

## 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	<b>On-going application of mental, communication, problem solving and reasoning skills.</b> <ul style="list-style-type: none"> <li>To read, write, order and compare numbers to at least 1000000 and determine the value of each digit</li> <li>To solve number problems and practical problems that involve all of the above</li> <li>To add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>To add and subtract numbers mentally with increasingly large numbers</li> <li>To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>To recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> <li>To multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li> <li>To multiply and divide numbers mentally drawing upon known facts</li> <li>To solve problems involving converting between units of time</li> <li>To complete, read and interpret information in tables, including timetables</li> <li>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)</li> <li>To measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</li> </ul>							Assessment Week	HALF TERM	<b>On-going application of mental, communication, problem solving and reasoning skills.</b> <ul style="list-style-type: none"> <li>To identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</li> <li>To solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</li> <li>To compare and order fractions whose denominators are all multiples of the same number</li> <li>To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</li> <li>To multiply and divide numbers mentally drawing upon known facts</li> <li>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)</li> <li>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</li> <li>To solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</li> <li>To know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li> <li>To draw given angles, and measure them in degrees (o)</li> <li>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</li> <li>To illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius (YR6)</li> <li>To compare numbers with the same number of decimal places up to two decimal places (YR4)</li> <li>To solve problems involving number up to three decimal places</li> <li>To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</li> <li>To round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</li> <li>To add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>To add and subtract numbers mentally with increasingly large numbers</li> <li>To multiply and divide numbers mentally drawing upon known facts</li> <li>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.</li> </ul>							Assessment Week
	ENGLISH	<b>Princess' Blanket by Carol Ann Duffy</b> <ul style="list-style-type: none"> <li>To be able to write from the perspective of a character in a story</li> <li>To respond to images in a powerful picture book</li> <li>To consider what motivates the actions and choices of individuals in different situations</li> <li>To use art as a stimulus for writing.</li> </ul>									<b>The Adventures of Odysseus by Marcia Williams</b> <ul style="list-style-type: none"> <li>To explore the context of a narrative</li> <li>To explore the characteristics of key characters in a narrative</li> <li>To explore in-depth a key action in a narrative</li> <li>To consider events from the perspective of one of the narrative's minor characters</li> <li>To consider different perspectives of the same event</li> </ul>						



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ART									<p><b><u>Ancient Greece:</u></b></p> <ul style="list-style-type: none"> <li>To use a range of materials to investigate narratives and scenes on Ancient Greek amphorae</li> <li>Use a variety of source material for their work</li> <li>Work in a sustained and independent way from observation, experience and imagination</li> <li>Use a sketchbook to develop idea</li> <li>Create imaginative work from a variety of sources and materials</li> <li>Start to use artistic vocabulary when discussing work and ideas</li> <li>Engage in open ended research to develop their own personal ideas</li> <li>Show in their sketchbooks where they have recorded, observed, developed ideas, tested materials and planned and recorded information</li> <li>Investigate with familiar and unfamiliar tools to learn new skills</li> <li>Extension: Work with clay, building on skills from previous years, finer details, refined structure, designs etc</li> <li>Analyse and reflect on what they have achieved and the quality of their work, considering how they could have made improvement.</li> </ul>			
DT	<p><b><u>Inventions that changed the World!</u></b></p> <ul style="list-style-type: none"> <li>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)</li> <li>To understand how key events and individuals in design and technology have helped shape the world</li> <li>Draw up a specification for their design, link with other subjects – keep design simple based on class discussions</li> <li>Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose</li> <li>Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces</li> <li>With growing confidence apply a range of finishing techniques</li> <li>With growing confidence select appropriate materials, tools and techniques</li> <li>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</li> <li>Begin to measure and mark out more accurately</li> <li>Evaluate their work both during and at the end of the assignment</li> <li>Begin to evaluate work personally and seek evaluation from others.</li> </ul>											
COMPUTING	<p><b>COMPUTING STRAND: Information Technology</b>  <b>Unit 5.3 Spreadsheets – Programs; 2Calculate</b></p> <ul style="list-style-type: none"> <li>To apply conversions of measurements</li> <li>To apply novel use of the count tool</li> <li>To use formulae including the advanced mode</li> <li>To use using text variables to perform calculations</li> <li>To use a spreadsheet to plan an event.</li> </ul>				<p><b>COMPUTING STRANDS: Computer Science &amp; Information Technology</b>  <b>Unit 5.1 Coding - Program; 2Code</b></p> <ul style="list-style-type: none"> <li>To review coding vocabulary</li> <li>To use a sketch or storyboard to represent a program design and algorithm</li> <li>To use the design to create a program</li> </ul>				<p><b>COMPUTING STRANDS: Computer Science &amp; Information Technology</b>  <b>Unit 5.1 Coding - Program; 2Code</b></p> <ul style="list-style-type: none"> <li>To explore text variables</li> <li>To create a playable, competitive game</li> <li>To combine the use of variables, If/else statements and repeats to achieve the desired effect in code</li> <li>To read code so that it can be adapted, personalised and improved</li> <li>To create a playable, competitive game</li> <li>To combine the use of variables, If/else statements and repeats to achieve the desired effect in code.</li> <li>To read code so that it can be adapted, personalised and improved</li> <li>To explore the launch command and use buttons within a program that launch other programs or open websites</li> <li>To create a program to inform others.</li> </ul>			

