

Year 5 Autumn Term Curriculum Overview 2020

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
MATHEMATICS	On-going application of mental, communication, problem solving and reasoning skills. <ul style="list-style-type: none"> To read, write, order and compare numbers to at least 1000000 and determine the value of each digit To solve number problems and practical problems that involve all of the above To add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) To add and subtract numbers mentally with increasingly large numbers To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why To recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents To multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 To multiply and divide numbers mentally drawing upon known facts To solve problems involving converting between units of time To complete, read and interpret information in tables, including timetables 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) To measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. 						Assessment Week	On-going application of mental, communication, problem solving and reasoning skills. <ul style="list-style-type: none"> To identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers To solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes To compare and order fractions whose denominators are all multiples of the same number To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths To multiply and divide numbers mentally drawing upon known facts To multiply numbers up to 4 digits by a one- (or two-)digit number using a formal written method, (including long multiplication for two-digit numbers) To divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context To solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign To know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles To draw given angles, and measure them in degrees (o) To identify: angles at a point and one whole turn (total 360o), angles at a point on a straight line and 1/2 a turn (total 180o), other multiples of 90o To illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius (YR6) To compare numbers with the same number of decimal places up to two decimal places (YR4) To solve problems involving number up to three decimal places To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths To round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 To add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) To add and subtract numbers mentally with increasingly large numbers To multiply and divide numbers mentally drawing upon known facts To multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. 						Assessment Week
	ENGLISH	<u>Princess' Blanket by Carol Ann Duffy</u> <ul style="list-style-type: none"> To be able to write from the perspective of a character in a story To respond to images in a powerful picture book To consider what motivates the actions and choices of individuals in different situations To use art as a stimulus for writing. <p>Possible Writing Outcomes</p> <ul style="list-style-type: none"> Note taking Written argument Newspaper article Poetry Write a commentary Letter Script writing 							<u>The Adventures of Odysseus by Marcia Williams</u> <ul style="list-style-type: none"> To explore the context of a narrative. To explore the characteristics of key characters in a narrative To explore in-depth a key action in a narrative To consider events from the perspective of one of the narrative's minor characters To consider different perspectives of the same event To debate and argue a point To retell the events of a story and use evidence from the text To write a short myth narrative. <p>Possible Writing Outcomes</p> <ul style="list-style-type: none"> Information posters Letters Annotated storyboards 					

HALF TERM

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	<ul style="list-style-type: none"> • Story writing. 						
SCIENCE	<p><u>Properties and changes of materials</u></p> <ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda • Star Scientist – Spencer Silver. 						
HISTORY							
GEOGRAPHY	<p><u>How is our country changing? (local area – change in kosher shops, more shuls etc)</u></p> <ul style="list-style-type: none"> • To name and locate some key topographical features of the UK and your own region • To understand that local people will have differing opinions about change in their region, and to explain some ways in which development can be sustainable • To understand that regions change over time and that change is continual • To understand that change is happening in the local area, and that changes will continue to happen • To explain how the local area has changed and how it might change in the future • To understand how the local area has changed and to consider what it might be like in the future. 						
ART							

<ul style="list-style-type: none"> • Diaries • Speeches • Notes for a debate • Story writing • Newspaper articles. 						
<p><u>Forces</u></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, water 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 • Star Scientists – Isaac Newton and Galileo Galilei. 						
<p><u>Was the Anglo-Saxon period really a Dark Age?</u></p> <ul style="list-style-type: none"> • To know who the Anglo-Saxons were, and why and when they chose to settle in England • To discover how the Anglo-Saxons lived using archaeological evidence • To be able to explain why the Staffordshire Hoard was so significant • To know about some of the key documents related to Anglo-Saxon times and their limitations • To produce a valid argument about whether this period deserves to be called a ‘Dark Age’ • To understand what can be discovered about the past from archaeological remains. 						
<p><u>Ancient Greece:</u></p> <ul style="list-style-type: none"> • To use a range of materials to investigate narratives and scenes on Ancient Greek amphorae • Use a variety of source material for their work • Work in a sustained and independent way from observation, experience and imagination • Use a sketchbook to develop idea • Create imaginative work from a variety of sources • Start to use artistic vocabulary when discussing work and ideas • Engage in open ended research to develop their own personal ideas • Show in their sketchbooks where they have recorded, observed, developed ideas, tested materials and planned and recorded information 						

