

# YEAR 5 CURRICULUM OVERVIEW Term 2 2018-19



## UNIT OF INQUIRY - Where We Are In Place And Time

	<p><b>Central Idea</b> Throughout time humans have migrated in response to different circumstances.</p> <p><b>Key Concepts</b> Change, Causation, Responsibility</p> <p><b>Related Concepts</b> Choice, Freedom, Diversity, Citizenship, Racism, Society</p>	<p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• The reasons why people migrate</li> <li>• Migration throughout history</li> <li>• Effects of migration on communities, cultures and individuals</li> </ul> <p><b>Key Vocabulary:</b> 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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## UNIT OF INQUIRY - Sharing The Planet

	<p><b>Central Idea</b> The availability of clean water has an impact on human life.</p> <p><b>Key Concepts</b> Responsibility Causation Reflection</p> <p><b>Related Concepts</b> Conservation, Cycles, Environment, Equality, Resources</p>	<p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Sources and distribution of water</li> <li>• How water is used</li> <li>• Availability of useable water</li> </ul> <p><b>Key Vocabulary:</b> Climate, sources, supply, transpiration, precipitation, water cycle, distribution, availability, drought, disease, pump, tap,</p>
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## LANGUAGE

	<p><b>Reading</b> <b>Fiction and Nonfiction</b> <i>Guided Reading texts related to the Units of Inquiry</i> Ask questions to improve understanding of a text. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Explain and discuss their understanding of what they have read Make inferences and be able to justify them 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 Distinguish between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ. Appreciate author's use of language and interpret meaning beyond the literal</p> <p><b>Poetry:</b> Discuss poet's possible viewpoint, explain and justify own response and interpretation; Read poems with onomatopoeia, simile and metaphor; comment on how this influences meaning Discuss how metaphor is used in poems</p>	<p><b>Writing:</b> <b>To recount:</b> Develop the skills of 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. 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. Use the language conventions and grammatical features of the different types of text as appropriate.</p> <p><b>Narrative:</b> Add scenes, characters or dialogue to a story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. Develop settings using adjectives and figurative language to evoke time, place and mood Assess the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p><b>Poetry:</b> Compose poems linked to Unit of inquiry using free verse; use of more ambitious adjectival phrases Use or invent repeating patterns; attempt different forms, including rhyme for humour Compose poems using imagery such as simile and metaphor</p>
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	<p>In guided reading explore imagery by reading poems with onomatopoeia, simile and metaphor Describe the form of a poem e.g rhyme pattern, stanzas, use of imagery (see above) Discuss the poet's viewpoint - to amuse, to describe an experience or emotion etc</p> <p><b><u>Grammar and punctuation</u></b> Subordinate clauses Commas, parentheses and hyphens to indicate additional information in a sentence Direct speech/ speech marks Paragraphs Continue with use of variety connectives (temporal/causal/correlative)</p>	<p><b><u>Performing:</u></b> Vary pitch, pace, volume, expression and use pauses to create impact; Use actions, sound effects, musical patterns, images and dramatic interpretation</p> <p><b><u>Phonics, Spelling and Vocabulary:</u></b> Spelling patterns: 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 In addition: unit words/maths vocabulary/personal spellings Homophones, letter strings with different pronunciations.</p>
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## MATHS

	<p><b><u>Integrated Maths</u></b> <b><u>Data Handling:</u></b> Understand that different types of graphs have special purposes. Understand how to extrapolate information from a database Identify, describe and explain the mode, median and mean in a set of data. Collect, display and interpret data in line and bar graphs, pie charts and tables. Understand that the same data can be represented in different ways and on different types of graphs in order to create a desired effect (persuasive graphs) Solve comparison, sum and difference problems using information presented in a line graph. Set up a spreadsheet using simple formulas to manipulate data and to create graphs. Complete, read and interpret information in tables, including timetables. Design a survey and systematically collect, record, organise and display the data in a bar or line graph. Pose questions that can be used to guide data collection, organization and representation Create and manipulate an electronic database for their own purposes. Conduct an investigation using an inquiry model; gather, sort, and display multivariate category [with two or more variables] and whole-number data to answer questions; communicate findings using data displays. Compare and evaluate the effectiveness of different kinds of data displays as a way of representing the findings of investigations undertaken by themselves and others.</p> <p><b><u>Measurement</u></b> 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. Solve real-life problems involving converting between units of time. Use timetables and schedules (12-hour and 24-hour clocks) in real-life situations.</p>	<p><b><u>Stand-Alone Maths</u></b> <b><u>Number:</u></b> <b><u>Fractions, Decimals and percentages</u></b> Compare and order fractions whose denominators are all multiples of the same number. Identify and name equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Model improper fractions and mixed numbers. Model decimal fractions to thousandths or beyond and relate them to tenths, hundredths and fraction equivalents. Model percentages. Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred' Understand the relationship between fractions, decimals and percentages. Model addition, subtraction, multiplication and division of fractions and decimals Write equivalent fractions of a given fraction. Convert improper fractions to mixed numbers and vice versa. Write mathematical statements &gt;1 as a mixed number (e.g. <math>\frac{6}{5} = 1 \frac{1}{5}</math>) Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Solve problems involving number up to three decimal places. Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{3}{5}</math> and those fractions with a denominator of a multiple of 10 or 25.</p>
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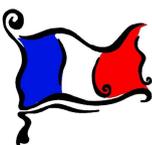
## ICT

