

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 '**White Dolphin by Gill Lewis**' as this supports our work in English but also in Geography.

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 'inter', 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

- solve number problems and practical problems that involve all of the objectives
- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Addition, subtraction, multiplication and division

- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- add and subtract whole numbers with more than 4 digits, including using efficient written methods (columnar addition and subtraction) DECIMALS
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy

Multiplication and division

- identify multiples and factors, including finding all factor pairs
- solve problems involving multiplication and division where larger numbers are used by decomposing them into their factors
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using an efficient written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the efficient written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Fractions and Decimals

- solve problems involving number up to three decimal places.
- read and write decimal numbers as fractions (e.g. $0.71 = 71/100$)
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places

Measures

- solve problems involving addition and subtraction of units of measure (e.g. mass/ weight, money) using decimal notation.
- convert between different units of measure (e.g kilogram and gram;)
- understand and use basic equivalences between metric and common imperial units and express them in approximate terms
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- recognise and estimate volume (e.g. using 1 cm³ blocks to build cubes and cuboids) and capacity (e.g. using water)
- solve problems involving converting between units of time

Geometry

- identify 3-D shapes, including cubes and cuboids, from 2-D representations
- know angles are measured in degrees; estimate and measure them and draw a given angle, writing its size in degrees (o)
- identify:
 - multiples of 90o
 - angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180o)
 - angles at a point and one whole turn (total 360o)
 - reflex angles, and compare different angles
- draw shapes using given dimensions and angles
- state and use the properties of a rectangle (including squares) to deduce related facts
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Data

- solve comparison, sum and difference problems using information presented in line graphs
- complete, read and interpret information in tables, including timetables.

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.

Unit 6 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 and build 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 and controlling 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, bar and 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 other presentations

Computing

Databases:

Children understand the different ways to search a database, search a database to answer questions correctly, design an avatar for a class database, successfully enter information into a class database, create their own database on a chosen topic, add records to a database, know what a database field is and can correctly add field information and understand how to word questions so that they can be effectively answered using a search of their database.

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 animations 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 their own and peers' games to help improve their design for the future.

Concept Maps

Children can make connections between thoughts and ideas, see the importance of recording concept maps visually, understand what is meant by 'concept maps', 'stage', 'nodes' and 'connections', create a basic concept map, have used 2Connect Story Mode to create an informative text, have used 2Connect collaboratively to create a concept map and have used Presentation Mode to present their concept maps to an audience.

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 journey across the UK they will:

- Identify UK countries
- Identify UK counties
- Identify UK’s main hills and mountains (e.g. Ben Nevis, Scarfell 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 White Dolphin)
- 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 a balanced 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

Islam: What does the Qur’an reveal to Muslims about Allah and his guidance?

In this unit of work, pupils will learn that at the heart of Islam lies obedience and submission to Allah as creator. Pupils encounter text from the Qur’an, understand how it is respected and revered, and learn about its importance as the revealed word of God.

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’ death was 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 connections between 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 impact of ideas of sacrifice in their own lives and the world today

D&T

Pulley Systems

This unit will focus on pupil’s technical knowledge through giving them opportunities to apply their understanding of how to strengthen, stiffen and reinforce more complex structures and aim to build upon their understanding of mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].

PE

The children will be taught a Real PE session each week which focuses on the development of the fundamental movement skills. During these sessions the children will be taught using a whole, part, whole method and will continually be able to practise their skills in a series of challenges and games. They will also take part in an additional skills application session each week where they will be able to put their skills into practise.

Real PE - Unit 3 Social Skills

The children will develop the following fundamental movement skills:

Physical Focus – Dynamic Balance/Counter Balance in Pairs/Game Skills

Social Skills – motivation/collaboration/negotiation/cooperation.

During these sessions the additional ability focus will be cognitive skills.

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

Real PE

Unit 4 – Applying Physical Skills

The children will develop the following fundamental movement skills:

Physical Focus – Dynamic Balance to Agility/Static Balance/Game Skills

Applying Physical Skills – perform a range of skills fluently, consistently and accurately and apply them to specific contexts

During these sessions the additional ability focus will be creative skills.

Cricket

Begin to use fielding techniques with throwing and stopping and scooping up the ball

Throwing over/underarm and catching over various distances Bowl attempting to hit the wicket using under/overarm

Hit a moving ball with control and some distance Communicate and collaborate as team to beat an opponent.

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

Music

Make You Feel My Love

All the learning in this unit is focused around one song: Make You Feel My Love. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads.

The Fresh Prince of Bel Air

All the learning in this unit is focused around one song: The Fresh Prince of Bel-Air. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.