



Corbridge Middle School

Y5 Curriculum Overviews – Summer Term 2018

English:

During Year 5, pupils will have the opportunity to develop the following skills:

- Read whole novels which are structured in different ways and are of different genres
- Develop skills in inference, deduction and prediction from detail stated and implied
- Identify and discuss themes and conventions in and across a wide range of writing
- Ask questions to improve understanding of a text and provide reasoned justifications for their views
- Increase familiarity with a wide range of books and books from other cultures and traditions
- Use a dictionary and a thesaurus efficiently to give variation and improve their writing
- Understand how words can create effects
- Proofread their work and identify changes that need to be made to enhance writing
- Understand genres and their conventions
- Extend their personal writing using an appropriate and consistent style

Text—The Kingdom by the Sea by Robert Westall

Reading:

Character study of Harry using quotes (WP1,4, HOP3,5, UR5,6, I2,3)

Figurative language (L1)

World War II poetry (UR1,3,6,7, OS2, L1-3)

How does the writer create tension in Chap 14? (UR4-7, I2,3, L1,V5)

Book review (V1,4-6,)

Writing:

Harry's journey—write in the voice of the character (WP1-8)

Angry farmer's diary (WP4, PDE4,HOP3)

Extended writing on the presentation and character of Joseph (WP1,4, HOP3,5, UR5,6, I2,3)

Formal letter of objection/complaint (S7, PG1-5, WP2-4,7,HOP3,5,7)

Own poem on World War II (WP1, PG1-4, PDE3,5,6)

Opening scene for a World War II narrative (focus on language and atmosphere)
(PG4,5,7,8, WP2,3,5-8, HOP3-5,7,8, PDE7,

Non-fiction information page on Lindisfarne (UR2, 5,HOP3, WP1,3,7, PDE1,2)

Maths:

Number: Decimals

- Solve problems involving number up to three decimal places.
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
- Geometry- Properties of Shapes and Angles
- Identify 3D shapes, including cubes and other cuboids, from 2D representations.
- Use the properties of rectangles to deduce related facts and find missing lengths and angles.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- Draw given angles, and measure them in degrees
- Identify: angles at a point and one whole turn (total 360), angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180) other multiples of 90

Geometry- position and direction

- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Measurement- converting units

- Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml]
- Understand and use approximate equivalences between metric units and common

	<p>imperial units such as inches, pounds and pints.</p> <ul style="list-style-type: none"> • Solve problems involving converting between units of time. <p><u>Measures - Volume</u></p> <ul style="list-style-type: none"> • Estimate volume [for example using 1cm blocks to build cuboids (including cubes)] and capacity [for example, using water] • Use all four operations to solve problems involving measure.
<p><u>Science:</u></p> <p>Working scientifically:</p> <ul style="list-style-type: none"> ▪ Plan enquiries, including recognising and controlling variables where necessary ▪ Take measurements, using a range of scientific equipment, with increasing accuracy and precision ▪ Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models ▪ Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. ▪ Present findings in written form, displays and other presentations. ▪ Use test results to make predictions to set up further comparative and fair tests. ▪ Use simple models to describe scientific ideas ▪ Identify scientific evidence that has been used to support or refute ideas or arguments. 	<p><u>Forces</u></p> <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. • Working scientifically project on the weight of school bags or friction of shoes on different surfaces. <p><u>Properties of Materials (and irreversible changes)</u></p> <ul style="list-style-type: none"> • 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><u>Art:</u></p> <p><i>Pupils will have the opportunity to develop the following skills:</i></p>	<p><u>Leafy Lines and Patterns</u> – pupils will have the opportunity to:</p> <ul style="list-style-type: none"> • explore natural forms as a starting point and to explore artists who work with Natural Forms. • learn to record from first-hand observation and experience and to observe the

<ul style="list-style-type: none"> • Draw from observation • Apply appropriate and relevant elements • Build up skills using different media • Gain confidence in drawing • Understand about the elements and how they can be applied to make artwork look effective 	<p>colours, shades and tones that can be seen in plants and their leaves.</p> <ul style="list-style-type: none"> • make connections to the visual elements before and whilst creating a drawing. • use the appropriate words and develop key language
<p><u>Design Technology:</u> <i>Pupils will have the opportunity to develop the following skills:</i></p> <ul style="list-style-type: none"> • Recognise and apply safe working practices • Identify and recognise tools and equipment used and their purpose • Develop practical knowledge and skills 	<p><u>Using Wood</u> – Pupils will have the opportunity to:</p> <ul style="list-style-type: none"> • develop design skills • research into a theme • learn about the properties of wood • learn how to measure, cut and shape wood accurately • use the computer to gather research • increase safety awareness when using tools and equipment
<p><u>Computing Technology:</u> Picture Perfect</p> <p>Pupils learn how photos can be altered digitally. They will consider the creative upsides of photo alteration, as well as its power to distort our perceptions of beauty and health.</p> <p>Modelling - Spreadsheets</p> <p>Key Idea: that patterns and relationships in a spreadsheet model can be identified more easily when presented as a graph or chart</p>	<p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> • Awareness and exploration of e-safety knowing how to behave responsibly online and how to access help. <p><u>Information Technology</u> – pupils will have the opportunity to develop the following techniques:</p> <ul style="list-style-type: none"> • Discuss likely benefits of spreadsheet modelling • Identify formulae and enter them into a spreadsheet • Change cell and data formats • Replicate cells • Use a spreadsheet to draw a chart or graph

