Year 5 Spring Term Curriculum Overview 2022

On-going application of mental, communication, problem solving and reasoning skills. • To recul, write, order and compare numbers to at least 1 000000 and determine the value of each digit. • To a add and obstract numbers mental by white creating by the receivance of the control of the co		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
 To engage children with a story with which they will empathise To enjoy exciting stories with memorable characters To enjoy exciting stories with memorable characters Draw inferences about characters' feelings, thoughts and motives from their actions and justify inferences with evidence To develop creative responses to the text through drama, storytelling and Explain and discuss understanding of what has been read 	MATHEMATICS	and reasoning sk To read, 000 000 a To add at large nur To count any giver To round whole nu To read, three dec To solve contexts, and why To know factors a To establ prime nu To identi pairs of a To identi of a squa To multip known fa To compo propertie To conve example, centimet millilitre) To estimate build cub using wa To under metric ur To add at digits, incomplication To use all measure	write, order and determined subtract mbers to forwards on number up decimals was addition and to deciding where and use the land composiblish whether umbers up to deciding where and divided a number, and graph and divided a number and classes are and cla	r and compared ine the value of numbers mento a compared to 1 000 000 with two decimals and compared to 1 000 one decimals and compared to 19 one decimals and factors, in and common faumbers up to 2 one de numbers must be square rooted and metre; cere metre; gram a for example, ding cubes)] and see approximation and metre; cere metre; gram a formal written and metre; cere metre; gram a cubes of the cubes	e numbers to a of each digit atally with income steps of powers and places to the place of numbers with multi-step promote and method of prime numbers of to 100 is prime numbers of to 100, understants to square rentally drawing according to a soft metric mentimetre and and kilogram; using 1 cm3 kind capacity [for the equivalence of the problems invess, volume, metally drawing to the equivalence of the problems invess, volume, metally digit and the problems invess, volume, metally digit and the problems invess, volume, metally with income digit and the problems invess, volume, metally with income digit and the problems invess, volume, metally with income digit and the problems invess, volume, metally with income digit and the problems invess, volume, metally with income digit and the problems invessed to the pr	at least 1 reasingly vers of 10 for he nearest th up to blems in ds to use ers, prime me and recall ing all factor numbers and concept numbers ing upon their easure (for metre; litre and blocks to or example, res between than 4 columnar	≥	 To me meth To divide short To fin To me meth To distand a To ide To un units To co To recand w To me and d To ad 	ultiply number od, including vide numbers division and ind unit fraction ultiply number od stinguish betwingles entify angles anderstand and mpare and or cognise mixed vrite mathem ultiply proper liagrams Id and subtractions.	ers up to 4 digits long multiplications and to 4 digits long and non-uners up to 4 digits ween regular and at a point and at a point on a diuse approximations ween rections and rections and rections and rections and actical statements and actical state	s by a one- or to tion for two-digit of by a one-digit of inders appropriate it fraction of 3-cases by a one- or to and irregular poly one whole turn straight line and ate equivalence whose denominate equivalence whose denominate improper fractions > 1 as a mixed mixed numbers	wo-digit numbers umber using the ately for the cordigit numbers wo-digit numbers wo-digit numbe (total 360) da turn (total 18 at turn (total 18 at turn ators are all muions and conversed number by whole number	r using a formal e formal written ntext r using a formal reasoning abou 80) ric units and con ltiples of the san t from one form	written method of written t equal sides mmon imperial me number t to the other by materials	
artwork • To write a range of texts based on fictional experiences	ENGLISH	 To engage children with a story with which they will empathis To explore themes and issues, and develop and sustain ideas t discussion To develop creative responses to the text through drama, store 					through	 To enjoy exciting stories with memorable characters Draw inferences about characters' feelings, thoughts and motives from their actions and justify inference with evidence 							stify inferences

• To write with confidence for real purposes and audiences.

Possible writing outcomes

- Diary writing
- Writing in role
- Newspaper writing
- Poetry
- Explanation.

