

Year 5 Spring Term Curriculum Overview 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 7	Week 8	Week 9	Week 10	Week 11	Week12	Week13	Week14				
MATHEMATICS	<p>On-going application of mental, communication, problem solving and reasoning skills.</p> <ul style="list-style-type: none"> To read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit To add and subtract numbers mentally with increasingly large numbers To count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 To round decimals with two decimal places to the nearest whole number and to one decimal place To read, write, order and compare numbers with up to three decimal places To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why To know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers To establish whether a number up to 100 is prime and recall prime numbers up to 19 To identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers To identify square numbers up to 100, understand concept of a square root, relate square roots to square numbers To multiply and divide numbers mentally drawing upon known facts To compare and classify triangles, according to their properties 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 estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] To understand and use approximate equivalences between metric units and common imperial units To add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) To use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. 						ASSESSMENT WEEK	<p>On-going application of mental, communication, problem solving and reasoning skills.</p> <ul style="list-style-type: none"> 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 find unit fractions and non-unit fraction of 3-digit numbers To multiply numbers up to 4 digits by a one- or two-digit number using a formal written method To distinguish between regular and irregular polygons based on reasoning about equal sides and angles To identify angles at a point and one whole turn (total 360) To identify angles at a point on a straight line and a turn (total 180) To understand and use approximate equivalences between metric units and common imperial units To compare and order fractions whose denominators are all multiples of the same number To recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number To multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams To add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). 											ASSESSMENT WEEK
ENGLISH	<p><u>Rooftoppers by Katherine Rundell</u></p> <ul style="list-style-type: none"> To engage children with a story with which they will empathise To explore themes and issues, and develop and sustain ideas through discussion To develop creative responses to the text through drama, storytelling and artwork To compose poetry To write in role in order to explore and develop empathy for characters 						<p><u>The London Eye Mystery by Siobhan Dowd</u></p> <ul style="list-style-type: none"> To enjoy exciting stories with memorable characters Draw inferences about characters' feelings, thoughts and motives from their actions and justify inferences with evidence Explain and discuss understanding of what has been read To write a range of texts based on fictional experiences To write a character study To write in a chosen form for a selected audience. 												

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	Alain Carnu (photographer)		Artists M.C. Escher
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COMPUTING	COMPUTING STRANDS: Computer Science & Information Technology Unit 5.5 Game Creator - Program; 2DIY 3D <ul style="list-style-type: none"> To introduce the 2DIY 3D tool To begin planning a game To design the game environment To design the game quest to make it a playable game To finish and share the game To self- and peer-evaluate. 	Catch-up/ Consolidation	COMPUTING STRAND: Information Technology Unit 5.4 Databases – Programs; 2Investigate (database), Avatar creator <ul style="list-style-type: none"> To learn how to search for information on a database To contribute to a class database To create a database around a chosen topic
PE	Tag Rugby <ul style="list-style-type: none"> To explain the role of a defender in a competitive situation. To apply basic defensive positions in a game. To run and pas accurately and consistently. To work as a team to score tries. To develop tactics to deny space for the opposition. To maintain possession of the ball. To move the ball over short distances. To use the ‘magic diamond’ in a game situation. To work cooperatively as a team. 		Hockey <ul style="list-style-type: none"> To explain the role of a defender in a competitive game To use the block tackle in isolation To apply basic defensive positions in a game To dribble and shoot with accuracy To pass into the D to shoot To work as a team to score within the D To identify how to mark an opponent To mark and intercept the ball To apply basic marking to a game situation To clear the ball from danger in defence To move the ball over longer distances To receive the ball from longer distances To keep possession as a team with pressure from defenders To use a range of simple skills to stop, control and send To drag the ball, then move away from a defender To work cooperatively as a team to defend and attack To use simple skills to keep possession To explain how a passage of play was effective.
MUSIC	Unit: South and West Africa Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth. MUSIC STRAND: Listening, appraising and responding <i>Listening to a range of high-quality live and recorded music</i> <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 		Unit: Composition to represent the festival of colour Theme: Holi Festival Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth. MUSIC STRAND: Listening, appraising and responding <i>Listening to a range of high-quality live and recorded music</i> <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)

