

Spring 1

Year 5  
Half-termly  
Curriculum  
Overview:



English	Maths	History / Geography
<p><b>Reading opportunities:</b> 'Floodland' By Marcus Sedgewick.</p> <p><b>Writing opportunities:</b> Letter to Zoe's parents and/or Natasha Diary Entry Chapter retell</p> <p><b>Grammar and Punctuation:</b> Simple, compound and complex sentences Subject, verb and object Apostrophes: Contractions Commas to mark clauses and adverbials Commas to clarify meaning Relative clauses and relative pronouns Handwriting and letter formation</p> <p><b>Spellings:</b> Words with silent letters Words spelled with 'ie' after c Words where 'ei' makes an /ee/ sound Words where 'ough' makes an 'or' sound Words containing 'ough'</p>	<p><b>Multiplication</b> Understanding factors of numbers and that factors are in pairs – using the vocabulary "<i>factor x factor = product</i>". Finding factors and common of positive integers using times tables up to 12 x 12. Finding multiples and common multiples of positive integers using times tables up to 12 x 12. Identifying prime and composite numbers. Understanding square and cube numbers. Multiplying and dividing whole and decimal numbers by powers of 10. Using known facts to multiply larger numbers. Written method of multiplication for use with positive integers and decimal number; Lattice method.</p> <p><b>Division</b> To use the written method of short division – Bus Stop - when the divided is a positive integer. To use the written method of short division – Bus Stop - when the divided is a decimal number. To begin to understand the significance of the remainder when a dividend is not divisible equally by a divisor.</p>	<p><b>Asia, Mountains, Volcanoes &amp; Earthquakes</b> What are some of the key physical features of Asia? What are some of the key human features of Asia? What are some of the most significant borders within Asia? What are tectonic plates? How are mountains formed?</p>
Science	Religious Education	Design & Technology
<p><b>Properties and Changes of Materials</b> How can we classify materials? What is conductivity? How do different materials respond to magnets? What happens when something dissolves? What factors can affect the dissolving process?</p>	<p><b>Hinduism</b> How can Brahman be everywhere and in everything? I can identify what is inside me that makes me the person I am? Can I understand that Brahman is the universal soul or God? Do I understand that other gods represent different forms of Brahman? Can I discuss the meaning of Brahman in the Hindu religion?</p>	<p><b>Celebrating Cultures</b> Can I identify where different foods originate in the world? Can I explain that diets around the world are based on similar food groups? Can I explain why rice is a good staple food? Can I demonstrate a range of food skills and techniques? To demonstrate a range of basic and advanced food skills and cooking techniques?</p>

	Do I know the importance of Brahman to Hindus in how they live their lives?	To accurately and mainly independently follow a recipe demonstrating a range of cooking techniques?
Computing	PSHE	Physical Education
<b>Programming A – Selection in physical computing</b> Can I control a simple circuit connected to a computer? Do I understand how to write a program that includes count-controlled loops? Can I explain that a loop can stop when a condition is met? Am I able to explain that a loop can be used to repeatedly check whether a condition has been met? Can I design a physical project that includes selection? Can I create a program that controls a physical computing project?	<b>Caring and Responsibility – Families and people who care for me</b> Can I learn how people's care needs change through life? Can I identify how loneliness can affect people? Can I understand about the positive benefits of volunteering?  <u><b>No Outsiders</b></u> <b>'How to heal a broken wing' by Bob Graham</b>  To recognise when someone needs help.	<b>Badminton</b> How can we win a game of badminton? Where should we hit/throw the shuttlecock? What is the consequence of the shuttlecock landing outside of the court or letting it bounce? Why do we not stand still when playing badminton? Where should we stand? Why do we need to return (recover) to the centre of the court once we have played a shot? What does the ready position look like? Where should we throw the shuttlecock when we are playing against an opponent? Why should we throw the shuttlecock into spaces?
MFL	Music	
<b>Je Me Presente: I Introduce Myself</b> Can I order and write a French greeting conversation between two people? Can I have a greeting conversation with a friend, including asking their name. Can I match a number from 1-20 with the correctly spelling? Can I write a phrase about name and age for different characters? Do I understand how to describe where I live and can ask a friend where they live?	<b>Exploring Key &amp; Time Signatures: How Does Music Improve Our World?</b> Within this unit the children will focus on the following musical elements: <i>Tempo:</i> 155 bpm (beats per minute = tempo) <i>Time signature:</i> 3/4 (three crotchet beats in every bar) <i>Key signature:</i> G major <i>Rhythmic patterns using:</i> Dotted minims, minims, dotted crotchets, crotchets and quavers <i>Melodic patterns using:</i> G, A, B, C, D, E, F#  <i>Songs</i> 'Freedom is Coming' 'All Over Again' 'Do You Ever Wonder'	
<b>Class Novel:</b> 'Floodland' By Marcus Sedgwick 'Cogheart By Peter Bunzl		
<b>Whole School Novel:</b> 'Charlie Changes into a Chicken' By Sam Copeland		