Living Things and their Habitat

- To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- To describe the life process of reproduction in some animals and plants.

Star scientist: Eva Crane – Expert on understanding bees, beekeeping and reproduction of bees.

HISTORY

Where should we go on holiday?

- To be able to locate and identify a region in Europe
- To understand and interpret both physical and political maps
- To understand how fold mountain ranges are formed
- To know that mountains form over millions of years
- To understand that the Earth is continually changing
- To understand that houses are built to suit their location and purpose
- To understand the importance of the tourist industry to Alpine communities
- To understand that tourism also brings disadvantages
- To understand how glaciers and avalanches have influenced the Alpine landscape.

Cityscapes

- Work in a sustained and independent way from observation, experience and imagination
- Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape
- Use a sketchbook to develop ideas
- Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours
- Create imaginative work from a variety of sources
- Use digital media to show a variety of roof tops
- How has architecture changed over the past 500 years
- Analyse and reflect on what they have achieved and the quality of their work, considering how they could have made improvement.

Artists

Possible writing outcomes

- Recount
- Conversation/ Discussion
- Poetry
- Character study
- Writing in a chosen form for a chosen audience
- Persuasion.

Animals including Humans

To describe the changes as humans develop to old age.

Star scientist:

Jane Goodall – British ethologist, expert on animal behaviour (focus on Chimpanzees of Gombe Stream National Park in Tanzania)

Professor Robert Winston – Expert in Fertility studies and IVF

Was the Anglo-Saxon period really a Dark Age?

- 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.

Illusions

- Use a variety of source material for their work
- Study how artists across the centuries have used illusion in art
- Explore the potential properties of the visual illusion art elements, hidden, triangle, perspective, tilt, etc
- Carry out independent research of illusion artist
- Use a sketchbook to develop ideas
- Work on preliminary studies to test visual illusions
- Create imaginative work from a variety of source
- Organise their work in terms of pattern, repetition, symmetry
- Investigate with familiar and unfamiliar tools to learn new skills
- Use technical learning to create work which shows their ideas and intentions
- Analyse and reflect on what they have achieved and the quality of their work, considering how they could have made improvement.

ART

	Alain Carnu (photographer)	Artists M.C.Escher						
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Chart	 COMPUTING STRANDS: Computer Science & Information Technology Unit 5.5 Game Creator - Program; 2DIY 3D 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. 	Computing Strand: Information Technology Unit 5.4 Databases – Programs; 2Investigate (database), Avatar creator To learn how to search for information on a database To contribute to a class database To create a database around a chosen topic						
	Tag Rugby 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.	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.						
Cistory	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 Listening to a range of high-quality live and recorded music 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 Listening to a range of high-quality live and recorded music 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)

- 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.

Listening with attention to detail and recall sounds with increasing aural memory

 Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.

Composing

Create sounds and music using the interrelated dimensions of music

- 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.

Performing

- 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.

Internet Safety

- 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.

Children's Mental Health Week / Mindfulness Week - Link to PE and Healthy Living

- 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.

Quelle Est La Date Aujourd'hui? (What is the Date?)

- 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

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RSHE

- 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.

Emotional/Mental Health

• JAMI (Jewish Association for the Mentally III) talks to pupils. (Virtually?)

Quel Temps Fait-il? (The Weather)

- 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

SRE/ PSHE

To recognise key dates in the French calendar.

Parasha

- 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.

Skills:

- 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.

Topic: Etgar

- 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.

Chagim: Tu BiShvat

- 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.

• To describe the weather in different regions of France using a weather map with symbols.

Parasha

• Vayakhel: To understand what zerizut lmitzvah means.

Skills:

• To be able to read every Rashi letter.

Topic: Etgar

• To know what components made up the Mishkan, the items of the Kohen Gadol and the Beit HaMikdash

Chagim: Purim

- 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 knows 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.

Chagim: Pesach

- 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 haggadah
- 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.

S