

Year 5 - Mr Johnston & Mr Kearney
Curriculum Overview
First Half of the Spring Term 2021 - 2022

<u>English</u>	<u>Maths</u>	<u>Topic</u>	<u>Science</u>
<p>Chronological Reports Shackleton's Journey</p> <ul style="list-style-type: none"> • Exploring the chronological structure of the text • Continuous diary entries of voyage • Research on key characters • Writing instructions for equipping the expedition • Plotting the course of the expedition • News report on the success of the expedition • Debate on what action to take to release the ship • Feelings poem about escaping the ice • Create own annotated diagram of camp on Elephant Island • Messages in a bottle home from stranded sailors <p>Poetic Style Key poets:</p> <ul style="list-style-type: none"> • Michael Rosen • Benjamin Zephaniah • Spike Milligan <ul style="list-style-type: none"> • Researching poets • Discussing and comparing style of poets • Exploring free verse • Writing and performing free verse 	<ul style="list-style-type: none"> • Read, write, order and compare numbers up to a million • Round any whole number up to a million • Addition and subtraction <ul style="list-style-type: none"> ○ mentally with increasingly large numbers ○ formally with amounts including beyond 4 digits and decimals ○ solve + and - multistep problems using efficient methods ○ Checking with the inverse • Formal multiplication methods - short, long, and with decimals • Interpret data shown on line graphs-solve comparison, sum and difference problems • Short division and interpret remainders in context. • Solve problems including scaling by simple fractions and problems involving simple rates • Estimate and compare acute, obtuse and reflex angles. • Measure and draw angles • Find missing angles • Add and subtract fractions • Be able to multiply proper fractions and mixed numbers by whole numbers. • Estimate volumes by counting blocks. • Translate shapes • Compare and order fractions 	<p>Tudor Exploration of America</p> <ul style="list-style-type: none"> • Understand what life was like in Tudor London • Understand what Tudor explorers knew about the New World. • Understand why the Tudors explored the 'New World'. • Identify why people wanted to leave Europe. • Understand how Tudor explorations were planned. • Explore how Tudor ships were designed for voyages. • Understand the roles of each person on board a Tudor Ship • Understand how people would travel to 'the New World'. • Understand what life was like on board • Understand that food decays • Look at life in the New World 	<p>Forces</p> <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effects of air resistance and friction that act between moving surfaces. • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

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<p style="text-align: center;"><u>PE</u></p> <p>Swimming</p> <p>Children will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will also learn and use different kicking and arm actions. Intermediate and advanced swimmers will focus on swimming more fluently and with increased confidence and control.</p>	<p style="text-align: center;"><u>ICT</u></p> <p>Random numbers and simulations</p> <ul style="list-style-type: none"> • Children will learn how computers can generate random numbers and how these can be used in simulations. • Children will write sequences of code to make objects change direction randomly • Write code where the actions of one object are dependent on an interaction with another • Create an app with random numbers, movements and actions dependent on other events 	<p style="text-align: center;"><u>French</u></p> <p>La nourriture</p> <ul style="list-style-type: none"> • Ask politely for food items • Describe how to make a sandwich • Express opinions about food • Talk about healthy and unhealthy food 	<p style="text-align: center;"><u>RE</u></p> <p>What does it mean to be Hindu?</p> <ul style="list-style-type: none"> • To know about the importance of family in Hinduism. • To use the correct religious vocabulary to compare the values that Hindus and people of other faiths try to live their life by. • To understand what karma means to Hindus and to understand the link between action and consequence. • To identify important areas in a Mandir and understand why a Mandir is important to Hindus. • To identify and order by reason of importance the reasons people go on a pilgrimage and to identify its importance for Hindus. • To share their understanding of the Hindu faith and identify similarities and differences between their own beliefs and Hindu beliefs.
	<p style="text-align: center;"><u>PSHE</u></p> <p>Belonging to a Community</p> <ul style="list-style-type: none"> • How resources are allocated and the effect this has on individuals, communities and the environment • The importance of protecting the environment and how everyday actions can either support or damage it • How to show compassion for the environment, animals and other living things • about the way that money is spent and how it affects the environment • to express their own opinions about their responsibility towards the environment 	<p style="text-align: center;"><u>Music</u></p> <p>"Make You Feel My Love" Style: Pop</p> <ul style="list-style-type: none"> • How to listen to music & sing the song. • To understand the geographical origin of the music and in which era it was composed. <small>[SEP]</small> • To experience and learn how to apply key musical concepts/elements, e.g. finding a pulse, clapping a rhythm, use of pitch. <small>[SEP]</small> <p>To play the accompanying instrumental parts with or without notation</p>	