Curriculum Overview for Year 5

English

Reading

- Summarise main points of an argument or discussion within reading and make up own mind about issue/s
- Compare between two texts
- Appreciate that people use bias in persuasive writing
- Appreciate how two people may have a different view on the same event.
- Draw inferences and justify with evidenc from the text
- Vary voice for direct or indirect speech
- Recognise clauses within sentences
- Explain how and why a writer has used clauses to add information to a sentence
- Use more than one source when carrying out research
- Create a set of notes to summarise what has been read.

Writing

- Add phrases to make sentences more precise and detailed
- Use a range of sentence openers - judging the impact or effect needed
- Begin to adapt sentence structure to text type
- Use pronouns to avoid repetition
- Indicate degrees of possibility using adverbs 9e.g. perhaps, surely) or modal verbs (e.g. might, should, will)
- Use the following to indicate parenthesis (Brackets, Dashes, Commas)
- Use commas to clarify meaning o avoid ambiguity
- Link clauses in sentences using a range of subordinating and coordinating conjunctions
- Use verb phrases to create subtle differences (e.g. she began to run)
- Consistently organise writing into paragraphs
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)
- Write legibly, fluently and with increasing speed

Art & Design

- Drawing & Painting
- Printmaking
- Textiles & Collage
- 3D
- Printing
- Creative Response

Computing

- Coding
- Online safety
- Spreadsheets
- Databases
- Game creator
- 3D modelling
- Concept maps

Mathematics

- Place values
- Addition and subtraction
- Multiplication & division (A)
- Fractions
- Multiplication and division (B)
- Fractions (B)
- Decimals and percentages
- Perimeter and area
- Statistics
- Shape
- Position and direction
- Decimals
- Negative numbers
- Converting units
- Volume

Design & Technology

- Food & Nutrition (A)
- Systems
- Textiles
- Food & Nutrition (B)
- Structures
- Mechanisms

Geography

- Why are mountains so important?
- How do volcanoes affect the lives of people on Hiemaey?
- What is a river?

Modern Languages

- Phonics & Pets
- Dates
- Clothes

Music

- Untuned percussion
- Singing (structure / parts of a song)
- Keyboard (composition)
- Range of instruments
- Keyboard (improvisation)

Science

- Earth in Space.
- Forces (Gravity & Galileo)
- Living Things and Their Habitats.
- Animals including humans.
- Properties and changes of materials.
- Forces continued.

History

- The story of the Trojan Horse: historical fact, legend or classical myth?
- Why was winning the Battle of Britain in 1940 so important?
- Why did the ancient Maya change their way of life?

Physical Education

- OAA/Invasion games/Gym
- Dodgeball / Dance/Sending & Receiving
- Net & Wall Games
- Athletics/Striking & Fielding

Religious Education

- U2. What does it mean to be a Muslim in Britain today?
- U2.5 What do Christians believe Jesus did to save people? (Salvation)
- U2.6 For Christians, what kind of king was Jesus. (Kingdom of God)
- U2.9 Why is the Torah so important to Jewish people?
- U2.4 Christians and how to live: 'What would Jesus do'? (Gospel)
- U2.11 Why do some people believe in God and some not?

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