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	<p>how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical)</p> <ul style="list-style-type: none"> 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 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. 	<ul style="list-style-type: none"> 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 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>Internet Safety</u></p> <ul style="list-style-type: none"> To know how to keep themselves safe and protect their personal identities online To understand appropriate and inappropriate use of the Internet including excessive use To recognise the risks and rewards of using Internet communication tools and understand how to protect themselves and the devices they use To understand the need to respect the rights of other users and understand their own responsibility for information that is shared and how it may impact on others. <p><u>Children's Mental Health Week / Mindfulness Week – Link to PE and Healthy Living</u></p> <ul style="list-style-type: none"> To identify ways they can self-improve To respond positively to new challenges/situations To identify some factors that affect emotional health and well-being. 	<p><u>RSHE</u></p> <ul style="list-style-type: none"> To know when puberty is likely to happen. They can explain the main emotional and physical changes that happen during puberty To know why puberty happens. They can explain what happens during menstruation and a wet dream and give advice on how to manage them when they happen To know that young people can experience puberty differently and at different times. They can describe some of the different emotions young people can have at puberty and how they might manage them To know how to stay clean during puberty. They know how to get help and support during puberty. <p><u>Emotional/Mental Health</u></p> <ul style="list-style-type: none"> JAMI (Jewish Association for the Mentally Ill) talks to pupils. (Virtually?)
FRENCH	<p>Quelle Est La Date Aujourd'hui? (What is the Date?)</p> <ul style="list-style-type: none"> To repeat and recognise the months of the year in French To ask when somebody has a birthday and say when they have their birthday To say the date in French To create a French calendar 	<p>Quel Temps Fait-il? (The Weather)</p> <ul style="list-style-type: none"> To repeat and recognise the vocabulary for weather in French To ask what the weather is like today To say what the weather is like today To create a French weather map

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	<ul style="list-style-type: none"> To recognise key dates in the French calendar. 		<ul style="list-style-type: none"> To describe the weather in different regions of France using a weather map with symbols.
JS	<p>Parasha</p> <ul style="list-style-type: none"> Bo: To explain what Yirat Shamayim means and how that makes someone a great Jewish leader Beshalach: To learn about how the Jewish people showed trust in Hashem during the splitting of the sea Yitro: To understand how to give and how to accept advice based around the relationship of Yitro and Moshe Mishpatim: To know what it means to stand up for what is right and a look at peer pressure in the parasha Terumah: To know what integrity is through the building of the Mishkan Tetzaveh: To know why it is important to dress with dignity and respect. <p>Skills:</p> <ul style="list-style-type: none"> To recognise the difference between the Rashi bet and caf To recognise the difference between the Rashi dalet and reish To recognise the difference between Rashi vav and zayin To recognise the difference between Rashi samech and final mem To recognise the difference between Rashi final tzadi and nun. <p>Topic: Etgar</p> <ul style="list-style-type: none"> To understand how to categorise the mitzvot To understand what Tzitzit, Tefillin and Mezuzah are and what components make them up To analyse the difference between Shamor and Zachor on Shabbat To know the order of how we make Shabbat To know the basic concept of Melachot To know what the Mishnah and Talmud are To know what tefillot happen each day. <p>Chagim: Tu BiShvat</p> <ul style="list-style-type: none"> To appreciate why and how we commemorate / celebrate Tu B'Shvat To revise the Shivat Haminim and to appreciate the value that we place on them due to their link with Israel (where they grow). To reference the source in the Torah and study the source To understand the order of priority of Brachot i.e. when we have different types of food in front of us which should we eat first etc To learn the 'Al Hamichya' prayer and know how and when we say it. 		<p>Parasha</p> <ul style="list-style-type: none"> Vayakhel: To understand what zerizut lmitzvah means. <p>Skills:</p> <ul style="list-style-type: none"> To be able to read every Rashi letter. <p>Topic: Etgar</p> <ul style="list-style-type: none"> To know what components made up the Mishkan, the items of the Kohen Gadol and the Beit HaMikdash <p>Chagim: Purim</p> <ul style="list-style-type: none"> To know that the events in the story of Purim took place in the period between the first and the second Batei Mikdash To know which pesukim are recited aloud during the reading of the Megillah To know that Megillat Esther is one of the Chamesh Megillot and is in Ketuvim To know that when there is a leap year (a second month of Adar is added), Purim is celebrated in Adar Sheni To know that Purim is celebrated in Yerushalayim on Shushan Purim as it is a walled city To know the three brachot that are recited before the reading of the Megillah To know which brachah is recited immediately after the reading of the Megillah To understand the nature of the miracle was a hidden one over time and that Hashem runs the world – Hashgacha To know that the Megillah has 10 chapters and the overall contents of the chapters. <p>Chagim: Pesach</p> <ul style="list-style-type: none"> To know that Nissan is the first month of the Jewish year according to the Torah To be able to formulate questions, deliver appropriate responses and discuss issues arising from the study of the Haggadah linked to the word <i>haggadah</i> To know specific topics and songs from the Haggadah in more depth, including Ha lachma Anya, Achad Mi Yodeah, Rabban Gamliel To be able to identify characters and events in the Pesach story and make the connection between Pesach and Matan Torah To know that the mitzvah of Korban Pesach cannot be fulfilled without a Bet HaMikdash To know that the Omer was the barley offering brought on Pesach to the Bet HaMikdash and how to count the Omer correctly.