St Luke's CE Primary – Curriculum Overview

Year 5 Spring 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: Poetry and arguments

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
- Using the correct techniques to make writing persuasive
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Using a model, draft and write their own poetry

Grammar and Punctuation

- Relative clauses
- Define and identify verbs, nouns modal verbs, adjectives, adverbs and pronouns

Spelling

- Unstressed vowels and consonants
- Prefixes and suffixes
- Tion, ough and ie

Handwriting

- write legibly, fluently and with increasing speed

Main Learning Focus in Mathematics:

Children will learn to:

Unit 9 – Decimals and Percentages

- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25

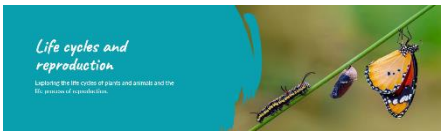
Unit 10 – Area and Perimeter

- Measure shapes to find their perimeter
- Calculate the perimeter of polygons, squares, rectangles and other rectilinear shapes
- Use a formula to find the area of squares and rectangles

Unit 11- Graphs and Tables

- Draw simple line graphs
- Read information from tables
- Understand and create two-way tables
- Read information from line graphs
- Answer questions relating to the
- information in graphs and tables
- Read and understand simple timetables

Main Learning Focus in Science:



Life Cycles and Reproduction

<u>Knowledge</u>

- **Describe the life cycle of a plant, including the reproductive stage**
- **Describe the life cycle of a mammal**
- **Describe the life cycle of a bird and compare it with that of a mammal**
- **Describe the life cycle of an amphibian**
- **Describe the life cycle of an insect and compare it with that of an amphibian**
- **Describe asexual reproduction in plants**

<u>Working scientifically</u>

- **Observe and compare equivalent parts in different flowers**
- **Research the life cycles of different mammals**
- **Pose questions to compare the life cycles of different birds**
- **Suggest how one temperature may affect egg hatching**
- **Use data to describe a relationship and make predictions**
- **Represent root growth over time on a line graph**

Main Learning Focus in History:

Changing Britain

- How have people fought for civil rights in Britain?
- What was the Bristol Bus Boycott?
- What was the Grunwick Strike?
- Why were there protests about Section 28?
- How did the Wheelchair Warriors fight for their rights?

Changing Britain

Main Learning Focus in Computing:

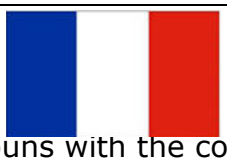
- Online Safety
- Databases
- Coding

Main Learning Focus in Religious Education:

What does it mean to be a Muslim in Britain today?

This unit enables pupils to learn in depth from different religious and spiritual ways of life about being a follower of the Muslim religion. Pupils explore the five pillars of Islam and the importance of these to Muslim believers. Pupils will gain a greater understanding of Islam and what we can learn from its beliefs, values and ideas. This investigation provides an opportunity to learn about the Qur'an and other forms of guidance in Islam.

Main Learning Focus in French:



Les vêtements

- Read, recognise, say and write the vocabulary (nouns with the correct gender and article) for a range of clothes in French accurately and with good pronuciation.
- Use the verb PORTER (conjugated) in French to help me describe what I am wearing and possibly what other people are wearing.
- Say what clothes I wear in different situations and different weather
- Describe what I am wearing in terms of colour using accurate adjectival agreement. Possibly be able to describe what other people are wearing.
- Use the correct possessive adjective for 'My' in French in relation to the items of clothing learnt in this unit.

Main Learning Focus in Design and Technology:

Textiles: Stuffed Toys

- Designing
- Creating
- Measuring & marking
- Threading, stitching, making
- Evaluating

Main Learning Focus in PE:

- Tag Rugby
- Cricket

Main Learning Focus in Learning for Life:

Being My Best

- It all adds up!
- Different skills
- My school community
- Independence and responsibility
- Star qualities?
- Basic first aid, including Sepsis Awareness