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		<ul style="list-style-type: none"> <li>To design and write a program that simulates a physical system</li> <li>To review the use of number variables in 2Code</li> </ul>	
<b>PE</b>	<p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>To be able to move to perform non-locomotor movement</li> <li>To apply some basic Bollywood actions to a dance phrase</li> <li>To perform solo</li> <li>To be able to perform non-locomotor and locator movements together</li> <li>To link movements in to a short dance phrase</li> <li>To work with a partner to develop and remember dance phrase</li> <li>To work as part of a group to move collaboratively</li> <li>To create pathways and patterns as a group</li> <li>To use performance skills in their dance</li> <li>To describe what line dancing is and some of the key features</li> <li>To perform in isolation to line dancing steps</li> <li>With a partner, combine 3 steps to make a short movement phrase</li> <li>To use knowledge of basic line dancing steps to create their own</li> <li>To combine 3 new dance steps with previously learnt steps</li> <li>To work collaboratively as a group of 4</li> <li>To practise and improve dance to perform to others.</li> </ul>		<p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>To complete a 4-element sequence containing actions at different heights and speeds</li> <li>To take weight on hands to move forward</li> <li>To include symmetrical and asymmetrical shapes</li> <li>To explore symmetry as applied to both balance and travel</li> <li>To compose an individual symmetrical sequence</li> <li>To attempt to combine sequences with a partner to create pair symmetrical sequences</li> <li>To explore asymmetrical balances and travels</li> <li>To compose an individual asymmetrical sequence</li> <li>To attempt a combining sequence with a partner to create asymmetrical sequence</li> <li>To use mat, floor and apparatus with great care and control.</li> </ul>
<b>MUSIC</b>	<p><b>Unit: Composition notation</b>  <b>Theme: Ancient Egypt</b></p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.</p> <p><b>MUSIC STRAND:</b>  <b>Listening, appraising and responding</b>  <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> <li>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)</li> <li>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary</li> <li>Comparing, discussing and evaluating music using detailed musical vocabulary.</li> </ul> <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> <li>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> </ul> <p><b>Composing</b>  <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> <li>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama)</li> <li>Improvising coherently within a given style</li> <li>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest</li> </ul>		<p><b>Unit: Blues</b></p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.</p> <p><b>MUSIC STRAND:</b>  <b>Listening, appraising and responding</b>  <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> <li>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)</li> <li>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary</li> <li>Comparing, discussing and evaluating music using detailed musical vocabulary.</li> </ul> <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> <li>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> </ul> <p><b>Composing</b>  <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> <li>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama)</li> <li>Improvising coherently within a given style</li> </ul>

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	<ul style="list-style-type: none"> <li>Using staff notation to record rhythms and melodies</li> <li>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>Suggesting and demonstrating improvements to own and others' work.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression</li> <li>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</li> <li>Performing with accuracy and fluency from graphic and simple staff notation</li> <li>Playing a simple chord progression with accuracy and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>Combing rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest</li> <li>Using staff notation to record rhythms and melodies</li> <li>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence</li> <li>Suggesting and demonstrating improvements to own and others' work.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression</li> <li>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</li> <li>Performing with accuracy and fluency from graphic and simple staff notation</li> <li>Playing a simple chord progression with accuracy and fluency.</li> </ul>
<b>SRE/ PSHE</b>	<p><u>Induction Week</u></p> <ul style="list-style-type: none"> <li>To be able to identify ways they can self-improve including setting goals and targets for themselves</li> <li>To respond positively to new challenges/situation and can identify ways to face new challenges.</li> </ul> <p><u>Black History Month</u></p> <ul style="list-style-type: none"> <li>To identify, respond to and challenge stereotypes</li> <li>To know about the factors that make people the same/different</li> <li>To learn that similarities and differences between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity</li> <li>To appreciate the range of national, regional, religious and ethnic identities in the UK.</li> </ul> <p><u>Awareness Days/Weeks</u></p> <p>Black History Month</p> <p>Wellbeing Wednesdays</p> <p>10<sup>th</sup> October – World Mental Health Day</p>	<p><u>Anti-Bullying Week</u></p> <ul style="list-style-type: none"> <li>To respond to, or challenge, negative behaviours such as stereotyping and aggression</li> <li>To identify the 4 different types of bullying and be able to recognise signs of each</li> <li>To judge whether physical contact is acceptable or unacceptable and how to respond</li> <li>To know how to ask for support when they feel unsafe or uncomfortable</li> <li>To develop strategies to resolve disputes and conflict e.g. through negotiation</li> <li>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</li> <li>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</li> <li>To listen and respond respectfully to a wide range of people (adults and peers) and feel confident to raise their own concerns.</li> </ul> <p><u>Road Safety</u></p> <ul style="list-style-type: none"> <li>To learn about situations that could cause them personal risk and how to manage them</li> <li>To develop strategies for keeping physically and emotionally safe – including safety in the environment and online safety</li> <li>To recognise that increasing independence brings increased responsibility to keep themselves and others safe. E.g. Walking to and from school independently</li> <li>To understand why distracting a driver is dangerous and know what other in-car behaviours are unsafe</li> <li>To understand what constitutes safe and unsafe behaviour for pedestrians and to know that unsafe behaviour often has serious consequences</li> <li>To understand what constitutes safe and unsafe behaviour for cyclists and how to be as safe as possible on a bike.</li> </ul> <p><u>British Values – Democracy</u></p> <ul style="list-style-type: none"> <li>Democracy assembly</li> <li>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</li> </ul>

