, rhythm, tempo, note lengths                  Performing with percussion instruments from rhythmic notation, revising music notation symbols.</p>
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## PE

	<p><b><u>Invasion Games:</u></b>  <b><u>Netball, Football, Handball and Tag Rugby</u></b>                  In Games, Year 5 students will continue consolidating sport-specific skills for netball, football handball and tag rugby. These skills will be practised in small group activities and applied to games. Skills include dribbling, passing and shooting. Students will also develop an understanding of game concepts including moving into space and looking at strategies and tactics.</p>	<p><b><u>Invasion Games:</u></b>  <b><u>Hockey and Basketball</u></b>                  In PE, students will continue consolidating their dribbling, passing and shooting skills in hockey and basketball. These skills will be practised in modified games and applied in game play. Developing attacking and defending strategies for both sports is a focus in Year 5 PE.</p>
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