<p>Key Idea: that predictions can be tested using a spreadsheet model</p> <p>Key Idea: learning to identify control systems that automate a big wheel.</p>	<ul style="list-style-type: none"> • Understand the relationship between the cell data and the points on a chart or graph • Create a spreadsheet model to answer ‘what if...?’ questions <p>Computer Science – pupils will have the opportunity to develop the following techniques:</p> <ul style="list-style-type: none"> • Learn how to identify control systems that automate a big wheel. • Create a sequence of instructions to control devices on the big wheel that respond to an input. • Create an efficient programme/algorithm that controls more than one output on the big wheel. • Create a control system that controls a range of outputs. • Set up an advanced procedure that responds to variables such as light and movement sensors. • Understand how make changes to a programme to improve efficiency.
<p>Food Technology</p> <p><i>Throughout the term pupils will have the opportunity to:</i></p> <ul style="list-style-type: none"> • Work safely and hygienically in the food room to prepare a range of dishes • Select from and use a wide range of tools and equipment to perform practical tasks • Use knowledge of ingredients to adapt recipes • Develop an understanding if what makes a healthy diet 	<p>Introduction to Food – pupils will have the opportunity to:</p> <ul style="list-style-type: none"> • Learn how to work safely and hygienically with food • Name and use a wider range equipment including safe use of a kettle and oven. • Prepare some simple recipes including cous cous and fruit crumble. • Explore what makes a healthy diet using the Eatwell Guide

<p><u>French</u></p> <p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • identify different phonemes in French • say some simple sentences from memory so that others can understand • read a simple rhyme, song or story to an audience • use a bilingual dictionary with guidance • write a few simple sentences including name and age from memory • ask and answer questions to give basic information 	<p><u>Family life</u></p> <ul style="list-style-type: none"> • learn colours and other simple adjectives • to talk about their pets and other animals • study a fable in French <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • adjectival agreement • working out meaning through context • review of definite/indefinite article • personal pronouns <i>je, tu, il, elle</i> • common patterns to show gender in French nouns
<p><u>Humanities (History)</u></p> <p><i>Pupils will have the opportunity to:</i></p> <ul style="list-style-type: none"> ▪ describe the characteristic features of past societies and periods ▪ demonstrate knowledge by describing some of the significant events, people and changes for periods studied. ▪ describe and give reasons for some of the main causes and effects of events and changes. ▪ select, organise and communicate historical information in a variety of ways 	<p><u>Ancient Egypt</u></p> <p>Bringing the ancient civilisation of the ancient Egyptians back to life, pupils will learn about:</p> <ul style="list-style-type: none"> • The River Nile and its role in ancient life • Tutankhamen and the story of his tomb discovery • The grisly process of mummification • The pyramids • Daily life in ancient Egypt • The importance of remaining artefacts

<p>Humanities (Geography)</p> <p><i>Pupils will have the opportunity to:</i></p> <ul style="list-style-type: none"> ▪ locate some major cities, countries and regions on physical and political maps ▪ describe key physical and human characteristics and environmental. ▪ know information about a region, its physical environment and climate, and economic activity. ▪ know and understand what life is like in cities and in villages and in a range of settlement sizes. ▪ describe what the climate of a region is like and how plants and animals are adapted to it. 	<p><u>Egypt - a less economically developed country (LEDC)</u></p> <p>In this unit of work children locate Egypt in the world and accurately describe where the country is situated. They ask questions about what you would like to know about Egypt as well as locating key places in the country. They identify human and physical features and look at how physical conditions affect population distribution.</p> <p>They make comparisons between life in Egypt and life in the UK. Learning about 'development' indicators allows them to make comparison between the features of a less economically developed country and a more economically developed country. The unit finishes with a case study about how the building of the Aswan Dam affected the lives of Egyptians.</p>
<p><u>Music</u></p> <p><i>Pupils will have the opportunity to:</i></p> <p><u>Perform:</u></p> <ul style="list-style-type: none"> ● Play and sing loudly and quietly ● Sing a song, keeping in time with others ● Sing in tune with expression ● To perform both vocally and on instruments with an awareness of and confidence to use some of the musical elements <p><u>Compose:</u></p> <ul style="list-style-type: none"> ● Use and interpret staff notation ● Join together different layers of sound meaningfully 	<p><u>Concert Prep</u></p> <p>Year 5 will focus on preparing for their first Year Group Concert during the first half term. Here, individuals and groups will gain performance practice and constructive feedback from staff and peers. All children will perform.</p> <p><u>Listening and Appraising Skills</u></p> <p>In the second half term, Year 5 will be introduced to the first 5 musical elements and begin to explore using these in a variety of contexts, but mainly whilst listening to music.</p>