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DT	<p><u>Inventions that changed the World!</u></p> <ul style="list-style-type: none"> To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose To understand how key events and individuals in design and technology have helped shape the world Draw up a specification for their design, link with other subjects Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces With growing confidence apply a range of finishing techniques With growing confidence select appropriate materials, tools and techniques Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Begin to measure and mark out more accurately Evaluate their work both during and at the end of the assignment Begin to evaluate work personally and seek evaluation from others. 						
COMPUTING	<p>COMPUTING STRANDS: Computer Science & Information Technology Unit 5.1 Coding - Program; 2Code</p> <ul style="list-style-type: none"> To review coding vocabulary To use a sketch or storyboard to represent a program design and algorithm To use the design to create a program To design and write a program that simulates a physical system To review the use of number variables in 2Code To explore text variables To create a playable, competitive game To combine the use of variables, If/else statements and Repeats to achieve the desired effect in code To read code so that it can be adapted, personalised and improved To create a playable, competitive game To combine the use of variables, If/else statements and Repeats to achieve the desired effect in code. To read code so that it can be adapted, personalised and improved To explore the launch command and use buttons within a program that launch other programs or open websites To create a program to inform others. 					<p>Catch-up/ Consolidation</p>	
FRENCH	<p>Core Vocabulary – Les Nombres (Numbers)</p>	<p>Core Vocabulary – Les Commandes De La Classe (Classroom Commands)</p>	<p>Core Vocabulary – Les Couleurs (Colours)</p>	<p>Core Vocabulary – Les Jours (Days of the Week)</p>	<p>Core Vocabulary – Les Mois (Months of the Year)</p>	<p>La Phonetique (Phonetics - Lesson 1)</p> <p>To look at the first 4 out of a</p>	<p>La Phonetique (Phonetics - Lesson 2)</p> <p>To look at the next 4 out of</p>

<ul style="list-style-type: none"> Investigate with familiar and unfamiliar tools to learn new skills Analyse and reflect on what they have achieved and the quality of their work, considering how they could have made improvement. 							
COMPUTING	<p>COMPUTING STRAND: Information Technology Unit 5.3 Spreadsheets – Programs; 2Calculate</p> <ul style="list-style-type: none"> To apply conversions of measurements To apply novel use of the count tool To use formulae including the advanced mode To use using text variables to perform calculations To use a spreadsheet to plan an event. 					<p>Catch-up/ Consolidation</p>	
FRENCH	<p>Les Fruits (Fruits)</p> <ul style="list-style-type: none"> To name and recognise up to 10 fruits in French To attempt to spell some of these nouns To ask somebody in French if they like a particular fruit To say what fruits they like and dislike. 					<p>La Phonetique (Phonetics - Lesson 3)</p> <p>To look at the next 4 out of</p>	

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To learn numbers 1-10 in French	To introduce some classroom commands in French.	To introduce colours in French.	To introduce days of the week in French.	To introduce months of the year in French.	total of 18 essential French sound patterns / phonemes (CH, OU, ON, OI) to improve French pronunciation and be able to read with improved accuracy.	a total of 18 essential French sound patterns / phonemes (I, IN, IQUE, ILLE) to improve French pronunciation and be able to read with improved accuracy.
To begin to learn numbers 10-20 in French.						

