

# CURRICULUM OVERVIEW

## YEAR 5 SPRING

### ENGLISH

We will start this term by completing learning about persuasion and then move on to Shakespeare. We will begin by researching some biographical details then move onto looking into the language and trying to understand some of the vocabulary used. We will focus on two plays; Romeo & Juliet and Macbeth. We will write our own scripts and then face the challenge of presenting Shakespeare in 60 seconds!

Later we will move onto poetry. We will listen to, recite and learn poems. During this we will learn how to respond and describe poetry by referring to vocabulary, literary effects and their effects on the reader and the intentions of the reader. We will explore the art of performance and prepare poems for a reading.

Afterwards, we will explore reports and journalistic writing, using a version of The Emperor's New Clothes. Children will use role-play; read, discuss and write a range of reports; and hold a classroom fashion show. Grammar will include dialogue punctuation, direct/reported speech, active and passive voice.

Then, we will explore the mystery story genre by analysing a series of short stories that use a range of narrative techniques to help write our own short story.

### SCIENCE

Our focus this term will be on living things and habitats. The children will be taught to describe life-cycle changes in different organisms. This will include the life process of reproduction in some plants and animals.

Children will draw a timeline to indicate stages in the growth and development of humans. They will learn about the changes experienced during puberty. Children will work scientifically by researching information about changes in different animals, compiling and presenting their findings.

Throughout the term we will continue to develop our investigative skills including: planning our own scientific enquiries, recording data and results using graphs and taking measurements with increasing accuracy and precision.

## HAPPY NEW YEAR!

### INFORMATION

Children are expected to have a complete, named P.E kit in school at all times.

### DATES

18/19<sup>th</sup> January – Science Days

31<sup>st</sup> January – Class Assembly

20<sup>th</sup> and 22<sup>nd</sup> February - Parent Evenings

28<sup>th</sup> February – Trip to Juniper Hall

### HOMEWORK

Homework will be set on Monday and expected back in school by Friday.

### MATHS

We start with a short unit on statistics. This will involve solving problems by reading and interpreting information presented in tables and graphs.

We will then move onto fractions. We will order and compare fractions. We will calculate equivalent fractions. We will also learn to convert between mixed numbers and improper fractions. Later, we will be adding and subtracting fractions with the same denominator. And later still we will be multiplying fractions by whole numbers.

In the second half of the term we focus on decimals. We start with place value - writing, ordering and comparing. We will round decimals and then solve problems with decimals in different contexts.

## VALUES

### RESPECT & COMPASSION

## THEME

### LIFE AND CHANGES

## Music

Play & perform in solo & ensemble contexts, playing instruments with increasing, accuracy, control and expression

We are going to continue to work on our Djembe drumming this term. We shall be working on call and response patterns and spend some time composing our own.

## Art

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

To develop understanding of great artists, architects and designers in history.

Children will look at Egyptian art to develop an appreciation of this style. They will develop sketches to produce a wall frieze. They will then research sculpture and produce a clay artefact. They will then design a cartouche and translate hieroglyphics.

## Computing

Design, write and debug programs that accomplish specific goals

Use sequence, selection and repetition in programs. Use logical reasoning to explain simple algorithms. Select, use and combine different software and devices to create effective content.

We will use Scratch to write a simulation of a real event. For this we will use the process of abstraction to develop algorithms and programs. We will make continuous use of debugging. Later we will be learning about QR codes and using them to share. We will also use the computer to help our presentation of learning by combining different programs for effect.

## P.E

Play competitive games and apply basic principles suitable for attacking & defending

Compare their performances with previous ones and demonstrate improvement to achieve their personal best  
Develop flexibility, strength, technique, control and balance

This term we will continue to learn the skills involved in invasive team games – Rugby and/or Netball. We will focus upon physical skills but also aspects of team involvement and personal progress.

Indoors this term we will complete a unit of Gymnastics that focuses on the control of movement and the development of sequences that develop aspects of A.B.C.

Later in the term we will move outside and start to learn and practise Athletics and striking and fielding games.

## RE

Know that all religions have creation beliefs.

Know that many religions teach about 'stewardship' and the importance of the natural world

Identify why Easter is so important to Christians

We will learn about creation stories from some of the main religions and non-religious cultures and compare them. We will try to understand the human need to understand origins.

Near the end of term the children will cover our Easter unit, 'How do we know what happened at Easter?' We will review the accepted account of Easter and investigate how we 'know' this story.

## Year 5

## DT cooking

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Select from and use a wider range of materials and components, including ingredients

We will research, cook and prepare a savoury potato and vegetable dish. We will focus on the skills of preparation and hygiene.

## History & Geography

To develop an in-depth understanding of an early civilisation: Ancient Egypt.

Use fieldwork to observe, measure, record and present the human and physical features in the local area.

Describe and understand key aspects of physical geography, including rivers.

The river investigation will enable pupils to understand features and processes. It will provide opportunities to develop a range of fieldwork skills and apply mapwork and graphical techniques to aid understanding.

We start this project by placing the ancient Egyptians within the timeline of British History. We will then consider the geography of Egypt and some reasons for the development of this civilisation. They will go on to learn about their way of life, customs, traditions and achievements.

## Languages - French

Listen attentively to spoken language and show understanding by joining in and responding

The focus for this term will be on learning about tenses – the past and the present.