<ul style="list-style-type: none"> ● Compose using musical elements as a framework and be able to explain choices <p><u>Listen & Appraise:</u></p> <ul style="list-style-type: none"> ● To make improvements to work ● To be able to identify a range of musical features in listening examples ● Confidently talk about music and identify some musical elements in listening examples 	
<p><u>PE:</u> Pupils will take part in the following opportunities: Tennis</p>	<p>Pupils will have the opportunity to:</p> <ul style="list-style-type: none"> ● drop a ball on the racket and hit it to a partner. ● explain basic rules of tennis. ● demonstrate a basic grip. ● hit a ball that they have bounced to a partner.
<ul style="list-style-type: none"> ● Athletics 	<ul style="list-style-type: none"> ● perform a standing long jump correctly. ● demonstrate the correct grip when holding equipment. ● demonstrate the difference between sprinting and longer distance running. ● pass and receive a relay baton in a stationary position.
<ul style="list-style-type: none"> ● Cricket 	<ul style="list-style-type: none"> ● successfully throw and catch the ball with a partner over a distance of 4m. ● demonstrate a basic bowling action. ● hit a non-moving ball to a target area. ● demonstrate batting, bowling, throwing and catching with some control.
<ul style="list-style-type: none"> ● Rounders 	<ul style="list-style-type: none"> ● catch and throw underarm with some accuracy. ● make contact in batting some of the time in practice and game situations against a bowler who bowls to them. ● explain the basic rules of rounders. ● run to retrieve a ball and pass to a nearby position.

<p><u>PSHE:</u></p> <p><i>The development of self-awareness, social skills, managing feelings, motivation and empathy is contributed to in every topic.</i></p>	<p><u>Relationships</u> – pupils will have the opportunity to learn about:</p> <ul style="list-style-type: none"> ● who they are as a person in terms of characteristics and personal qualities ● how friendships change ● making new friends and how to manage a fall out with friends ● how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean ● how to stay safe when using technology to communicate with my friends <p><u>Changing Me</u> – pupils will have the opportunity to learn about:</p> <ul style="list-style-type: none"> ● being aware of their own self-image and how their body image fits into that ● the importance of looking after yourself both physically and emotionally ● how boys’ and girls’ bodies change during puberty (<i>delivered by visiting school health team</i>) ● what they are looking forward to and growing responsibilities ● what they are looking forward to in Y6
<p><u>RE</u> – <i>Pupils will have the opportunity to:</i></p> <ul style="list-style-type: none"> ● Explain what different symbols and signs represent. ● Begin to ask relevant questions and comment about issues in response to the learning. ● Listen and contribute to class discussion. ● Make links between beliefs, stories and practices. ● Describe what different artefacts represent and 	<p><u>Christianity - Sacraments</u></p> <ul style="list-style-type: none"> ● Students reflect on current knowledge and what they would like to explore in the topic. ● Students are given overview of what a sacrament is and what it means to a Christian. ● Students work in groups on Bloom’s Wheel activity, focussing first on research then presenting findings as short presentation to class. ● Students peer assess on content and quality of presentation.

how they are used.

- Respond to issues raised and begin to relate them to aspects of my life.
- Ask important questions about life and compare ideas with those of other people.
- Begin to gather, select and organise information using a range of sources.
- Retell or discuss the meanings of different Old and New Testament stories, explaining the meaning behind them.
- Organise and present work using a range of different styles.
- Compare different aspects of world faiths and features within them.
- Use religious vocabulary to show some of the different ways in which people show their beliefs.
- Describe what a believer might learn from a religious story.
- Use key words with reasonable accuracy to describe the main features of a religious tradition or concept.

World Faiths

- Students learn the importance of having a knowledge of a range of cultures and religions.
- Students are introduced to World Faiths topic and shown exemplars of projects produced by previous years, instilling clear expectations of standards and visualisation.
- Students research independently using a range of books, artefacts and internet criteria grid.
- Students reflect on the diversity of faiths in the UK and in the world.
- Students organise information into written project using differentiated success criteria.
- Students complete world faiths activities to further reinforce knowledge and learning.
- Students present short talk, focussing on one particular aspect that interested them during the project.