	a total of 18 essential French sound patterns / phonemes (I, IN, IQUE, ILLE) to improve French pronunciation and be able to read with improved accuracy.
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PE	<p>Tennis</p> <ul style="list-style-type: none"> To play against an opponent to score points To develop forehand and backhand shots To identify the techniques used in a volley shot To be prepared and ready to return using a volley shot To describe the purpose of /when to use a volley shot To recognise components of overhead shot To use overhead shot to clear from back of the court To describe when to see an overhead shot To play with others to score and defend points To recognise differences in where you might stand in doubles play To describe any different / additional rules when playing doubles To practice moving towards the ball aiming to prevent a second bounce To approach the ball forehand and backhand To play in games with and against others using a variety of tennis shots To evaluate ways to improve points scored in games.
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MUSIC	<p>Dance</p> <ul style="list-style-type: none"> To be able to move to perform non-locomotor movement To apply some basic Bollywood actions to a dance phrase To perform solo To be able to perform non -locomotor and locator movements together To link movements in to a short dance phrase To work with a partner to develop and remember dance phrase To work as part of a group to move collaboratively To create pathways and patterns as a group To use performance skills in their dance To describe what line dancing is and some of the key features To perform in isolation to line dancing steps With a partner, combine 3 steps to make a short movement phrase To use knowledge of basic line dancing steps to create their own To combine 3 new dance steps with previously learnt steps To work collaboratively as a group of 4 To practise and improve dance to perform to others.
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MUSIC	<p>Unit: Livin' On A Prayer Styles covered (Historical context): Rock</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.</p> <p>MUSIC STRAND: Listen & Appraise Recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music.</p> <p>MUSIC STRAND: Musical Activities</p> <p>Games</p> <ul style="list-style-type: none"> Internalise, understand, feel, know how the dimensions of music work together Focus on warm-up Games. Pulse, rhythm, pitch, tempo, dynamics Explore the link between sound and symbol. <p>Singing</p> <ul style="list-style-type: none"> Sing, learn about singing and vocal health Continue to learn about working in a group/band/ensemble. <p>Playing</p> <ul style="list-style-type: none"> Play a classroom/band instrument in a group/band/ensemble Explore the link between sound and symbol.
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MUSIC	<p>Unit: Classroom Jazz 1 Styles covered (Historical context): Jazz</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.</p> <p>MUSIC STRAND: Listen & Appraise Recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music.</p> <p>MUSIC STRAND: Musical Activities</p> <p>Games</p> <ul style="list-style-type: none"> Internalise, understand, feel, know how the dimensions of music work together Focus on warm-up Games. Pulse, rhythm, pitch, tempo, dynamics Explore the link between sound and symbol. <p>Singing</p> <ul style="list-style-type: none"> Sing, learn about singing and vocal health Continue to learn about working in a group/band/ensemble. <p>Playing</p> <ul style="list-style-type: none"> Play a classroom/band instrument in a group/band/ensemble Explore the link between sound and symbol.
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	<p>Improvisation</p> <ul style="list-style-type: none"> Explore and create your own responses, melodies and rhythm. <p>Composition</p> <ul style="list-style-type: none"> Create your own responses, melodies and rhythms and record them in some way Explore the link between sound and symbol. <p>MUSIC STRAND: Perform/Share</p> <ul style="list-style-type: none"> Work together in a group/band/ensemble and perform to each other and an audience Discuss/respect/improve your work together. 	<p>Improvisation</p> <ul style="list-style-type: none"> Explore and create your own responses, melodies and rhythm. <p>Composition</p> <ul style="list-style-type: none"> Create your own responses, melodies and rhythms and record them in some way Explore the link between sound and symbol. <p>MUSIC STRAND: Perform/Share</p> <ul style="list-style-type: none"> Work together in a group/band/ensemble and perform to each other and an audience Discuss/respect/improve your work together.