	<p><b><u>Integrated</u></b>  <b><u>Investigating:</u></b>                  Compare and analyse information using timeline generators, graphic organisers, etc. Start to use a citation toll in Google Docs.  <b><u>Creating:</u></b>                  Create multimedia presentations, podcasts, or movies to share new learning.  <b><u>Communicating</u></b>                  Use digital tools to communicate &amp; work collaboratively. Use a blog to pose problems, opinions, reflect and seek feedback  <b><u>Organising (Maths)</u></b>                  Use a range of spreadsheet functions to manipulate data.  <b><u>Collaborating</u></b>                  Initiate communication and work collaboratively with local students.</p>	<p><b><u>Stand Alone Organising</u></b>                  Add, edit and organise bookmarks and access internet history.</p> <p><b><u>Responsible Digital Citizen:</u></b>                  Demonstrate safe use of technologies and understand the consequences of the misuse of technology</p>
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## ART

	<p><b><u>3D modelling/ construction</u></b>                  Design and make a cultural mask from somewhere in the world using research skills to understand elements of the mask.                  Research masks, then create out of card, modroc, paint and decorate realistically. Using fine motor skills for construction.</p>	<p><b><u>Textiles</u></b>                  Using an underwater creature as a focus choose an appropriate fabric for their creation.                  To embroider using different stitching techniques, making a choice of which stitches to use for greatest affect.</p>
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## FRENCH

	<p><b><u>Integrated</u></b>                  Describing people's physical appearance and personalities                  Talking, reading and writing about their hobbies and other people's hobbies, including playing musical instruments                  Exploring word order and adjectival agreements                  Describing school items, timetables and subjects</p>	<p><b><u>Stand alone:</u></b>                  Saying, reading and writing numbers beyond 50                  Use of the French alphabet to spell words and use of vowel digraphs when reading sentences and short paragraphs                  Telling the time in French using the 24 hour clock to talk about timetables                  Using everyday questions using the structure 'est-ce que' to ask questions on a variety of subjects</p>
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## MUSIC

	<p><b><u>Integrated</u></b>                  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.                  Listening and respecting others - in the class as well as stories from other musicians' interviews who migrated and created interesting music styles. Exploring collecting and interpreting data and S syntheses</p>	<p><b><u>Stand alone</u></b>  <b><u>Singing</u></b> Learning the basics of dynamics, diction, pitch accuracy,  <b><u>Rhythm skills:</u></b> playing confidently in 3/4 time-signature, dotted half notes and rests using percussion instruments  <b><u>Music reading and performing skills:</u></b> building confidence in reading and performing 3/4 &amp; 4/4 time-Signatures; learning new music symbols: D.C. (Da Capo), Volta brackets, whole note, D.S. (Da Segno).</p>
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## PE

	<p><b><u>Gymnastics and Dance</u></b>                  In gymnastics, students will learn to perform a variety of static and dynamic balances and rotations including forward rolls and cartwheels.</p>	<p><b><u>Swimming, Health/Fitness and Nutrition</u></b>                  In games lessons, students will participate in a swimming program, focusing on water confidence, safety, survival skills and stroke development.</p>
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	<p>They will also improve their jumping and landing skills and create sequences of movement individually and in small groups.</p> <p>In the dance unit, students will be researching, choreographing and performing their own dance routine in front of an audience.</p>	<p>The health unit will cover topics including relationships and physical well-being as well as body image.</p> <p>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.</p> <p>Nutrition will look at food groups and why our food consumption is so important for our bodies.</p>
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