

 **Geography**

* 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.
* Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

**St Luke’s CE Primary – Curriculum Web**

**Year 5 Autumn 1** 

**Science**

* Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
* Use test results to make predictions to set up further comparative and fair tests.
* Describe the life process of reproduction in some plants and animals.
* Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
* Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

**Allotment**

**Design and Technology**

* Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
* Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

**Art and Design**

* Create sketch books to record their observations and use them to review and revisit ideas.
* Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint).

**Discrete Learning Areas:**

**English**

**Mathematics French PSHE**

**Computing Religious Education Physical Education**

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| **Discrete Learning Subjects** |
| **Main Learning Focus in English:****Range**: Narratives and Persuasive letters**Speaking and listening**.* giving short speeches and presentations, expressing their own ideas and keeping to the point

**Reading**Maintain positive attitudes to reading and an understanding of what they read by:* continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
* identifying and discussing themes and conventions in and across a wide range of writing
* drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.
* summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

**Writing*** selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
* in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
* proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

**Grammar and Punctuation*** Using relative clauses beginning with who, which, where, when, whose, that
* Use of inverted commas and other punctuation to indicate direct
* speech

**Spelling*** continue to distinguish between homophones and other words which are often confused
* spell some words with ‘silent’ letters [for example, knight, psalm, solemn]

**Handwriting*** write legibly, fluently and with increasing speed
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| **Main Learning Focus in Mathematics:**Unit 1 and 2: Place value within 1,000,000* read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
* solve number problems and practical problems that involve all of the above
* round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
* interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
* count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000

Unit 3: Addition and subtraction* add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
* use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
* add and subtract numbers mentally with increasingly large numbers
* estimate and use inverse operations to check answers to a calculation
* solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
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| **Main Learning Focus in Computing:** * Online Safety
* 3D modelling
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| **Main Learning Focus in Religious Education:** **Why do some people believe God exists?** This investigation enables pupils to learn in depth from different religious and non-religious groups about belief in God. Pupils enquire into the key question- raising questions about the nature and existence of God focusing on Christian ideas about God. |
| **Main Learning Focus in PSHE:*** **Get Heart smart**

It will teach children what it is to be Heart Smart and how we can ‘Power ON’ to love ourselves and others well.  |
| **Main Learning Focus in Physical Education:*** Health related fitness
* Football
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| **Main Learning Focus in French:*** Masculine and feminine nouns
* French food
* Numbers to 60
* Simple phrases
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