

# St Luke's CE Primary – Curriculum Overview

## Year 5 Autumn 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

#### 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
- Use modal verbs in writing

#### 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:

Children will learn to:

#### 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

#### Unit 3: Addition and Subtraction

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- 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

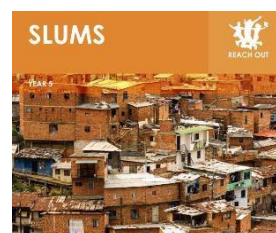
### Main Learning Focus in Science:

- Describe what a pure substance is
- Give examples of some pure substances
- Explain how we can tell if something is pure or not
- Know what a mixture is
- Give examples of mixtures of substances from the same state
- Describe examples of mixtures with substances in different states
- Describe what a formulation is
- Explain why formulations are useful
- Give examples of formulations
- Describe how to remove large solid particles from a mixture
- Describe how to remove insoluble substances from a mixture
- Describe how to remove soluble substances from a mixture
- Define solution, solute, solvent, soluble and insoluble
- Describe how to use filtration to separate some mixtures
- Describe how you can use evaporation to separate some mixtures
- Carry out separation of substances in river water
- Evaluate how the method for separating substances in river water
- Suggest how an environmental scientist could check the water quality in a river



### Main Learning Focus in Geography:

- What are slums?
- Where do slums form?
- Where are the biggest slums located?
- Why do people move to cities?
- Why are slums located around cities?
- How do slums develop?
- What classifies a slum?
- What challenges do slum communities face?



### 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 French:

- By the end of this unit we will be able to:
- present both orally and in written form about the pets they have and/or do not have in French.  
move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called  
use conjunctions more confidently.



### Main Learning Focus in Art:

- Painting and mixed media - Portraits



**Main Learning Focus in PE:**

- Leadership
- Football

**Main Learning Focus in PSHE:**

- Me and my relationships

**Main Learning Focus in Music:**

- Composition notation (Theme: Ancient Egypt)

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