

Year 5 - Mrs McLellan and Mr Murray
Curriculum Overview
First Half of the Autumn Term 2017 - 2018

<u>English</u>	<u>Maths</u>	<u>Topic</u>	<u>Science</u>
<p>Classic Poetry Key texts: The Highwayman by Alfred Noyes</p> <ul style="list-style-type: none"> • Settings of the poem • Key characters • Investigating figurative language • Making deductions on characters using drama • Performing the poem <p>Traditional and Oral Story-telling Key texts: Robin Hood</p> <ul style="list-style-type: none"> • Common themes of myths, legends, fables and traditional stories • Possible openings for these types of stories • Story style • Short and long sentences and tension graphs • Writing traditional tales • Heroes • Villain • Mythical objects • Moral • Oral retelling of own stories 	<p>Counting, partitioning and calculating</p> <ul style="list-style-type: none"> • Amounts up to ten million • Identify change in place value. • Continue a sequence. • Positions on a numberline • Doubling and halving. • Recap multiplying and dividing by 10, 100, 1000. • Multiplication – <ul style="list-style-type: none"> ○ partitioning, ○ formal methods • Division – <ul style="list-style-type: none"> ○ short and long division • Problem solving – <ul style="list-style-type: none"> ○ Operation and method <p>Geometry and number facts</p> <ul style="list-style-type: none"> • Classify 2D quadrilaterals • 3D shapes and their properties <ul style="list-style-type: none"> ○ pyramids and prisms ○ nets of open and closed cube, ○ nets of 3D shapes • Formal addition and subtraction with decimals <ul style="list-style-type: none"> ○ HTU, ThHTU ○ Check calculations with the inverse ○ Solve missing digit sums 	<p>World War 2</p> <ul style="list-style-type: none"> • Key events time line • Biographies of people involved in War • The experience of the Blitz • Being Evacuated • Rationing of Food • The experience of children in the wider world – <i>Anne Frank</i> <p>Making and testing a Shelter</p> <ul style="list-style-type: none"> • Recognise the importance of creating strength through use of arches and corrugation. • Be able to design several alternative structures and make one. 	<p>Earth and Space</p> <ul style="list-style-type: none"> • Describe the movements of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.

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<u>PE</u>	<u>ICT</u>	<u>French</u>	<u>RE</u>
<p>Netball</p> <ul style="list-style-type: none"> • To practise and improve accuracy of shoulder, chest and bounce pass. • To improve accuracy of throwing and catching skills • To perform skills more fluently and effectively in game situation. To understand and apply basic strategic and tactical principals for attacking and defending. • To learn how to mark a partner • To learn how to get free of a marker. • To work as a team to make a series of passes. • How to apply footwork skills • To use skills in a large team game. • To appreciate the importance of a warm up and warm down. 	<p>Analysing data</p> <ul style="list-style-type: none"> • Looking at information for topic using a variety of sources • Recap of safe internet use – what to do if searches bring inappropriate results • Compare information on same topic • Recording and presenting information • Evaluating differences in data and presenting potential reasons for differences 	<p>Moi et mon école</p> <ul style="list-style-type: none"> • Ask and say the time with minutes • Say and understand the names of some school subjects • Say what time and day a subject takes place 	<p>How has the Christian message survived for 2000 years?</p> <ul style="list-style-type: none"> • To understand the events of Jesus' Ascension and how believers were tasked with spreading the message of God. • To be aware of how the strength of the Christian message and the perseverance of Paul. • To make links between the events of the first Pentecost and how Christians feel empowered to spread the Christian message; • To be able to describe Christian beliefs of The Trinity. • To consider the beliefs that Christians are promising in Confirmation. • Be able to suggest reasons for the similar and different beliefs which Christians and other people hold, explaining how religious sources have helped the Christian message survive for over 2,000 years.