

YEAR 5 CURRICULUM OVERVIEW SPRING TERM 2018

'Let the children come to me.'

MARVELLOUS MAPS AND PROPERTIES OF MATERIALS

Religious Education	<p><u>Christmas</u> In this unit the children will hear about the story of Christmas from St. Matthew's Gospel. They will explore the difficulties faced by Mary and Joseph and the tensions that arose in King Herod.</p> <p><u>Parables and sayings of Jesus</u> In this unit children gain a greater knowledge and understanding of the Parables of Jesus. They explore the concept of the Kingdom of God from the teachings of Jesus and ways in which Christians respond to this teaching today through their belonging to the Church.</p> <p><u>Lent</u> This unit involves the children in thinking about the concept of 'temptation' as they study the temptations of Jesus. Children will be given the opportunity to reflect on what nurtures and damages human relationships they will study some important texts from the New Testament about Christian living and will learn about the Sacrament of Reconciliation as a Sacrament of Healing and God's forgiveness.</p>
English	<p><u>Reading and Writing</u> We will be reading <i>'The Lion, the Witch and the Wardrobe'</i> by C.S Lewis. It is the story of four children, who discovered a new land at the back of a wardrobe, weaves drama, action and imagination for a satisfying read. We will explore many themes such as friendship, betrayal, sacrifice, forgiveness, justice and loyalty.</p> <p>Curriculum Aims: To read, explore and discuss more challenging texts To understand how literature can provide an insight into other worlds To explore character, motive and consequences in narrative To read text closely and refer to it when exploring ideas To read between the lines and find evidence for their interpretation To achieve an understanding of how the author uses characters' traits in the story for cause and effect To write reflectively about a text and its themes</p> <p><u>Spoken Language</u> Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p><u>Handwriting</u> Children will be able to write legibly, fluently and with increasing speed by identifying the letters which when adjacent to one another are best left un-joined. Join letters appropriately in independent writing, being aware that capital letters do not join. Use diagonal and horizontal strokes, including leaving adjacent letters unjoined where necessary.</p>

	<p>Use diagonal strokes to join to letters without ascenders (ai, ar, un) and with ascenders (ab, ul, it). Use horizontal joins to letters without ascenders (ou, vi, wi) and with ascenders (ol, wh, ot).</p> <p><u>Spellings</u></p> <p>The class will practise new spellings by using 'look, say, cover, write and check.' Spellings are part of weekly homework and will be tested.</p> <p>They will also be taught about spelling strategies including using prefixes and suffixes and understanding the guidance for adding them.</p>
Mathematics	<p><u>Number and place value and Roman Numerals</u></p> <p>Children will interpret negative numbers in context, count forwards and backwards with positive and negative numbers including through zero. Read Roman numerals to 1000 and recognise years written in Roman numerals.</p> <p><u>Addition and subtraction</u></p> <p>Children will be able add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction), add and subtract numbers mentally with increasingly large numbers. Also use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p><u>Multiplication and division</u></p> <p>They will be able to multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Recall multiplication and division facts for multiplication tables up to 12×12, use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers, recognise and use factor pairs and commutatively in mental calculations, solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling and harder correspondence problems such as n objects are connected to m objects.</p> <p><u>Measurement</u></p> <p>Children will be able to convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre), solve problems involving converting between units of time.</p> <p>Children will be able to use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation including scaling.</p> <p><u>Geometry</u></p> <p>Children will be able to identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed.</p> <p>They will also distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p>

<p>Science</p>	<p><u>Properties and Materials</u> After reviewing and extending their knowledge of materials from previous years, pupils will study dissolving and learn how to recover materials from a solution. They will look at other methods of separating mixtures and carry out an investigation on “sewage” to clean it up before discharge into a river. They will investigate chemical reactions including burning and use a key and a series of simple tests to identify some mystery powders. They will learn about reversible and irreversible changes and they will create a drama about the life of a famous materials scientist. During this year, pupils will be taught to use practical scientific methods, processes and skills including: planning different types of scientific enquiries to answer questions, taking measurements with increasing accuracy and precision, recording data and results of increasing complexity using scientific diagrams and labels, using test results to make predictions to set up further comparative and fair tests.</p>
<p>Computing</p>	<p><u>Rising Stars Planning:</u> Select, use and combine a variety of software and internet services on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Computing will also be taught through cross-curricular work using a range of programs.</p>
<p>P E</p>	<p><u>Gymnastics</u> – Children will develop flexibility, strength, technique, control and balance. Soccer 2000 will continue to build on team-work skills.</p>
<p>Foundation</p>	<p><u>Art and Design:</u> Create a collage map based on Geography topics. <u>Geography:</u> Further explore the range of maps available to geographers and to develop their understanding of the key features of maps. They will learn to use the eight compass points to give directions and give grid references to locate places on a map. By comparing maps of our local area, children will learn about the way that places have changed over time. <u>PSHE:</u> SEAL Relationships The children will continue to explore their understanding of how thoughts can influence our feelings and our behaviour and how embarrassment can lead to other emotions, such as resentment, hurt, anger and shame. <u>French:</u> Developing speaking, listening and grammar skills through the topics – Dans ma classe, À l'école.</p>