Berkswell Church of England Primary School Curriculum Overview
Year 5 Spring Term – Making a Difference

English

Throughout this term children will complete reading and writing units on:

Modern Fiction – White Dolphin

This modern fiction unit introduces pupils to a range of issues faced by individuals and communities. The focus novel White Dolphin is an action packed adventure story set around the coast of Cornwall. It supports mature readers to engage with multiple themes to stretch and challenge them and develops their skills of reasoning and summarising as well as empathy. The book also raises pupils' awareness of eco-issues of wildlife conservation. As a result of reading this book the children will produce a non-chronological report (Information text) about the impact of pollution and plastics on the oceans and its wildlife.

Curricular aims of this unit:

- To engage with multi-layered texts
- To infer and deduce meaning from reading between the lines and making connections
- To present ideas and views, sequencing points logically
- To appreciate the way writers create character through actions, behaviour and dialogue
- To understand why characters behave in particular ways and their motives
- To understand that characters can have opposite viewpoints on the same issues
- To undertake independent research on issues raised through reading
- To respond imaginatively and creatively to the themes in a novel

Unit 3 – Poetry with Attitude

This poetry unit helps pupils to appreciate the power of language to communicate feelings, emotions and viewpoints through the written word. Pupils experience how poetry can be a source of inspiration, imagination and consternation. The poems selected cover a range of poetry forms and topical themes, providing pupils with 'food' for thinking and discussion.

Curricular aims of this unit:

- To imagine and explore feelings, ideas and emotions, focusing on the creative use of language.
- To explore personal and collective responses to poetry
- To compare forms of poetry and techniques used for effect
- To explore how poets use language for comic and dramatic effect
- To recite some poetry for performance
- To write in response to issues raised

Additionally, each class studies a class book during **B.R.E.A.K** (Berkswell Reads for Enjoyment and Knowledge) sessions. This term, children in Year 5 will be reading **'Asha and the Spirit Bird'** by Jasbinder Bilan.

The following will be taught and consolidated throughout Year 5:

Phonics and Spelling (Spring Term)

- The / / ɪ sound spelt y elsewhere than at the end of words, e.g. myth, gym, Egypt, pyramid, mystery
- The prefix ‘, e.g. interact, intercity, international
- The prefix ‘com’, e.g. competition, communication
- The prefix ‘con’ as a variant of ‘com’ with the same meaning, e.g. connect, conclusion, conjunction
- The prefix ‘pro’, e.g. proclaim, proceed, provide
- The prefix ‘re’, e.g. return, reappear, redecorate
- The prefix ‘ex’, e.g. experience, expel, exhibit
- The prefix ‘de’, e.g. deconstruct, define, describe
- The suffix –ation is added to verbs to form nouns. E.g. imagine - imagination, consider – consideration
- The suffix –ly (with a focus to adding to root words from Y5-6 list or to create words from Y5-6 list). Examples: usually (usual + ly), finally (final + ly), comically (comical + ly)
- Words with endings sounding like /ʒə/ or /tʃə/ E.g. enclosure, pressure
- Endings which sound like /ʒən/ E.g. division, invasion, confusion, decision, collision, television

Grammar and Punctuation

- Perfect tense
- Prepositions of time
- Apostrophes
- Imperative verbs (commands)
- Hyphens (in compound words)
- Fronted adverbials
- Cohesive devices
- First person/third person (pronouns)
- Subjunctive form
- Bullet points

Handwriting

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Maths

Number and place value

- Read and write numbers to 1,000,000.
- Identify the value of each digit within numbers up to 1,000,000.
- Read Roman numerals to 1,000 (M).
- Order numbers to 1,000,000.
- Compare numbers to 1,000,000.
- Interpret negative numbers in context.
- Compare positive and negative numbers.
- Round numbers to the nearest 10,000 and 100,000.
- Estimate answers using rounding.
- Count in steps of 10,000 and 100,000.
- Solve problems involving large numbers.

Addition, subtraction, multiplication and division

- Add increasingly large numbers mentally.
- Subtract increasingly large numbers mentally.
- Add numbers with more than four digits using column addition.
- Subtract numbers with more than four digits using column subtraction.
- Check answers using inverse operations.
- Solve addition problems.
- Solve subtraction problems.

Multiplication and division

- Find common factors of two numbers.
- Multiply numbers mentally using known facts.
- Divide numbers mentally using known facts.
- Establish whether a number up to 100 is prime.
- Multiply 2-digit numbers by 2-digit numbers using long multiplication.
- Divide up to 4-digit numbers by a 1-digit number using short division and interpret remainders in context.
- Multiply and divide by 10, 100 and 1,000, including numbers to 1d.p decimals.
- Use factors to solve calculations efficiently.
- Solve multiplication and division problems.

