

St Luke's CE Primary – Curriculum Overview

Year 5 Spring 1



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 Biographies

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

- Fronted Adverbials
- Commas to separate clauses
- Adverbials phrases

Spelling

- Use of a hyphen
- Homophones
- Words with the /i:/ sound spelt ei after c

Handwriting

- write legibly, fluently and with increasing speed

Main Learning Focus in Mathematics:

Children will learn to:

Unit 7: Multiplication and Division

- Multiply a number up to 4 digits by a 1-digit or 2-digit number
- Divide a number up to 4 digits by a 1-digit number
- Interpret remainders
- Solve problems involving multiplication, division and remainders

Unit 8: Fractions

- Multiply proper fractions and mixed numbers by whole numbers
- Find a fraction of an amount
- Understand how fractions can be operators
- Solve word problems involving fractions

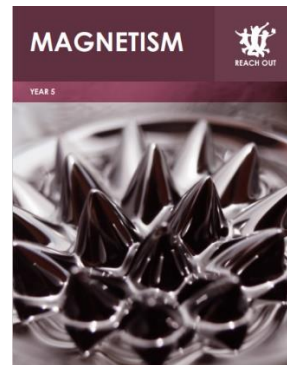
Unit 9: Decimals and percentages

- Read and write decimals up to 3 decimal places including numbers greater than 1.
- Round numbers to the nearest whole number and 1 decimal place
- Order and compare numbers up to 3 decimal places

Main Learning Focus in Science:

Magnetism

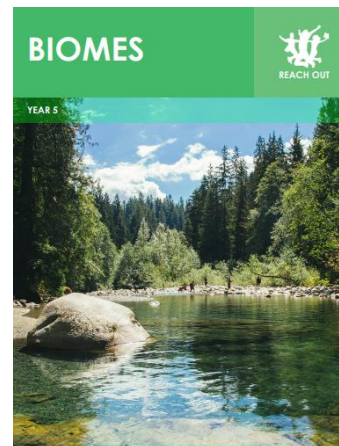
- What are forces?
- What are contact and non-contact forces?
- Name contact and non-contact forces
- Know what magnets are
- Describe when magnets attract and repel
- Describe how to test the strength of a magnet
- Explain what a compass is
- Describe what a compass does
- Describe how to make a compass
- Describe how field lines help us to understand the effect of an invisible force
- Describe how field lines around a magnet can be mapped out
- Use a diagram of field lines to see where the force will be strongest and where it will be weakest
- Describe how to find out if a material is magnetic or not
- State the difference between permanent magnets and temporary magnets
- Name examples of magnetic and non-magnetic materials
- State what an electromagnetic is
- Describe how to make an electromagnet
- Give examples of uses of magnets and electromagnet



Main Learning Focus in Geography:

Biomes

- What is a tundra?
- What is a taiga?
- What is a savanna?
- How are biomes threatened by climate change?
- How are biomes threatened by human activity?
- What does the future hold for Earth`s biomes?



Main Learning Focus in Computing:

- Game Creator
- Spreadsheets



Main Learning Focus in Religious Education:

If God is everywhere, why go to a place of worship?

This investigation enables pupils to learn in depth from different religious and spiritual ways of life about worship, drawing out more detail, history and diversity through focusing on places of worship. Pupils learn about the various purposes of a place of worship as well as how believers see these places. Pupils think about the idea of God's presence on earth and in believers' lives. Opportunities to debate are given, including of the key question, to offer pupils a chance to reflect for themselves on the value and purpose of worship in religion



Main Learning Focus in French:

Chez Moi

- Say whether they live in a house or an apartment and say where it is.
- Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.
- Tell somebody in French what rooms they have or do not have in their home.
- Ask somebody else in French what rooms they have in their home.
- Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).



Main Learning Focus in Design Technology:

Textiles: Stuffed toys

- Designing a stuffed toy
- Blanket stitch
- Details and appendages
- Stuffed toy assembly



Main Learning Focus in PE:

- Basketball
- Fitness



Main Learning Focus in PSHE:

Keeping safe:

- I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.
- I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.



Main Learning Focus in Music:

South and West Africa:

- Sing using the correct pronunciation and with increasing confidence.
- Play a chord with two notes, remaining in time.
- Maintain their part in a performance with accuracy.
- Play the more complicated rhythms in time and with rests.
- Create an eight-beat break and play this in the correct place.

