

# Ralph Sadleir School - Curriculum Overview

## Year 5 Spring Term 2022

English	Mathematics	
<p><b>Reading</b></p> <p>Through reading and studying 'Coraline' as a class text, pupils will develop skills of:</p> <ul style="list-style-type: none"> <li>• Clarifying: explain the meaning of words in context</li> <li>• Retrieval: retrieve and record information from fiction and non-fiction.</li> <li>• Summarising: summarise main ideas from more than one paragraph.</li> <li>• Inference: make inferences and explain them with evidence from the text.</li> <li>• Predicting: predict what might happen.</li> <li>• Whole text: explain how content is related and contributes to meaning as a whole</li> <li>• Evaluating: explain how meaning is enhanced through choice of words and phrases</li> <li>• Making links: make comparisons within the text and across texts.</li> </ul> <p><b>Spelling</b></p> <p>Pupils are revising words and spelling rules from the Year 3 / 4 spelling lists, as well as looking at words and spelling rules from the Year 5 / 6 spelling lists.</p> <p><b>Grammar and punctuation</b></p> <p>Relative Clauses Prepositions Expanded noun phrases Simple sentences Active Verb form (Subject, verb, object)</p> <p><b>Writing</b></p> <p>Through studying and responding to the stimulus of 'Coraline', pupils will produce writing in the following text-types and genres: Writing to persuade- 'The Other Mother's speech to persuade Coraline to stay; Writing using senses; Creative writing- writing own ending to the story.</p>	<p><b>Number</b></p> <p>Multiplying integers up to 4-digit numbers by 2-digit numbers; short division, up to 4-digit numbers by 1-digit numbers and with remainders; solving problems with multiplication and division; multiplying fractions by integers, including mixed numbers; calculating a fraction of an amount; finding equivalent fractions and decimals including tenths and hundredths; thousandths as decimals and fractions; ordering and comparing decimals up to three decimal places; rounding to the nearest whole number and one decimal place; expressing percentages as fractions and decimals; finding equivalent fractions, percentages and decimals.</p> <p><b>Geometry</b></p> <p>Calculating the perimeter of rectangles and polygons; calculating the area of rectangles and compound shapes; estimating area.</p> <p><b>Data</b></p> <p>Drawing and interpreting line graphs; reading and interpreting tables and timetables; reading two-way tables.</p>	<p style="text-align: center;"><b>Science</b></p> <p><b>Properties and Changes of Materials</b></p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>• know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>• use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>• give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>• demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>• 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</li> </ul>
	<p style="text-align: center;"><b>Events &amp; Visits</b></p> <p style="text-align: center;"><u><a href="#">Audley End/Victorian School</a></u></p> <p style="text-align: center;"><u><a href="#">Hitchin Church</a></u></p> <p style="text-align: center;"><u><a href="#">Orienteering</a></u></p>	

History	Geography	Art	Design Technology	Music
<p><u>What was life like as a Victorian?</u></p> <ul style="list-style-type: none"> <li>□ Using primary and secondary sources to find out about the Victorians.</li> <li>□ Study of Queen Victoria with focus on her childhood.</li> <li>□ Focus on life of the poor and individuals who helped to improve life.</li> <li>□ Investigation and comparison of life and childhood.</li> </ul>	<p><u>Mountains</u></p> <p>In this unit, year 5 will</p> <ul style="list-style-type: none"> <li>□ Exploring how mountains are formed.</li> <li>□ Exploring different major world mountain ranges.</li> <li>□ Features of mountains.</li> <li>□ Exploring mountain weather and climates.</li> <li>□ Exploring and advising on mountain safety.</li> </ul>	<p><u>Earth &amp; Space collage</u></p> <p>Drawing spheres</p> <p>Looking at distances</p> <p>Collage:</p> <p>Add collage to a painted, printed or drawn background.</p> <p>Use a range of media to create collages.</p> <p>Use different techniques, colours and textures etc. when designing and making pieces of work.</p> <p>Use collage as a means of extending work from initial ideas.</p> <p>Evaluating</p> <p><u>Wire sculpture</u></p> <p>Students will develop skill in utilising line in a 3 dimensional context, experimenting with:</p> <p>Outline</p> <p>contour line</p> <p>gesture line</p> <p>Students will gain experience utilising simple wire attachment techniques of twisting and crimping</p> <p>Students will explore a variety of techniques for mounting sculpture to the base</p>	<p><u>Bread making</u></p> <p>Taste testing</p> <p>Weighing and measuring</p> <p>Bread production</p> <p><u>African Kalimba making</u></p> <p>To investigate and analyse African musical instruments.</p> <p>To explore kalimbas, how they work and how they can be recreated.</p> <p>To select suitable tools and materials to create a kalimba</p> <p>To investigate and design a strengthened body of an African percussion instrument</p> <p>To create an African-inspired percussion instrument.</p> <p>To use our products in a performance and evaluate their effectiveness.</p>	<p>Classroom Jazz 1</p> <p>Three Note Bossa and The Five Note Swing</p> <p>A. Listen and Appraise the two tunes and other supporting tunes.</p> <p>B. Musical Activities - learn about the interrelated dimensions of music through playing instruments and improvising.</p> <p>C. Perform and Share</p>

Computing	French	Physical Education	Religious Education	PSHE/RSE
<p><u>Programming using Scratch</u>            More programming skills including:            sensing            Loops            Controlled loops            Conditions            IF &amp; THEN            Drawing backgrounds            Adding sound            Recording sound            Editing sound            Variables</p>	<p><u>The Weather</u>            In this unit year 5 will learn how to:            ☐ Repeat and recognise the vocabulary for weather in French.            ☐ Ask what the weather is like today.            ☐ Say what the weather is like today.            ☐ Create a French weather map.            ☐ Describe the weather in different regions of France using a weather map with symbols.</p>	<p><u>Gymnastics</u>            In this unit, pupils cover basic gymnastic movements and shapes as well as working safely as an individual and with others in a gymnastic setting.</p> <ul style="list-style-type: none"> <li>• How can we work safely as a gymnast?</li> <li>• Can I create some basic gymnastic shapes?</li> <li>• Can I demonstrate basic gymnastic rolls?</li> <li>• How can you demonstrate <b>control</b> and <b>quality</b> whilst balancing as a gymnast?</li> <li>• How can you create a simple floor sequence?</li> <li>• How can I improve my floor sequence?</li> </ul>	<p><u>Earth: creation and science</u>            ☐ Investigation into different explanations of the origin of our world – religious and scientific.            ☐ Considering our responsibility to look after our planet and what form this might take.            ☐ Taking a look at different world views and how their belief influences their perception of the world.            ☐ Considering a range of ultimate questions and a range of responses.            ☐ Exploring the role of collective responsibility and how such values are demonstrated today.</p>	<p><u>Respecting Ourselves and Others</u>            ☐ What makes somebody happy?            ☐ Self-recognition and self-worth.            ☐ understanding the viewpoints of others.            ☐ Recognising and challenging stereotypes.            ☐ Exploring the meaning of the term discrimination.            ☐ Recognising and caring about other people's feelings.</p>