

# Alderwood Primary School

## Year 5 Cycle B

### Curriculum Overview 2017 – 2018

<p><b>Reading</b></p> <p>Apply knowledge of morphology &amp; etymology when reading new words          Read and discuss a broad range of genres and texts          Identify and discuss themes          Make recommendations to others          Learn poetry by heart          Draw inferences and make predictions          Discuss author's use of language          Retrieve and present information from non-fiction texts          Formal presentations and debates</p>	<p><b>Writing</b></p> <p>Secure spelling, including homophones, prefixes, silent letters, etc          Use a thesaurus          Develop legible, fluent handwriting          Plan writing to suit audience and purpose          Develop character, setting and atmosphere in narrative          Use organisational and presentational features          Use consistent appropriate tense          Proof reading          Perform own compositions</p>	<p><b>Grammar</b></p> <p>Use expanded noun phrases          Use modal and passive verbs          Use relative clauses          Use commas for clauses          Use brackets, dashes &amp; commas for parenthesis</p> <p>Speaking and Listening          Give well structured explanations          Command of Standard English          Consider and evaluate different viewpoints          Use appropriate register</p>
<p><b>Number/Calculation</b></p> <p>Secure place value to 1,000,000          Use negative whole numbers in context          Use Roman numerals to 1000 (M)          Use standard written methods for all four operations          Confidently add and subtract mentally          Use vocabulary of prime, factor and multiple          Multiply and divide by powers of 10          Use square and cube numbers</p> <p>Data          Interpret tables and line graphs          Solve questions about line graphs</p>	<p><b>Geometry &amp; Measures</b></p> <p>Convert between different units          Calculate perimeter of composite shapes and area of rectangle          Estimate volume and capacity          Identify 3D shapes          Measure and identify angles          Understand regular polygons          Reflect and translate shapes</p>	<p><b>Fractions</b></p> <p>Compare &amp; order fractions          Add &amp; subtract fractions with common denominators          Multiply fractions by units          Write decimals as fractions          Order and round decimal numbers          Link percentages to fractions</p>

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p style="text-align: center;"><b>Light</b></p> <p style="text-align: center;"><b>*Do forces as per cycle A in academic years 2017/18 as light has already been covered</b></p> <p>Recognise that light appears to travel in straight lines</p> <p>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to</p>	<p style="text-align: center;"><b>Earth and Space</b></p> <p>The Solar System, Seasons, Ptolemy, Alhazan, Copernicus</p> <p>Understand location and interaction of Sun, Earth &amp; Moon</p>	<p style="text-align: center;"><b>All Living Things</b></p> <p>Life cycles, respiration</p> <p>Life cycles of plants &amp; animals (inc. mammal, insect, bird, amphibian)</p> <p>Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p style="text-align: center;"><b>Properties of materials/separating materials</b></p> <p>Classify materials according to a variety of properties          Understand mixtures &amp; solutions          Know about reversible changes; identify irreversible</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood</p>	<p style="text-align: center;"><b>Properties of Materials – uses of materials, reversible changes</b></p> <p>Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood</p>	<p style="text-align: center;"><b>Animals Including Humans</b></p> <p>Human Body, Functions of the organs, William Harvey</p> <p>Describe changes as humans develop &amp; mature</p> <p>Describe the changes as humans develop from birth to old age</p>

	<p>our eyes</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>			<p>and plastic</p>	<p>and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	
<p>Computing</p>	<p><b>Using technology effectively: I can animate and I movie</b></p> <p>- <b>Select, use and combine</b> a variety of software (including internet services) on a range of digital devices to design and <b>create a range of programs, systems and content</b> that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p><b>E-Safety</b> <b>How computers work:</b> recognise common uses of information technology beyond school</p>	<p><b>Programming, coding and control: Lego Mindstorm</b></p> <p>- <b>Design, write and debug programs</b> that accomplish specific goals, including controlling or simulating physical systems; <b>solve problems</b> by decomposing them into smaller parts.</p> <p>- <b>Use sequence, selection, and repetition</b> in programs; work with variables and various forms of <b>input and output</b>.</p> <p>- Use logical reasoning to explain how some simple <b>algorithms</b> work and to <b>detect and correct errors</b> in algorithms and programs.</p> <p><b>E-Safety</b> <b>How computers work:</b> recognise common uses of information technology beyond school</p>	<p><b>Using technology effectively: Using ipads and book creator. Sketch up on laptops.</b></p> <p>- <b>Select, use and combine</b> a variety of software (including internet services) on a range of digital devices to design and <b>create a range of programs, systems and content</b> that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p><b>E-Safety</b> <b>How computers work:</b> recognise common uses of information technology beyond school</p>			
<p>Design and technology</p> <p>This will be linked to the computing curriculum.</p>		<p><u>Structures</u> Complex structural frames</p> <ul style="list-style-type: none"> <li>Investigate products when planning to collect ideas.</li> <li>Produce clear designs with drawings and annotations.</li> <li>Create alternative ideas.</li> <li>Consider the purpose of the product and how successful it would be once created.</li> <li>Select and strengthen materials to</li> </ul>	<p><u>Food</u> celebrating culture and seasonality</p> <ul style="list-style-type: none"> <li>Explore how the seasons many affect the food that is available.</li> <li>Taste a range of seasonal food and discuss texture, taste, appearance and smell.</li> <li>Use a range of techniques with control such as peeling, chopping, slicing, grating, mixing.</li> <li>Join and combine food ingredients appropriately, using</li> </ul>		<p><u>Mechanisms</u> pulleys, gears and cams.</p> <ul style="list-style-type: none"> <li>Investigate products when planning to collect ideas.</li> <li>Produce clear designs with drawings and annotations.</li> <li>Create alternative ideas.</li> <li>Consider the purpose of the product and how successful it would be once created.</li> <li>Investigate how different shape came produce different movement.</li> <li>Use a cam to make an up and down</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

