

# St Luke's CE Primary – Curriculum Overview

## Year 5 Autumn 2



### Curriculum Aims

#### The purpose of our curriculum is to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens for the 21st century.

### Curriculum Approach

- Learning reviewed daily (retrieval practice);
- New content taught in small chunks;
- Effective teacher questioning;
- Lots of teacher modelling;
- Regular opportunities for children to think, apply and practise key skills and knowledge;
- Support for difficult tasks;
- Develop long term memory, whilst respecting the limitations of the working memory.

## 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
- Using the correct techniques to make writing persuasive
- 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
- Use modal verbs in writing

#### Spelling

- S spelt as c before e, I and y.
- Double consonants/ long vowel sounds
- Plurals (adding '-s', '-es' and '-ies')

#### Handwriting

- write legibly, fluently and with increasing speed

### Main Learning Focus in Mathematics:

Children will learn to:

#### Unit 4- 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 1,000
- Multiply and divide by multiples of 10, 100 and 1,000

#### Unit 5 – Fractions

- Find and use equivalent fractions
- Convert between improper fractions and mixed numbers
- Compare and order fractions

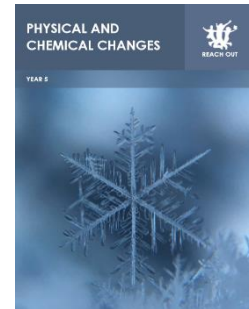
#### Unit 6 – Fractions

- Add and subtract fractions with the same denominator
- Add and subtract fractions including mixed numbers, where one denominator is a multiple of the other
- Solve word problems involving fractions

## Main Learning Focus in Science:

### Physical and Chemical Changes

- Describe how particles are arranged in solids, liquids and gases
- Explain what happens to particles in substances that change state
- Identify phase changes present in a range of examples
- Know what a physical change is
- Describe signs that a physical change has taken place
- Give examples of physical changes
- Know what a chemical change is
- Describe signs that a chemical change has taken place
- Give examples of chemical changes
- Describe the similarities and differences between physical and chemical changes
- Identify whether a physical or chemical change has taken place
- Suggest when a physical or chemical change may be useful
- Explain how to tell which reaction is larger
- Describe what the variables will be in a acids-metals investigation
- Give a method for investigating a reaction between acids and metals
- Can complete an investigation into acid and metal reactions
- Can use evidence to make a conclusion
- Know how to compare your results with other sets of results



## Main Learning Focus in History:

### Benin Kingdom

- How did the Benin Kingdom begin?
- What was life like for the Edo people in the Benin Kingdom?
- How were trade links established and what goods were traded?
- What led to the Civil war in the 1700s?
- What was the Transatlantic Slave Trade?
- Why did the British colonise Benin and what impact did this have?



## Main Learning Focus in Computing:

- Spreadsheets
- Databases



## Main Learning Focus in Religious Education:

### What would Jesus do? Can we live by the values of Jesus?

This investigation enables pupils to learn in depth from Christianity, considering in a detailed way some teachings of Jesus and the ways they are applied today. Pupils will consider examples of what Jesus said, and how Christians today respond to the challenges of his teachings.



**Main Learning Focus in French:****La date (The date)**

- Learning french numbers up to 31
- Learning the days of the week
- Learning the months of the year
- 

**Main Learning Focus in Design and Technology:**

This unit builds on pupils' knowledge of how to incorporate electrical circuits into products from Y4. Children explore how circuits can be adapted to suit different purposes, explore series circuits and recreate one using conductive adhesive tape. They then apply this knowledge to design and create an electronic greeting card.

**Main Learning Focus in PE:**

- Gymnastics
- Dodgeball

**Main Learning Focus in PSHE:**

- **Valuing differences**

**Main learning focus in Music:**

- Name three key features of Blues music
- Sing in tune, using vocal expression to convey meaning
- Explain what a chord is and play the chord of C sixteen times
- Play the twelve bar blues correctly
- Play the notes of the Blues scale in the correct order, ascending and descending
- Play a selection of Blues scale notes out of order in their own improvisation

U  
U