

Year 5 - Mr Kearney and Mr Horry  
Curriculum Overview  
Second Half of the Autumn Term 2022 - 2023

<u>English</u>	<u>Maths</u>	<u>Topic</u>	<u>Science</u>
<p><b>Biographies</b></p> <ul style="list-style-type: none"> <li>• Explore different sources of information for biographies.</li> <li>• Create a fact file about a famous Victorian.</li> <li>• Create a list of questions they would like to ask a famous Victorian.</li> <li>• Identify the features of a biography.</li> <li>• Understand the need for unbiased questioning in interviews.</li> <li>• High level questioning skills for the interview.</li> <li>• Create own biography of Queen Victoria including a timeline, diagrams, tables and text.</li> </ul> <p><b>Historical Stories</b> Key texts: Street Child by Berlie Doherty</p> <ul style="list-style-type: none"> <li>• Describe 19th century London using the text as evidence</li> <li>• Research living conditions at the time and compare to now</li> <li>• Drawing pictures of scenes in the text Explore and discuss life in a workhouse</li> <li>• Story mapping, individually and as a class</li> <li>• Role play as different characters</li> <li>• Write continual diary entries</li> <li>• Write in role as Rosie or Doctor Barnardo.</li> </ul>	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Convert between 12 and 24 hour clock</li> <li>• Solve problems involving converting between units of time</li> <li>• Interpret timetables</li> <li>• Deduce information from line graphs</li> <li>• Calculate the perimeter and area of irregular, regular shapes, rectangles</li> <li>• Calculate missing lengths.</li> <li>• Estimate volume</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Identify 3d shapes from 2d drawings.</li> <li>• Distinguish between regular and irregular polygons based on reasoning.</li> </ul> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Long multiplication</li> <li>• Short division with remainders</li> <li>• Solve word problems involving all 4 operations.</li> <li>• Solve real life word problems involving the need to round up or down.</li> <li>• Recognise and understand % symbol</li> <li>• Calculate simple percentages of amounts.</li> <li>• Identify points on a number line including negative values and temperature scales.</li> </ul>	<p><b>Victorians</b></p> <ul style="list-style-type: none"> <li>• To place the history of Brentford within a Victorian context <ul style="list-style-type: none"> <li>◦ education, transport and work</li> </ul> </li> <li>• Plot change in Brentford from a rural market town to an industrial part of London</li> <li>• Understand the difference between St. Paul's school today and in Victorian times</li> <li>• Make (to a given design brief as from the Victorian era) a toy</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• To compare and group together everyday materials on the basis of their properties</li> <li>• To give reasons for the particular uses of everyday materials</li> <li>• To compare and group together everyday materials on the basis of their thermal conductivity, electrical conductivity and solubility.</li> <li>• To use knowledge of solids, liquids and gases to decide how mixtures might be separated</li> <li>• To demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>• To describe how to recover a substance from a solution</li> <li>• To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible</li> </ul>

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<p style="text-align: center;"><u>PE</u></p> <p><b>Netball</b></p> <ul style="list-style-type: none"> <li>• Practise and improve accuracy of shoulder, chest and bounce pass.</li> <li>• Improve accuracy of throwing and catching skills</li> <li>• Perform skills more fluently and effectively in game situation.</li> <li>• Understand and apply basic strategic and tactical principals for attacking and defending.</li> <li>• Learn how to mark a partner</li> <li>• Learn how to get free of a marker</li> <li>• Work as a team to make a series of passes</li> <li>• Apply footwork skills</li> <li>• Use skills in a large team game</li> <li>• Appreciate the importance of a warm-up and warm down</li> </ul>	<p style="text-align: center;"><u>Computing</u></p> <p><b>Coding - Speed, Direction and Coordinates</b></p> <ul style="list-style-type: none"> <li>• Use numbers to represent how fast things are moving and where they are on a screen</li> <li>• Using various inputs to make objects move, speed up and slow down</li> <li>• Using tablet accelerometers to control movement</li> <li>• Recap conditional events</li> <li>• Create an app with changes in speed and direction based upon controls and variables</li> <li>• Debug programs that do not work in an expected way</li> </ul>	<p style="text-align: center;"><u>French</u></p> <p><b>À L'école</b></p> <ul style="list-style-type: none"> <li>• Name school subjects</li> <li>• Talk about likes and dislikes at school</li> <li>• Ask and say the time</li> <li>• Talk about timings of the school day</li> </ul>	<p style="text-align: center;"><u>RE</u></p> <p><b>What are the Beatitudes and what do they mean for Christians?</b></p> <ul style="list-style-type: none"> <li>• To make links between Christian beliefs and show how they are connected to believers' lives.</li> <li>• To understand what might happen as a result of those decisions, including those made following The Beatitudes.</li> </ul> <p><b>How do art and music convey Christmas?</b></p> <ul style="list-style-type: none"> <li>• To suggest reasons for the similar and different beliefs about Jesus which people hold and explain how religious sources are used to provide answers to questions.</li> </ul>
	<p style="text-align: center;"><u>RSHE</u></p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• To identify what physical touch is acceptable, unacceptable, wanted or unwanted</li> <li>• How to ask for, give and not give permission for physical contact</li> <li>• How to respond to unwanted or unacceptable physical contact</li> <li>• Whom to tell if they are concerned about unwanted physical contact.</li> <li>• To recognise that everyone should be treated equally</li> <li>• What discrimination means and different types of discrimination</li> <li>• To identify online bullying and discrimination</li> </ul>	<p style="text-align: center;"><u>Music</u></p> <p><b>Classroom Jazz</b></p> <ul style="list-style-type: none"> <li>▪ To understand the geographical origin of the music and in which era it was composed.</li> <li>▪ To experience and learn how to apply key musical concepts/elements, e.g. finding a pulse, clapping a rhythm, use of pitch.</li> <li>▪ To recognise the style of the music and to understand its main style indicators.</li> <li>▪ To understand and use general musical vocabulary and specific vocabulary linked to the song</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and express Christian beliefs about Christmas in a range of art styles and suggest what they mean.</li> <li>• To identify, express and explain Christian beliefs about Christmas in the style of a Christmas Carol.</li> <li>• To consider how the Nativity Narrative is expressed in a variety of forms, using a wide religious vocabulary to discuss reasons for the similarities and differences.</li> </ul>