		<p>create a more complex structure.</p> <ul style="list-style-type: none"> <li>Join materials more securely i.e. using cable ties.</li> <li>Reflect on their work using design criteria stating how well the design fits the needs of the user.</li> <li>How could elements of the product be improved.</li> </ul>	<p>a heat source if suitable.</p> <ul style="list-style-type: none"> <li>Know that recipes can be adapted.</li> <li>Reflect on what they have created and how it could be adapted/improved .</li> </ul>		<p>mechanism.</p> <ul style="list-style-type: none"> <li>Mark the hole position, use hand drill to drill hole and glue guns. All with close supervision.</li> <li>Reflect on their work using design criteria stating how well the design fits the needs of the user.</li> <li>How could elements of the product be improved.</li> </ul>	
History	<p><b>Ancient Greece</b> Ask questions to pose and pursue an investigation</p>		<p><b>Vikings</b> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edwards the Confessor</p>		<p><b>The Victorians</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	
Geography		<p><b>Geographical skills and fieldwork</b> Link to school journey</p> <ul style="list-style-type: none"> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>		<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>		<p><b>Human geography</b> distribution of natural resources including minerals and water</p>
Art and design	<p><b>Sculpture</b> Making clay pots linked to work on Ancient Greece</p> <p>Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with varied materials</p>		<p><b>Drawing</b> Investigating techniques with different media and exploring perspective to produce work in the style of illustrator Charles Keeping</p> <p>Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with varied materials</p>	<p><b>Printing:</b> Collect ideas to plan print design Block prints, based on African designs and Patterns</p> <p>Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with varied materials</p>	<p><b>Explore work of artists in different cultures</b> Egyptian tomb/wall paintings</p> <p>Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with varied materials</p>	<p><b>Painting:</b> Landscapes – sea, city, natural Collect sketches and ideas to develop into a painting</p>

