

YEAR 5 CURRICULUM OVERVIEW Term 2 2017-18



UNIT OF INQUIRY 3

	<p>Central Idea Our understanding of the Earth, the Solar System and the Universe impacts on human lives.</p> <p>Key Concepts Form, Connection</p> <p>Related Concepts Force/Power, Motion, Matter, Cycles</p>	<p>Lines of Inquiry</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>Key Vocabulary 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>Central Idea Throughout time humans have migrated in response to different circumstances.</p> <p>Key Concepts Change, Causation</p> <p>Related Concepts Freedom, Origin, Location and Place, Time, Transportation</p>	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> • The reasons why people migrate • Migration throughout history • Effects of migration on communities, cultures and individuals <p>Key Vocabulary: 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>Reading</p> <p>Non-fiction: Reference books about space; looking at the difference between explanations and non-chronological reports.</p> <p>Fiction: Science fiction narrative - studying plot development and characters. Looking at use of sentence structure for dynamic effect.</p> <p>Writing Recount: Distinguish between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ.</p> <p>Develop the skills autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary.</p> <p>When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</p> <p>Use the language conventions and grammatical features of the different types of text as appropriate.</p>	<p>Writing:</p> <p>To explain: 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>To entertain (Science Fiction): Plan and tell stories to explore narrative viewpoint, (e.g.) retell a story (either familiar own) from the point of view of another character</p> <p>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.</p> <p>Develop particular aspects of story writing: experiment with different ways to open the story e.g hook in the reader</p> <p>Writing Recount: Distinguish between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ.</p> <p>Develop the skills autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary.</p> <p>When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on</p>
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	<p>Mini exhibition - non chronological reports/explanation</p> <p>Phonics, Spelling and Vocabulary:</p> <p>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.</p> <p>Vocabulary words relating to both units of inquiry.</p>	<p>knowledge of different non-fiction text types.</p> <p>Use the language conventions and grammatical features of the different types of text as appropriate.</p> <p>Mini exhibition - non chronological</p> <p>Grammar and punctuation</p> <p>Converting noun and adjectives into verbs using ate, ify, ise for example advert - advertise, pretty - prettify, vibration - vibrate</p> <p>Subordinate clauses</p> <p>Commas, parentheses and hyphens to indicate additional information in a sentence</p> <p>Direct speech / speech marks</p> <p>Paragraphs</p> <p>Continue with use of variety connectives (temporal/causal/correlative)</p>
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MATHS

	<p>Integrated Maths</p> <p>Number</p> <p>Place Value</p> <p>Model numbers to millions or beyond using the base 10 place value system.</p> <p>Model negative number on a number line and count forwards/backwards with positive and negative numbers including through zero.</p> <p>Read, write, order and compare numbers to at least one million and determine the value of each digit.</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.</p> <p>Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10 000 and 100 000.</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> <p>Use whole numbers up to millions or beyond in real-life situations.</p> <p>Measurement</p> <p>Use decimal and fractional notation in measurement, e.g. 3.2cm, 1.47kg, 1½ miles.</p> <p>Read and interpret scales on a range of measuring instruments.</p> <p>Select and use appropriate units of measurement and tools to solve problems in real-life situations.</p> <p>Use all four operations to solve problems involving measure (e.g.mass) using decimal notation, including scaling.</p> <p>Solve real-life problems involving converting between units of time.</p> <p>Use timetables and schedules (12-hour and 24-hour clocks) in real-life situations.</p> <p>Determine times worldwide.</p>	<p>Stand-Alone Maths</p> <p>Fractions, Decimals and percentages</p> <p>Compare and order fractions whose denominators are all multiples of the same number.</p> <p>Identify and name equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</p> <p>Model improper fractions and mixed numbers.</p> <p>Model decimal fractions to thousandths or beyond and relate them to tenths, hundredths and fraction equivalents.</p> <p>Model percentages.</p> <p>Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred'</p> <p>Understand the relationship between fractions, decimals and percentages.</p> <p>Model addition, subtraction, multiplication and division of fractions and decimals</p>
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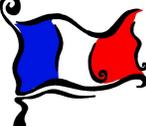
ICT

	<p>Integrated Investigating: Use search tools and strategies to locate information online. Compare and analyse information using timeline generators, graphic organisers, etc.</p> <p>Creating: Create multimedia presentations, podcasts, or movies to share new learning.</p> <p>Communicating Identify & use digital presentation tools for purpose & target audience. Proper use of tools to enhance presentation.</p> <p>Organising (Maths) Detect and correct errors in algorithms and programs. Use a range of spreadsheet functions to manipulate data.</p>	<p>Stand Alone Organising Add, edit and organise bookmarks and access internet history.</p> <p>Responsible Digital Citizen: 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>Printing- 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>3D modelling. 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>The four seasons Review weather looking at meteo in different French regions, learn seasons, months and days. My own weather booklet. French poetry Numbers 1-6 Travel-train timetables.</p>	<p>Let's go to France! 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 on French city. Listening skills-migration stories</p>
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MUSIC

	<p>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. 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,</p>	<p>Singing the songs from the play 'The Heroes of Troy'. Learning the basics of dynamics, diction, pitch accuracy, Rhythm skills: playing confidently in 3/4 time-signature, dotted half notes and rests using percussion instruments Music reading and performing skills: building confidence in reading and performing 3/4 & 4/4 time-Signatures; learning new music symbols: D.C. (Da Capo), Volta brackets, whole note, D.S. (Da Segno), Fermata. Appreciation: Listen and learn about Classical Music composers from 1830 to 1900 (Romanticism)</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</p>	<p>Games Swimming, Health/Fitness and Sports Coaching 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</p>
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	<p>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.</p>	<p>post fitness testing. They will set goals and work towards improving the components of fitness including speed, agility and power. In the sports coaching Unit, students will work in groups to plan, create and deliver sports lessons for their peers.</p>
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