

# Curriculum Overview for Year 5

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|---|--|---|--|---|
| <h2 style="margin: 0;">English</h2> <p><b>Reading</b><br/>Apply knowledge of morphology &amp; etymology when reading new words<br/>Reading &amp; discuss a broad range of genres &amp; texts<br/>Identifying &amp; discussing themes<br/>Make recommendations to others<br/>Learn poetry by heart<br/>Draw inference &amp; make predictions<br/>Discuss authors' use of language<br/>Retrieve &amp; present information from non-fiction texts.<br/>Formal presentations &amp; debates</p> <p><b>Writing</b><br/>Secure spelling, inc. homophones, prefixes, silent letters, etc.<br/>Use a thesaurus<br/>Legible, fluent handwriting<br/>Plan writing to suit audience &amp; purpose<br/>Develop character, setting and atmosphere in narrative<br/>Use organisational &amp; presentational features<br/>Use consistent appropriate tense<br/>Proof-reading<br/>Perform own compositions</p> |  | <p><b>Grammar</b></p> <p>Use expanded noun phrases<br/>Use modal &amp; passive verbs<br/>Use relative clauses<br/>Use commas for clauses<br/>Use brackets, dashes &amp; commas for parenthesis</p> <p><b>Speaking &amp; Listening</b></p> <p>Give well-structured explanations<br/>Command of Standard English<br/>Consider &amp; evaluate different viewpoints<br/>Use appropriate register</p>  | <h2 style="margin: 0;">Art &amp; Design</h2> <p>Use sketchbooks to collect, record and evaluate ideas<br/>Improve mastery of techniques such as drawing, Painting, printing and sculpture with varied materials<br/>Learn about great artists, architects &amp; designers-Study of Miro and Georgia O'Keefe</p>  | <h2 style="margin: 0;">Computing</h2> <p>Design &amp; write programs to solve problems<br/>Use sequences, repetition, inputs, variables and outputs in programs<br/>Detect &amp; correct errors in programs<br/>Understand uses of networks for collaboration &amp; communication<br/>Be discerning in evaluating digital content</p> |
| <h2 style="margin: 0;">Mathematics</h2> <p><b>Number/Calculation</b></p> <p>Secure place value to 1,000,000<br/>Use negative whole numbers in context<br/>Use Roman numerals to 1000 (M)<br/>Use standard written methods for all four operations<br/>Confidently add &amp; subtract mentally<br/>Use vocabulary of prime, factor &amp; multiple<br/>Multiply &amp; divide by powers of ten<br/>Use square and cube numbers</p> <p><b>Geometry &amp; Measures</b></p> <p>Convert between different units<br/>Calculate perimeter of composite shapes &amp; area of rectangles<br/>Estimate volume &amp; capacity<br/>Identify 3-d shapes<br/>Measure &amp; identify angles<br/>Understand regular polygons<br/>Reflect &amp; translate shapes</p>   | <p><b>Fractions &amp; Decimals</b></p> <p>Compare &amp; order fractions<br/>Add &amp; subtract fractions with common denominators, with mixed numbers<br/>Multiply fractions by units<br/>Write decimals as fractions<br/>Order &amp; round decimal numbers<br/>Link percentages to fractions &amp; decimals</p> <p><b>Data</b></p> <p>Interpret tables &amp; line graphs<br/>Solve questions about line graphs</p>  | <p><b>Design &amp; Technology</b></p> <p><b>Developing, planning and communicating ideas</b><br/>Generate ideas through brainstorming and identify a purpose for their product</p> <p><b>Working with tools, equipment, materials and components to make quality products (inc food)</b><br/>Select appropriate materials, tools and techniques</p> <p><b>Evaluating processes and products</b><br/>Evaluate a product against the original design specification.</p> | <h2 style="margin: 0;">Geography</h2> <p>Are we still a part of Europe?<br/>Locate the world's continents, countries. Use maps and atlases to focus on Europe.<br/>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (Manchester) and a region in Spain (Barcelona).</p>    |   |
| <h2 style="margin: 0;">Science</h2> <p><b>Biology</b><br/>Life cycles of plants &amp; animals (inc. mammal, insect, bird, amphibian)<br/>Describe changes as humans develop &amp; mature</p> <p><b>Chemistry</b><br/>Classify materials according to a variety of properties<br/>Understand mixtures &amp; solutions<br/>Know about reversible changes; identify irreversible</p> <p><b>Physics</b><br/>Understand location and interaction of Sun, Earth &amp; Moon<br/>Introduce gravity, resistance &amp; mechanical forces</p>  | <h2 style="margin: 0;">History</h2> <p>A study of a site dating from a period beyond 1066 that is significant in the locality- Quarry Bank Mill<br/>Study of an aspect in British history that extends pupils' chronological knowledge beyond 1066- a significant turning point in British history- industrial revolution (Manchester)</p> <p><b>The Anglo-Saxons/Vikings</b><br/>Anglo-Saxon invasions<br/>Art and culture<br/>Laws and justice<br/>Viking raids and invasions.</p>   | <h2 style="margin: 0;">Modern Languages</h2> <p><b>Spanish</b><br/>Listen &amp; engage<br/>Engage in conversations, expressing opinions<br/>Speak in simple language &amp; be understood<br/>Develop appropriate pronunciation<br/>Present ideas &amp; information orally<br/>Show understanding in simple reading<br/>Adapt known language to create new ideas<br/>Describe people, places &amp; things<br/>Understand basic grammar, e.g. gender</p>                | <h2 style="margin: 0;">Music</h2> <p>Perform with control &amp; expression solo &amp; in ensembles<br/>Improvise &amp; compose using dimensions of music<br/>Listen to detail and recall aurally<br/>Use &amp; understand basics of staff notation<br/>Develop an understanding of the history of music, including great musicians &amp; composers</p> |   |
| <h2 style="margin: 0;">Physical Education</h2> <p>Use running, jumping, catching and throwing in isolation and in combination<br/>Play competitive games, applying basic principles<br/>Develop flexibility &amp; control in gym, dance &amp; athletics<br/>Take part in Outdoor &amp; Adventurous activities</p>   | <h2 style="margin: 0;">Religious Education</h2> <p>Family; Ourselves - A awareness of 'Who I am'.<br/>Baptism/confirmation; Life Choices – to show care and commitment.<br/>Hope; Advent – waiting in joyful hope for Jesus; the promised one.<br/>Community; Mission – continuing Jesus' mission Eucharist; Memorial sacrifice – how memories are kept alive.<br/>Lent/Easter; Sacrifice – lent is a time for giving<br/>Pentecost; Transformation – celebration of the Spirit's power.<br/>Reconciliation: Freedom and Responsibility –the commandments<br/>Universal Church; Stewardship – Stewardship of Creation.</p> |   |  |   |