<p><b>Languages</b> <b>Spanish</b></p> <p>To be able to understand the main points from a short spoken passage</p> <p>To be able to ask and answer simple questions and give basic information</p> <p>To be able to talk about own interests</p> <p>To be able to understand the main points from a short written text</p> <p>To be able to write a few short sentences with support, using expressions already learnt</p>	<p><b>On the way to school – directions, positional vocabulary</b></p> <p>Listen &amp; engage</p> <p>Engage in conversations, expressing opinions</p> <p>Speak in simple language &amp; be understood</p> <p>Develop appropriate pronunciation</p> <p>Present ideas &amp; information orally</p> <p>Show understanding in simple reading</p> <p>Adapt known language to create new ideas</p> <p>Describe people, places &amp; things</p> <p>Understand basic grammar, e.g. gender</p>	<p><b>Food – visiting the café</b></p> <p>Listen &amp; engage</p> <p>Engage in conversations, expressing opinions</p> <p>Speak in simple language &amp; be understood</p> <p>Develop appropriate pronunciation</p> <p>Present ideas &amp; information orally</p> <p>Show understanding in simple reading</p> <p>Adapt known language to create new ideas</p> <p>Describe people, places &amp; things</p> <p>Understand basic grammar, e.g. gender</p>	<p><b>Earth and space –</b> Dates, days, months, seasons Planets</p> <p>Listen &amp; engage</p> <p>Engage in conversations, expressing opinions</p> <p>Speak in simple language &amp; be understood</p> <p>Develop appropriate pronunciation</p> <p>Present ideas &amp; information orally</p> <p>Show understanding in simple reading</p> <p>Adapt known language to create new ideas</p> <p>Describe people, places &amp; things</p> <p>Understand basic grammar, e.g. gender</p>	<p><b>Homes</b></p> <p>Listen &amp; engage</p> <p>Engage in conversations, expressing opinions</p> <p>Speak in simple language &amp; be understood</p> <p>Develop appropriate pronunciation</p> <p>Present ideas &amp; information orally</p> <p>Show understanding in simple reading</p> <p>Adapt known language to create new ideas</p> <p>Describe people, places &amp; things</p> <p>Understand basic grammar, e.g. gender</p>	<p><b>Animals</b> <b>The Body</b></p> <p>Listen &amp; engage</p> <p>Engage in conversations, expressing opinions</p> <p>Speak in simple language &amp; be understood</p> <p>Develop appropriate pronunciation</p> <p>Present ideas &amp; information orally</p> <p>Show understanding in simple reading</p> <p>Adapt known language to create new ideas</p> <p>Describe people, places &amp; things</p> <p>Understand basic grammar, e.g. gender</p>	<p><b>Clothes</b> <b>Then and now, history link</b></p> <p>Listen &amp; engage</p> <p>Engage in conversations, expressing opinions</p> <p>Speak in simple language &amp; be understood</p> <p>Develop appropriate pronunciation</p> <p>Present ideas &amp; information orally</p> <p>Show understanding in simple reading</p> <p>Adapt known language to create new ideas</p> <p>Describe people, places &amp; things</p> <p>Understand basic grammar, e.g. gender</p>
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<p><b>PSCHE</b></p>	<p><b>Health and Well-Being</b></p> <p>the importance of protecting personal information, including passwords</p> <p><b>Relationships</b></p> <p>to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view</p> <p><b>Living in the wider world</b></p> <p>what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom to think about the lives of people living in other places, and people with different values and customs</p>	<p><b>Relationships</b></p> <p>that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)</p>	<p><b>Living in the wider world</b></p> <p>to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people</p>	<p><b>Living in the wider world</b></p> <p>about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p>	<p><b>Health and Well being</b></p> <p>what is meant by the term 'habit' and why habits can be hard to change</p> <p>which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</p>	<p><b>Health and Well being</b></p> <p>how their body will change as they approach and move through puberty</p> <p>strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)</p> <p>strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)</p>
<p><b>Religious Education</b></p>	<p><b>Buddhism: Unit 3: Following the Buddha's Teaching</b></p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>how do Buddhists try to follow the teachings of the Buddha?</li> <li>how do the teachings and example of the Buddha help Buddhists to grow towards enlightenment?</li> </ul>	<p><b>Christianity: Unit 8: Christian Festivals</b></p> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>how do festivals help Christians to remember Jesus and His teachings?</li> <li>what happens in places of worship to help Christians understand the meaning behind their</li> </ul>	<p><b>Judaism: Part 2: Unit 4 – Jewish life</b></p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>how does the Shema tell Jews to keep their religion alive?</li> <li>how does life change for a Jew after their Bar/Bat Mitzvah?</li> <li>why are the home and synagogue equally important in Jewish life?</li> </ul>	<p><b>Sikhism: Part 2: Unit 3 – The Gurdwara and the Guru Granth Sahib – final and everlasting Guru.</b></p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>how is the Gurdwara a centre for worship and a place that demonstrates Sikh values?</li> <li>why is the Guru Granth Sahib 'The Everlasting Guru'?</li> </ul>	<p><b>Islam: Part 2: Unit 3 – Ramadan and Id ul Fitr</b></p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>why do Muslims fast during Ramadan?</li> <li>how does fasting help Muslims to grow closer to Allah and to each other?</li> <li>how do Muslims celebrate Id?</li> </ul>	<p><b>Themed unit: Understanding Faith in Greenwich</b></p> <p>Key questions to be addressed by this unit:</p> <ul style="list-style-type: none"> <li>what can we discover about the faiths and beliefs in our class and school?</li> <li>what can we discover about the faiths and</li> </ul>

		festivals?				beliefs in the local community and Greenwich? <ul style="list-style-type: none"> <li>• how have faith and belief communities in Greenwich changed over the past 50 years?</li> <li>• what are the reasons for changes in these communities in Greenwich?</li> <li>• how do faith groups work in partnership with each other and the local community?</li> <li>• how has life in Greenwich been enriched by the diversity of the faiths and beliefs that make up the borough?</li> </ul> <p><b><u>(PLEASE NOTE: RE Coordinator has supporting documents for this unit.)</u></b></p>
PE	Netball	Football/Gym	Hockey (Games)	Rugby	Cricket (Coach – Graeme)	Athletics
	Swimming	Swimming	Gym	Dance	Swimming	Dance
Music	Performing together using percussion, pitched percussion and voices then creating arrangements of music using voice, ukulele and other instruments.		Exploring structure in music using voice, ukulele and other instruments.		Creating and performing music for specific effect through exploring different combinations of musical elements.	