SRE/ PSHE	<p><u>Heads-Up Kids – Back To School Programme</u></p> <ul style="list-style-type: none"> To enable children to transition back to the school environment and feel safe and secure through routine, consistency and ritual To enable children to share their experiences and feelings To normalise worries and other big feelings To enable children to manage uncertainty and change. <p><u>Induction Week</u></p> <ul style="list-style-type: none"> To be able to identify ways they can self-improve including setting goals and targets for themselves To respond positively to new challenges/situation and can identify ways to face new challenges. <p><u>Black History Month</u></p> <ul style="list-style-type: none"> To identify, respond to and challenge stereotypes To know about the factors that make people the same/different To learn that similarities and differences between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity To appreciate the range of national, regional, religious and ethnic identities in the UK. 	<p><u>Anti-Bullying Week</u></p> <ul style="list-style-type: none"> To respond to, or challenge, negative behaviours such as stereotyping and aggression To identify the 4 different types of bullying and be able to recognise signs of each To judge whether physical contact is acceptable or unacceptable and how to respond To know how to ask for support when they feel unsafe or uncomfortable To develop strategies to resolve disputes and conflict e.g. through negotiation To recognise the importance of self-respect and how this affects our thoughts and feelings – everyone should be expected to be treated politely, kindly and with respect by others To know that they can work together to bring about change. They will learn that skills involved in this e.g. teamwork, negotiation, collaboration etc will help them in their future careers To listen and respond respectfully to a wide range of people (adults and peers) and feel confident to raise their own concerns. <p><u>British Values – Democracy</u></p> <ul style="list-style-type: none"> To know why and how laws are rules and laws are made. Children take part in making and changing rules. They know about and can identify elements of a democracy To learn that everyone has human rights, all peoples, all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.
JS	<p>Chagim: Rosh Hashanah</p> <ul style="list-style-type: none"> Tashlich – what it is about and how we conduct this (emphasise there is no need to throw bread!) Elul customs include: Tekiyat Shofar every morning, Selichot (incl. Ashkenazi + Sephardi customs of when this begins), check Mezuzot & Tefillin To know in more depth and detail laws about the Shofar and what makes it kosher or pasul Tzom Gedalia – date, story + reason for fasting (in simple terms) <p>Chagim: Yom Kippur</p> <ul style="list-style-type: none"> The Mitzvah of Viduy: stand, bow, beat chest + say aloud the Viduy prayer. Look at the “Ashamnu” prayer and compose personal viduy prayers. <p>Chagim: Succot/Shmini Atzeret/Simchat Torah</p> <ul style="list-style-type: none"> Identify kasher Arba’ah Minim using simple Halachic terms: <i>Kasher, Passul, and Mehudar</i> The Arba’ah Minim: corresponding to four types of Jew who unite on the Chag. (If time permits, link to the four children at the seder table) Sukkot: the simchah of this Chag after the serious days of Rosh Hashanah and Yom Kippur; a celebration after completing our teshuvah and being forgiven The uniqueness of the succah: whole body involved. Compared with other mitzvot that just use an element of the body Know what the Shalosh Regalim are and know that Succot is one of them. <p>Skills</p> <ul style="list-style-type: none"> To review current Hebrew reading skills 	<p>Chagim: Chanukah</p> <ul style="list-style-type: none"> Know the debate between Bet Hillel and Bet Shammai whether we start with 1 candle and increase or go down from 8 Knows the concept that the Greeks at first didn’t want to kill and wipe out the Jews but rather to get them to accept Greek culture and abandon the Torah – (Hellenism) Greek prohibitions against study of Shabbat, Rosh Chodesh and Brit Milah Is able to recite the whole of Maoz Tzur Knows that the longest Birkat Hamazon possible can be recited during Chanukah due to Rosh Chodesh and sometimes Shabbat too. <p>Skills:</p> <ul style="list-style-type: none"> To know how to read and write bet and gimel in Rashi Script To know how to read and write daled and heh in Rashi Script To know how to read and write vav and zayin in Rashi Script To know how to read and write chet, tet and yud in Rashi Script To know how to read and write kaf, final kaf in Rashi Script To know how to read and write lamed and mem in Rashi Script. <p>Topic: Shabbat</p> <ul style="list-style-type: none"> To know that there were 39 types of work that were used to build the Mishkan and these help us to know what we cannot do on Shabbat To know that these are called the 39 melachot To be able to explain how we know what we can and can’t do on

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- To know how to read and write aleph in Rashi script.

Topic: Shabbat

- To analyse the differences between shamor and zachor in expanding on idea of do's and don'ts. Link to the 2 candles we light for each word
- Know the significance of Friday Kiddush and how it relates to Shabbat
- Know the basic concept of *Melacha*.

Parasha

- Bereshit – caring for the world
- Noach - working together.

- To understand that you can enjoy Shabbat without the need for electronic devices
- To know that there are special Shabbatot, their names and understand why we have them
- To understand the idea of an eruv
- To know the difference between Shabbat and Yom Tov.

Parasha:

- Vayera – belief in Hashem
- Chayei Sarah – integrity
- Toldot – saying tefillah with kavannah
- Vayetze – making a difference
- Vayishlach –respect for humankind
- Vayeshev – sensitivity
- Miketz – acknowledging Hashem in our lives.