

Year 5 Autumn Term Curriculum Overview 2021

	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	HALF TERM	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	Princess' Blanket by Carol Ann Duffy <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. 									The Adventures of Odysseus by Marcia Williams <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 						

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ART										<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 and materials 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 Investigate with familiar and unfamiliar tools to learn new skills Extension: Work with clay, building on skills from previous years, finer details, refined structure, designs etc Analyse and reflect on what they have achieved and the quality of their work, considering how they could have made improvement. 		
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 (decide as a class on three products to evaluate) 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 – keep design simple based on class discussions 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 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>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 				<p>COMPUTING STRANDS: Computer Science & Information Technology Unit 5.1 Coding - Program; 2Code</p> <ul style="list-style-type: none"> 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. 			

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		<ul style="list-style-type: none"> To design and write a program that simulates a physical system To review the use of number variables in 2Code 	
PE	<p><u>Dance</u></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. 		<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> To complete a 4-element sequence containing actions at different heights and speeds To take weight on hands to move forward To include symmetrical and asymmetrical shapes To explore symmetry as applied to both balance and travel To compose an individual symmetrical sequence To attempt to combine sequences with a partner to create pair symmetrical sequences To explore asymmetrical balances and travels To compose an individual asymmetrical sequence To attempt a combining sequence with a partner to create asymmetrical sequence To use mat, floor and apparatus with great care and control.
MUSIC	<p>Unit: Composition notation Theme: Ancient Egypt</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.</p> <p>MUSIC STRAND: Listening, appraising and responding <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical) Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary Comparing, discussing and evaluating music using detailed musical vocabulary. <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. <p>Composing <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama) Improvising coherently within a given style Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest 		<p>Unit: Blues</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.</p> <p>MUSIC STRAND: Listening, appraising and responding <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical) Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary Comparing, discussing and evaluating music using detailed musical vocabulary. <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. <p>Composing <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama) Improvising coherently within a given style

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	<ul style="list-style-type: none"> Using staff notation to record rhythms and melodies Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. <p>Performing</p> <ul style="list-style-type: none"> Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group Performing with accuracy and fluency from graphic and simple staff notation Playing a simple chord progression with accuracy and fluency. 	<ul style="list-style-type: none"> Combing rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest Using staff notation to record rhythms and melodies Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence Suggesting and demonstrating improvements to own and others' work. <p>Performing</p> <ul style="list-style-type: none"> Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group Performing with accuracy and fluency from graphic and simple staff notation Playing a simple chord progression with accuracy and fluency.
SRE/ PSHE	<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>Awareness Days/Weeks</u></p> <p>Black History Month</p> <p>Wellbeing Wednesdays</p> <p>10th October – World Mental Health Day</p>	<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>Road Safety</u></p> <ul style="list-style-type: none"> To learn about situations that could cause them personal risk and how to manage them To develop strategies for keeping physically and emotionally safe – including safety in the environment and online safety To recognise that increasing independence brings increased responsibility to keep themselves and others safe. E.g. Walking to and from school independently To understand why distracting a driver is dangerous and know what other in-car behaviours are unsafe To understand what constitutes safe and unsafe behaviour for pedestrians and to know that unsafe behaviour often has serious consequences To understand what constitutes safe and unsafe behaviour for cyclists and how to be as safe as possible on a bike. <p><u>British Values – Democracy</u></p> <ul style="list-style-type: none"> Democracy assembly 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

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		<ul style="list-style-type: none"> 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. <p><u>Awareness Days</u></p> <p>Anti-Bullying Week Wellbeing Wednesdays Christmas Appreciation</p>
FRENCH	<p>Je me présente (Presenting Myself)</p> <ul style="list-style-type: none"> To count to 20 in French To say their name and age in French To say hello and goodbye and then ask how somebody is feeling and answer how they are feeling To tell you where they live in French To tell you if they are French or English, introducing concept of gender and agreement. <p>La Phonetique (Phonetics - Lesson 3)</p> <ul style="list-style-type: none"> To look at the next 4 out of a total of 18 essential French sound patterns / phonemes (É E È EAU EUX) to improve French pronunciation and be able to read with improved accuracy. 	<p>Chez Moi (My Home)</p> <ul style="list-style-type: none"> To say whether they live in a house or an apartment and say where it is To repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French To tell somebody in French what rooms they have or do not have in their home To ask somebody else in French what rooms they have or do not have in their home To attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).
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 To know what Rashi script is To understand why we are learning Rashi script. To know how to read and write aleph and chet in Rashi script To know how to read and write lamed and tzadi in Rashi script. <p>Topic: Etgar</p> <ul style="list-style-type: none"> To know the order of the Jewish months and their Hebrew dates 	<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 caf, final caf in Rashi Script To know how to read and write lamed and mem in Rashi Script. <p>Topic: Etgar</p> <ul style="list-style-type: none"> To understand what the Mishnah is and how it is split up To understand what the Talmud is and why it was written To know at least 1 statement made in the Talmud and its link to the Torah. <p>Parasha:</p> <ul style="list-style-type: none"> Vayetze – making a difference Vayishlach –respect for humankind Miketz – acknowledging Hashem in our lives Vayigash – everything Hashem does is for the best Vayechi – behaving according to Jewish values.

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- To know the difference between a mitzvah d'oraita, a mitzvah r'rabbanan and a minhag
- To know the different countries Jews have lived in throughout Jewish history
- To be able to link different numbers to different Jewish events and mitzvot.

Parasha

- Bereshit – caring for the world
- Noach - working together
- Lech Lecha – keeping away from bad influences
- Vayera – belief in Hashem
- Chayei Sarah – integrity.