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		<ul style="list-style-type: none"> <li>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.</li> </ul> <p><u>Awareness Days</u></p> <p>Anti-Bullying Week Wellbeing Wednesdays Christmas Appreciation</p>
<b>FRENCH</b>	<p><b>Je me présente (Presenting Myself)</b></p> <ul style="list-style-type: none"> <li>To count to 20 in French</li> <li>To say their name and age in French</li> <li>To say hello and goodbye and then ask how somebody is feeling and answer how they are feeling</li> <li>To tell you where they live in French</li> <li>To tell you if they are French or English, introducing concept of gender and agreement.</li> </ul> <p><b>La Phonetique (Phonetics - Lesson 3)</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Chez Moi (My Home)</b></p> <ul style="list-style-type: none"> <li>To say whether they live in a house or an apartment and say where it is</li> <li>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</li> <li>To tell somebody in French what rooms they have or do not have in their home</li> <li>To ask somebody else in French what rooms they have or do not have in their home</li> <li>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).</li> </ul>
<b>JS</b>	<p><b>Chagim: Rosh Hashanah</b></p> <ul style="list-style-type: none"> <li>Tashlich – what it is about and how we conduct this (emphasise there is no need to throw bread!)</li> <li>Elul customs include: Tekiyat Shofar every morning, Selichot (incl. Ashkenazi + Sephardi customs of when this begins), check Mezuzot &amp; Tefillin</li> <li>To know in more depth and detail laws about the Shofar and what makes it kosher or pasul</li> <li>Tzom Gedalia – date, story + reason for fasting (in simple terms).</li> </ul> <p><b>Chagim: Yom Kippur</b></p> <ul style="list-style-type: none"> <li>The Mitzvah of Viduy: stand, bow, beat chest + say aloud the Viduy prayer. Look at the “Ashamnu” prayer and compose personal viduy prayers.</li> </ul> <p><b>Chagim: Succot/Shmini Atzeret/Simchat Torah</b></p> <ul style="list-style-type: none"> <li>Identify kasher Arba’ah Minim using simple Halachic terms: <i>Kasher, Passul, and Mehudar</i></li> <li>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)</li> <li>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</li> <li>The uniqueness of the succah: whole body involved. Compared with other mitzvot that just use an element of the body</li> <li>Know what the Shalosh Regalim are and know that Succot is one of them.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>To review current Hebrew reading skills</li> <li>To know what Rashi script is</li> <li>To understand why we are learning Rashi script.</li> <li>To know how to read and write aleph and chet in Rashi script</li> <li>To know how to read and write lamed and tzadi in Rashi script.</li> </ul> <p><b>Topic: Etgar</b></p> <ul style="list-style-type: none"> <li>To know the order of the Jewish months and their Hebrew dates</li> </ul>	<p><b>Chagim: Chanukah</b></p> <ul style="list-style-type: none"> <li>Know the debate between Bet Hillel and Bet Shammai whether we start with 1 candle and increase or go down from 8</li> <li>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)</li> <li>Greek prohibitions against study of Shabbat, Rosh Chodesh and Brit Milah</li> <li>Is able to recite the whole of Maoz Tzur</li> <li>Knows that the longest Birkat Hamazon possible can be recited during Chanukah due to Rosh Chodesh and sometimes Shabbat too.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>To know how to read and write bet and gimel in Rashi Script</li> <li>To know how to read and write daled and heh in Rashi Script</li> <li>To know how to read and write vav and zayin in Rashi Script</li> <li>To know how to read and write chet, tet and yud in Rashi Script</li> <li>To know how to read and write caf, final caf in Rashi Script</li> <li>To know how to read and write lamed and mem in Rashi Script.</li> </ul> <p><b>Topic: Etgar</b></p> <ul style="list-style-type: none"> <li>To understand what the Mishnah is and how it is split up</li> <li>To understand what the Talmud is and why it was written</li> <li>To know at least 1 statement made in the Talmud and its link to the Torah.</li> </ul> <p><b>Parasha:</b></p> <ul style="list-style-type: none"> <li>Vayetze – making a difference</li> <li>Vayishlach –respect for humankind</li> <li>Miketz – acknowledging Hashem in our lives</li> <li>Vayigash – everything Hashem does is for the best</li> <li>Vayechi – behaving according to Jewish values.</li> </ul>

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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.