

**Science**

* Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
* Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
* Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

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

**Year 5 Spring 2** 

**History**

* Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.
* Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
* Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.



 **Geography**

* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
* 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.

**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**

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| **Discrete Learning Subjects** |
| **Main Learning Focus in English:****Range**: Diaries and 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
* proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

**Grammar and Punctuation*** Parenthesis
* Tenses

**Spelling*** Creating nouns using suffixes
* Words using ‘or’ and ‘au’

**Handwriting*** write legibly, fluently and with increasing speed
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| **Main Learning Focus in Mathematics:****Unit 9: Fractions (2)*** Solve word problems involving fractions

 **Unit 10: Fractions (3)** * Multiply fractions and mixed numbers by fractions
* Find a fraction of an amount
* Understand how fractions can be operators
* Solve word problems involving fractions

**Unit 11: Decimals and percentages** * Read and write decimals up to three decimal places
* Round decimals to the nearest whole number and the nearest one decimal place
* Order and compare decimal numbers up to three decimal places
* Write percentages as fractions and as decimals
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| **Main Learning Focus in Computing:** Spreadsheets  |
| **Main Learning Focus in Religious Education:** What does it mean to be Muslim in Britain today? |
| **Main Learning Focus in PSHE:**‘Don’t rub it in, rub it out’: Forgiveness. Learn how to process negative emotions, disappointment and hurt. |
| **Main Learning Focus in Physical Education:** |
| **Main Learning Focus in French:****Classroom:** * Recognise and repeat from memory simple classroom objects and

 use the correct gender.* Say what they have and do not have in their pencil case.
* Recognise and respond to simple classroom commands and praise.
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