

## Term 1 Curriculum Overview for Year 5

<p style="text-align: center;"><b>English</b></p> <ul style="list-style-type: none"> <li>• Reading a wide range of texts and genres.</li> <li>• Reading faster and with greater fluency.</li> <li>• Researching Space</li> <li>• Using relative clauses and commas correctly.</li> <li>• Using passive and modal verbs.</li> <li>• Using speech punctuation correctly and using dialogue to move a story forward.</li> <li>• Non-chronological text on Space</li> <li>• Narrative writing- story set in an imaginary worlds</li> </ul>	<p style="text-align: center;"><b>Music</b></p> <p>Warm-up games play and copy back using up to 3 notes – G, A + B. Bronze: G   Silver: G + A   Gold: G, A + B. Singing in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. Improvise using up to 3 notes – G, A + B. Bronze: G   Silver: G + A   Gold: G, A + B challenge. Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale).</p>	<p style="text-align: center;"><b>Computing</b></p> <ul style="list-style-type: none"> <li>• Computing systems and networks –             <ul style="list-style-type: none"> <li>• Sharing information</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Reading, writing, ordering and comparing numbers up to at least 1,000,000 and decimals with two places.</li> <li>• Adding and subtracting number mentally and using formal written methods.</li> <li>• Multiplying and dividing by 10, 100, 1000 and formal long multiplication.</li> <li>• Comparing, adding and subtracting fractions with the same denominator and denominators that are multiples of the same number.</li> <li>• Reflecting and translating shapes and identifying 3D shapes.</li> <li>• Converting between different metric units and between metric and imperial units.</li> <li>• Finding factors of numbers and prime numbers.</li> <li>• Problem solving!</li> </ul>	<p style="text-align: center;"><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>• see all new challenges as opportunities to learn and develop.</li> <li>• recognise strengths and weaknesses and can set appropriate targets.</li> <li>• create own learning plan and revise that plan when necessary.</li> <li>• accept critical feedback and make changes.</li> </ul>	<p style="text-align: center;"><b>Modern Languages</b></p> <ul style="list-style-type: none"> <li>• Phonetics 1, 2 and 3</li> <li>• Core Vocabulary</li> </ul>
	<p style="text-align: center;"><b>Geography</b></p> <p><u>Deserts</u> We will be answering the questions: Are deserts always hot? How are deserts formed? What plants and animals live in the desert? How have humans used deserts?</p>	<p style="text-align: center;"><b>Science</b></p> <ul style="list-style-type: none"> <li>• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>• describe the movement of the Moon relative to the Earth</li> <li>• describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>
		<p style="text-align: center;"><b>History</b></p> <p><u>Arabia and Early Islam</u> We will be focussing on: Makkah- a city in the desert Growing up in the desert Arabian worlds A new message Escape to Yathrib Return to Makkah</p>

<p><b>Art &amp; Design</b></p> <p>Skill: Drawing using pencils and pastels Artist: Lucian Rudaux or Leonard G. Collins</p>	<p><b>Religious Education</b></p> <p>Theme: Creation and science: conflicting or complementary?</p> <ul style="list-style-type: none"><li>• Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</li><li>• Make clear connections between what people believe and how they live, individually and in communities</li><li>• Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</li></ul>		
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