Fractions

- Recognise mixed numbers.
- Recognise improper fractions.
- Convert improper fractions to mixed numbers.
- Convert mixed numbers to improper fractions.
- Order fractions whose denominators are multiples of the same number.
- Add and subtract fractions whose denominators are multiples of the same number.
- Write answers greater than one as mixed numbers.

Decimals

- Recognise and use thousandths.
- Read, write and order decimals to three decimal places.
- Compare decimals to three decimal places.
- Place decimals on number lines.
- Write decimal numbers as fractions (e.g. 0.25 = 1/4).
- Solve problems involving decimals.

Percentages

- Express percentages as fractions and decimals.
- Find percentage equivalents of common fractions.

Measures

- Convert between kilometres and metres.
- Compare metric units.
- Understand common metric-imperial equivalences.
- Estimate measurements using appropriate units.
- Calculate perimeter of composite rectilinear shapes.
- Calculate area of rectangles and squares, using square centimetres and square metres.
- Understand volume as occupied space.
- Estimate volume using cube models.
- Convert hours and minutes.
- Convert minutes and seconds.
- Convert days and weeks.
- Convert months and years.
- Solve time conversion problems.
- Solve elapsed-time problems.

Geometry

- Identify acute, obtuse and reflex angles.
- Compare and order angles.
- Identify multiples of 90 degrees.
- Measure angles using a protractor.
- Compare shapes using side and angle properties.
- Describe translations using mathematical vocabulary.
- Describe reflections using mathematical vocabulary.

Statistics

- Compare data shown in line graphs.
- Interpret data presented in timetables.
- Solve comparison problems using line graphs.

Science

Mixtures and Reactions

After reviewing and extending their knowledge of materials from previous years, pupils study dissolving and learn how to recover materials from a solution. They look at other methods of separating mixtures and carry out an investigation on "sewage" to clean it up before discharge into a river. They investigate chemical reactions including burning and use a key and a series of simple tests to identify some mystery powders. They learn about reversible and irreversible changes and they create a drama about the life of a famous materials scientist.

Key Concepts

- The properties of materials include their chemical properties – solubility, type of reactions etc.
- These properties result in some mixtures being easily separated
- In a chemical reaction new substances are made.
- Most chemical reactions are not reversible.

Developing scientific thinking

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- • identifying scientific evidence that has been used to support or refute ideas or arguments.

Forces

Pupils learn more about the forces of gravity and friction and investigate the friction of different surfaces. They study air resistance, investigate paper spinners falling, look at floating and sinking andbuild a self-righting boat. Learning about simple forces includes activities to study pulleys, gears and other simple machines and gives pupils the chance to use their knowledge of machines to build a catapult.

Key Concepts

- Gravity pulls objects towards the centre of the Earth
- Air resistance, water resistance and friction oppose movement
- Simple machines can reduce the force needed to move things and alter speed and direction.

Developing scientific thinking

- planning different types of scientific enquiries to answer questions, including recognising andcontrolling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision,taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, tables, barand line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and otherpresentations

Computing

Game Creator:

Children can review and analyse a computer game, describe some of the elements that make a successful game, begin the process of designing their own game, design the setting for their game so that it fits with the selected theme, upload images or use the drawing tools, design characters and apply aminations and sounds to them, make their game more unique by selecting the appropriate options to maximise the playability, write informative instructions for their game so that other people can play it and evaluate my their own and peers' games to help improve their design for the future.

Spreadsheets

In this unit, pupils build on their existing knowledge of spreadsheets and apply their skills to a range of real-life situations. They will revisit and extend their understanding of formulae and functions, using them to solve practical problems such as converting measurements and analysing data. Children will learn how to create and interpret line graphs to show changes over time, and use spreadsheets to identify patterns in information such as weather data. As their confidence grows, they will apply their skills to real-world contexts, including planning and budgeting for an event and organising a holiday, developing their ability to use spreadsheets as a tool for decision-making and problem-solving.

Being safe in a digital world

Children will learn the fundamentals of staying safe online. They will explore this through the themes of self-image and identity, online relationships, online reputation and online bullying.

Art

This 'The Seaside' unit will teach the children how to use pen and colour, how to print and make lanterns to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of 'The Seaside' artists Alfred Wallis and Hokusai.

