

 **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**

|  |
| --- |
| **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
 |
| **Main Learning Focus in Mathematics:**Year 4 Catch up lessons Unit 8 Fractions * count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
* Recognise and show, using diagrams, families of common equivalent fractions
* Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number

Unit 10 Decimals* recognise and write decimal equivalents of any number of tenths or hundredths
* Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
* Solve simple measure and money problems involving fractions and decimals to two decimal places
* Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten

Unit 12 Money * solve simple measure and money problems involving fractions and decimals to two decimal places
* Compare and calculate different measures, including money in pounds and pence

Unit 13 Time * convert between different units of measure [for example, kilometre to metre; hour to minute]

Year 5 Maths 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
 |

|  |
| --- |
| **Main Learning Focus in Computing:** * Online Safety
* 3D modelling
 |
| **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
 |
| **Main Learning Focus in French:*** Masculine and feminine nouns
* French food
* Numbers to 60
* Simple phrases
 |