

**Design and Technology**

* Select from and use a wider range of materials and components.
* Use research and develop design criteria to inform the design of innovative, functional, appealing products
* Investigate and analyse a range of existing products.
* Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

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

**Year 5 Autumn 2** 

**Science**

* Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
* Describe the Sun, Earth and Moon as approximately spherical bodies.
* Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the Sun across the sky.
* Describe the movement of the Moon relative to the Earth.
* Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
* Identify scientific evidence that has been used to support or refute ideas or arguments.

**History**

* Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.

**Art and Design**

* Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).

**Discrete Learning Areas:**

**English**

**Mathematics French PSHE**

**Computing Religious Education Physical Education**

|  |
| --- |
| **Discrete Learning Subjects** |
| **Main Learning Focus in English:**  **Range**: Narratives and Newspaper reports  **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**   * Indicating degrees of possibility using adverbs [for example, perhaps, surely] * Terminology of: modal verb, relative pronoun relative clause   **Spelling**   * Words containing the letter-string ough * Homophones and other words that are often confused   **Handwriting**   * write legibly, fluently and with increasing speed |
| **Main Learning Focus in Mathematics:**  **Unit 3: Addition and Subtraction**   * 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   **Unit 4: Graphs and Tables**   * Read information from tables * Understand and create two-way tables * Read information from line graphs * Answer questions relating to graphs and tables * Draw simple line graphs   **Unit 5: Multiplication and Division**   * Recognise and find multiples and factors * Recognise and identify prime numbers * Calculate square and cube numbers * Use inverse operations * Multiply and divide by 10, 100 and 1000 * Multiply and divide by multiples of 10, 100 and 1000   **Unit 6: Measure- area and perimeter**   * Measure shapes to find their perimeter * Calculate the perimeter of squares, rectangles and rectilinear shapes * Use a formula to find the area of squares and rectangles |

|  |
| --- |
| **Main Learning Focus in Computing:**   * Coding |
| **Main Learning Focus in Religious Education:**  What would Jesus do? Can we live by the values of Jesus in the 21st century? |
| **Main Learning Focus in PSHE:**  **Don’t forget to let love in**   * Self worth: Learning to love and value yourself well |
| **Main Learning Focus in Physical Education:**   * Gymnastics (Body management) * Dodgeball |
| **Main Learning Focus in French:**  **Presenting myself in French**  • Count to 20 in French.  • Say their name and age in French.  • Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.  • Tell you where they live in French.  • Tell you if they are French or English, introducing concept of gender and agreement. |