- Drawing fish in pencil/pen
- Drawing shells in colour (Artist Alfred Wallis)
- Printing fish

Geography

Making a Difference – The UK

Through this topic the children will journey from John O'Groats to Lands' End. As they make this journeyacross the UK they will:

- Identify UK countries
- Identify UK counties
- Identify UK's main hills and mountains (e.g. Ben Nevis, Scarfel Pike and Snowdon)
- Identify UK seas and rivers
- Look in more depth at the features of a river
- Rivers - Erosion and Deposition

As we reach Cornwall and Land's End, the children will look at:

- Holding back the floods – e.g. Coastal village of Coverack in Cornwall
- Coastal erosion and features
- Impact of tourism in Cornwall
- Impact of trawling on the Cornish reef and sustainable fishing (this links to our B.R.E.A.K book WhiteDolphin)
- Pollution and Plastics in the Oceans

PSHE- The Jigsaw Approach

Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. Jigsaw is designed as a whole school approach with all year groups working on the same theme (Puzzle) at the same time.

Dreams and Goals

This puzzle aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via team work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for the world.

Healthy Me

The children will cover two main areas of health: Emotional health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating abalanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid) in order for children to learn that health is a very broad topic.

RE

Changes: Do religions change or do they stay the same?

In this RE unit, pupils explore the question of whether religions change over time or stay the same. They learn that beliefs and practices can develop for many reasons, including historical events, cultural influences and the impact of different people. Children will look at examples from a range of worldviews, including Sikhism and Christianity, and explore shared values such as equality and charity. They will also consider how people today interpret and practise their beliefs in different ways. Pupils will develop their skills by discussing ideas, analysing information such as surveys, and making links between past and present, helping them to better understand how religion continues to shape the world today.

Salvation: Christianity:

This unit of work will cover the following: Outline the timeline of the'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus' deathwas a sacrifice, using theological terms. Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts. Make clear connectionsbetween the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice. Weigh up the value and impactof ideas of sacrifice in their own lives and the world today.

Music

Make You Feel My Love

All the learning in this unit is focused around one song: Make You Feel My Love.

The Fresh Prince of Bel-Air

All the learning in this unit is focused around one song: The Fresh Prince Of Bel Air.

PE

Gym

Perform complex shapes with control and some flexibility
Perform more complex jumps, tuck, pike and begin leaps Side star roll and T-roll Perform point and patch balances
Perform a 'squat on and squat off' on various apparatus
To perform a hurdle step on the floor/springboard Link and sequence actions. Co-operate, communicate and collaborate with others.

Dance

Co-operate and collaborate to create a warm up displaying a variety of movement patterns I can translate ideas from a stimulus showing control and fluency Dance in unison in a group keeping in time with each other Dance in canon showing good timing Perform using a variety of levels and using the space

Muay Thai

Can react and change stance for each strike e.g. hand, knee kick
Jab cross developing speed and accuracy
Perform uppercut and hook- confidently using front and rear technique fluently
Perform knee strikes (front and rear) beginning to improve power- and develop onto a bag/focus mitts
Kicks- develop flexilblity to kick at different levels, using both left and right leg
Defensive - be able use shin check in isolation with control and fluency

Athletics

React quickly and accelerate over short distances
Throw a javelin/vortex/ tennis ball using correct stance, rotating hips forward with good height and distance
Perform a variety of jumps (Long jump and triple jump) and measure for distance
Develop pace when running longer distance
Pass a relay baton with control and timing in a pairs change over.

MFL

Children will explore the theme of:

That's Tasty

- Food and drink
- Expressing opinions
- Word order, conjunctions
- Powerpoint presentation on Food and Drink
- Food Groups
- Conjugate some high frequency verbs e.g. avoir, etre,
- French rhymes
- Counting and using numbers
- French customs and meal times
- Similarities and differences between eating habits and customs
- Create a school lunch menu

Pupils will continue to build upon their skills in listening, speaking, reading (including phonics), writing and grammar

D&T

- Use research and develop design criteria to inform the design of innovative, functional products that are fit for purpose.
- Generate, develop, model and communicate ideas through annotated sketches and prototypes.
- Select from and use a range of tools and equipment to perform practical tasks, including cutting, shaping, joining and finishing.
- Select from and use a wide range of materials and components according to their characteristics.
- Investigate and analyse a range of existing products.
- Evaluate ideas and products against their own design criteria and consider the views of others to improve their work.
- Apply understanding of how to strengthen, stiffen and reinforce more complex structures.