

Year 5 Spring Term Curriculum Overview 2024

	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	Week 15		
MATHEMATICS	On-going application of mental, communication, problem solving and reasoning skills.						Assessment Week	On-going application of mental, communication, problem solving and reasoning skills.						Assessment week				
	<ul style="list-style-type: none"> To multiply up to a 4-digit number by a 1-digit number To multiply a 2-digit number by a 2-digit number (area model) To multiply a 2-digit number by a 2-digit number To multiply a 3-digit number by a 2-digit number To multiply a 4-digit number by a 2 –digit number To solve problems with multiplication To understand short division To divide a 4-digit number by a 1-digit number To divide with remainders To use efficient division To solve problems with multiplication and division To multiply a unit fraction by an integer To multiply a non-unit fraction by an integer To multiply a mixed number by an integer To calculate a fraction of a quantity To know fractions of an amount To find the whole To use fractions as operators. 							<ul style="list-style-type: none"> To know decimals up to 2 decimal places To know equivalent fractions and decimals (tenths and hundredths) To know equivalent fractions and decimals To use thousandths as fractions and decimals To understand thousandths on a place value chart To order and compare decimals (same number of decimal places) To order and compare decimals with up to 3 decimal places To round to the nearest whole number To round to 1 decimal place To understand percentages To know percentages as fractions To know percentages as decimals To learn equivalent fractions, decimals and percentages To identify perimeter of rectangles and rectilinear shapes To identify perimeter of polygons To identify the area of rectangles and compound shapes To estimate the area of a shape To draw line graphs To read and interpret line graphs To read and interpret tables To understand two way tables To read and interpret timetables 										
ENGLISH	<u>Rooftoppers by Katherine Rundell</u> <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 To write with confidence for real purposes and audiences. 						HALF TERM						<u>The London Eye Mystery by Siobhan Dowd</u> <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. 					
	<u>Possible writing outcomes</u> <ul style="list-style-type: none"> Diary writing Writing in role Newspaper writing Poetry Explanation. 												<u>Possible writing outcomes</u> <ul style="list-style-type: none"> Recount Conversation/ Discussion Poetry Character study Writing in a chosen form for a chosen audience Persuasion. 					
SCIENCE	<u>Living Things and their Habitat</u> <ul style="list-style-type: none"> 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. 						HALF TERM						<u>Animals including Humans</u> <ul style="list-style-type: none"> To describe the changes as humans develop to old age. 					
	Star scientist: Eva Crane												Star scientist - Jane Goodall					
HISTORY							HALF TERM						<u>Was the Anglo-Saxon period really a Dark Age?</u> <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' 					

Year 5 Spring Term Curriculum Overview 2024

MUSIC	<p><u>Unit: South and West Africa</u></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 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. <p>Playing a simple chord progression with accuracy and fluency.</p>	<p><u>Unit: Composition to represent the festival of colour</u> Theme: Holi Festival</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 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 <p>Playing a simple chord progression with accuracy and fluency.</p>
	<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 – 5th – 11th February 2024 – My Voice Matters</u></p> <ul style="list-style-type: none"> To identify ways they can self-improve To respond positively to new challenges/situations <p>To identify some factors that affect emotional health and well-being.</p>	<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/ Neurodiversity Week</u></p> <ul style="list-style-type: none"> JAMI talks to pupils. To recognise that anyone can experience mental health difficulties and identify factors that affect emotional health and well-being. They should know that it's important to discuss feelings with a trusted adult.

Year 5 Spring Term Curriculum Overview 2024

		<ul style="list-style-type: none"> To challenge the stigma around mental health and well-being. To identify ways they can improve and setting goals and targets for themselves and responding positively to such changes. They will learn strategies to be more resilient and have a growth mind-set. To respect differences and similarities between people and recognise what they have in common E.g. Developing ways to support children with autism. <p>British Values – Mutual Respect and Tolerance</p>
FRENCH	<p>Les Vêtements (Clothes)</p> <ul style="list-style-type: none"> To repeat and recognise the vocabulary for a variety of clothes in French To use the appropriate genders and articles for these clothes To use the verb porter in French with increasing confidence To say what they wear in different weather/situations To describe clothes in terms of their colour and apply adjectival agreement To use the possessives with increased accuracy. 	<p>Les Habitats (Habitats)</p> <ul style="list-style-type: none"> To tell somebody in French the key elements that animals and plants need to survive in their habitat To tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats To tell somebody in French which animals live in these different habitats To tell somebody in French which plants live in these different habitats.
JS	<p>Parasha</p> <ul style="list-style-type: none"> Shemot: To understand the key pasuk of the Parashah Va'era: To know and understand the first 7 plagues 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 Terumah: To know what integrity is through the building of the Mishkan <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 what Tzitzit, Tefillin and Mezuzah are and what components make them up 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 To know what the Mishnah and Talmud are 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>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"> Ki Tissa: To know and understand what was the Mishkan <p>Skills:</p> <ul style="list-style-type: none"> To be able to read every Rashi letter and simple one syllable words in Rashi. <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 To know the different berachot we make on various foods and on thunder, lightning, seeing a rainbow and other special occasions. <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.