

Termly Curriculum Overview

Year 5 – Spring Term 2024



**Shottermill
Junior School**

Area of the Curriculum	Learning Experiences
English	<ul style="list-style-type: none">• Recap word classes- verbs, nouns, adverbial phrases, relative clauses.• Use prepositional phrases to add to descriptive sentences.• Subordinate clauses including to start a sentence.• Modal verbs.• Character description: developing character and moving action forward through use of dialogue.• Using complex punctuation: inverted commas, brackets and commas for parenthesis.• Poetry – The Way through the Woods• Non-chronological report - International Space Station• Narrative – Inside a Black Hole• Biographies – refugees• Diary entries – The Boy at the Back of the Class.• Informal letter writing – The Boy at the Back of the Class.
Mathematics	<ul style="list-style-type: none">• Multiplication and Division – Multiplying and dividing using formal written methods, including short division with remainders. Using these written skills to multiply and divide efficiently and solve problems.• Fractions – Multiplying fractions by whole numbers and calculating fractions of amounts.• Decimals and Percentages - Adding decimals to two decimal places. Understand the place value of decimals. Read, write and order decimals to three decimal places. Round decimals to 1 decimal place and the nearest whole number. Understand the link between fractions, decimals and percentages.• Area and Perimeter - perimeter of rectangles, perimeter of rectilinear shapes, area of rectangles, area of compound shapes, area of irregular shapes.• Statistics – Interpret charts, comparison of sum and difference, read and interpret line graphs, two way tables and timetables.• Continue to practise and learn times tables.
Science	<ul style="list-style-type: none">• Earth and space – Find out about the solar system including the planets in it. Know how the Earth’s orbit around the Sun creates the seasons. Learn about how day and night occur.

	<ul style="list-style-type: none"> Scientific skills including fair-testing and repeating investigations to validate results.
Computing	<ul style="list-style-type: none"> E-safety - How to stay safe when playing games online. How the internet works – understand how computers connect forming a web. Sketch Up – using software to create a 3D model of a house.
Art & Design	<ul style="list-style-type: none"> An Art Journey into Space - using a variety of media and techniques to create space inspired artwork. Artist focus: Peter Thorpe.
Design & Technology	<ul style="list-style-type: none"> Soup making – investigate different soups and design a recipe for a specified group. Prepare and make soup.
History	<ul style="list-style-type: none"> Britain’s settlement by Anglo-Saxons and Scots - Understand why the Anglo-Saxons invaded Britain. Test a simple hypothesis about where the early Anglo-Saxons lived and how we know. Britain’s settlement and invasion by Vikings. An investigation into why their long ships were so successful.
Languages	<ul style="list-style-type: none"> In the town (features, adjectives, position and directions).
Music	<ul style="list-style-type: none"> Learn about Indian music through listening, composing and playing. A particular focus on the work of Ravi Shankar. Holst the Planets.
Physical Education	<ul style="list-style-type: none"> Mission to Mars – astronaut training – Fitness and circuits in preparation for being an astronaut. Gymnastics – developing sequences using jumps, rolls and the apparatus. Basketball - adapting and improving invasion games skills and understanding and becoming more tactically aware in the game. Tennis - improving techniques and adapting them with more precision in game style activities.
Religious Education	<p><u>What helps Muslims to live a good life?</u></p> <ul style="list-style-type: none"> To explore the key beliefs and practices of Islam through investigating the five ‘pillars’. To reflect on how the pillars of Islam affect the way that many Muslims live their lives. <p><u>Why is the idea of rescue so important to Christians – and how does the Bible show this?</u></p> <ul style="list-style-type: none"> To build on knowledge of the Christian ‘metanarrative’ (‘big story’) of God and his relationship with people, which most Christians believe spans all time, from Creation to the Second Coming. To explore narratives connected with some key events across the whole of God’s ‘big story’, searching for clues relating to salvation as his ongoing rescue plan for humankind. To make links with the Easter narrative.
Personal, Social, Health & Economic Education	<p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. <p><u>Healthy Me</u></p>

	<ul style="list-style-type: none">• I can explain different roles that food and substances can play in people's lives.• I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.• I can summarise different ways that I respect and value my body.
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