

Termly Curriculum Overview

Year 5 – Autumn 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• Subordinate clauses• Character description: developing character and moving action forward through use of dialogue.• Using complex punctuation: colons, inverted commas, brackets and commas for parenthesis.• Significant authors – Roald Dahl and Shaun Tan• Writing instructions, diary accounts, endings, monologues, stories• Using picture books to inspire writing
Mathematics	<ul style="list-style-type: none">• Place value - Compare and order numbers to 100000, rounding numbers within 100000, Counting in 10s 100s 1000s 10000s and 100000s.• Roman numerals - know how to write Roman numerals up to 1000.• Addition and subtraction - subtract whole numbers with more than 4 digits, round to estimate and approximate, inverse operations (addition and subtraction).• Multiplication and Division – Factors, multiples, prime numbers, multiplying by 10, 100 and 1,000, square numbers, cube numbers, divide by 10 100 and 1000.• Fractions – Comparing and ordering fractions where the denominators are multiples of the same number, adding and subtracting fractions including finding a common denominator.
Science	<ul style="list-style-type: none">• Forces - Investigate the effects of gravity, friction, air and water resistance, and understand what happens when forces are balanced.• Materials - Investigate soluble and insoluble materials. Understand changes of state and the effects of heating, cooling and burning different materials. Learn methods for separating different mixtures and solutions
Computing	<ul style="list-style-type: none">• E Safety - Understand how to communicate safely online; know what personal information to share and know how to report• Scratch - Use computer-programming skills to create a game.

	<ul style="list-style-type: none"> • Spreadsheets - Use formulae within spreadsheets to process information
Art & Design	<ul style="list-style-type: none"> • This term we will be looking at a number of different illustrators including Jane Hissey, Quentin Blake and Lauren Childs. • We will be working on observational drawing techniques including lines, marks, tone, form and texture using a range of different medium. • We will be creating illustrated characters using the techniques learnt over the term - the final medium being the choice of the individual child.
Design & Technology	<ul style="list-style-type: none"> • Shelters - Investigate different materials and joints to create a strong structure. Design and build a shelter using given criteria and test it for strength and rigidity.
Geography	<ul style="list-style-type: none"> • All Around the World - children take a closer look at where the countries of the world are located, and some of the ways geographers describe locations. By looking more closely at the lines of longitude, children will develop their understanding of time zones.
History	<ul style="list-style-type: none"> • Explore the Maya civilisation – Understand why we should study them; how they were able to grow so strong; how their number system worked; what life was like and why they sacrificed people.
Languages	<ul style="list-style-type: none"> • Vive le sport! Learning vocabulary for different sports • Expressing opinions about sports and giving reasons • Writing about seasonal sports and creating a sports diary • Using conjunctions in both speech and writing • Exploring 'Toussaint' or 'Noel'
Music	<ul style="list-style-type: none"> • Djembe drumming • Singing and composing music based around the topic of plastic pollution
Physical Education	<ul style="list-style-type: none"> • Gymnastics - Explore different ways of using balance and travel. Produce a wide variety of bridges. • Dance - Practise different Salsa steps. Create and develop dances based on steps learned. • Outdoor Adventurous Activities - Team building • Invasion Games - Netball
Religious Education	<p><u>What do Christians believe about creation?</u></p> <ul style="list-style-type: none"> • To help pupils to understand what many Christians believe about creation: that the world and all of life are created by God. For Christians, this has implications for how they live: their relationship with God as their creator; their identity as those entrusted with the care of the earth and all living things; their understanding of science; their attitude to suffering and their hope for the future. <p><u>How is God Three – and yet One?</u></p> <ul style="list-style-type: none"> • To explore the Christian concept of the Trinity and to give pupils opportunity to investigate how some Christians express their ideas and beliefs, in words and in art.

**Personal, Social,
Health & Economic
Education**

Being Me in my World

- I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.
- I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.

Celebrating Difference

- I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.
- I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.