

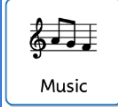
Termly Curriculum Overview

Year Group: Year 5

Term: Autumn 1

Theme: Where in the world?

 English	English	 Maths	Maths
	<u>Narrative - Journey</u> Write sequencing sentences to form a narrative. Express time, place and cause Write paragraphs that are cohesive and linked. Use fronted adverbials. Use imaginative and exciting language.		<u>Place Value</u> Read, write, partition, compare, order and round numbers to 1,000,000. Write Roman numerals to 1,000. Understand powers of 10. <u>Addition and Subtraction</u> Add and subtract whole numbers with more than 4 digits. Use inverse operations. Multi-step problems including finding missing numbers.
 Science	Science	 Geography  History	Geography History  Art  Design and Technology Design + Technology
	<u>Properties of Materials</u> Describe a range of items based on their properties. Understand reversible and non-reversible changes. Use my knowledge of solids, liquids and gases to explain how they might be separated. Explain the difference between soluble and insoluble solids. Understand how evaporation can be used as part of a reversible change.	<u>Geography – Europe</u> Use maps to find where we live and European countries and capitals. Locate the British Isles, countries and cities. Understand the difference between the continent of Europe and the European Union. Understand what the European Union is and can suggest why some countries want to be part of it. Identify my chosen country (from 3) on a map and name the top 5 main cities in that country. Use books, maps and the internet to research my chosen country. (create mind map).	<u>Art – Ann Stokes</u> Recognise the features and purposes of Anne Stokes Artwork. Break complex forms into shapes (circles, triangles, ovals). Experiment with line weight, cross-hatching, contour lines and shade. Complete my final dragon piece. Evaluate my final piece.

	Identify the geographical (human and physical) features of my chosen country. Name the top 5 geography reasons someone would like to visit my chosen country and 1 cultural reason. Create a tourist guide for my chosen country suggesting why people should visit this location.	
 Computing	 Music	 RE
<u>Systems + Searching</u> Explain that computers can be connected together to form systems. Recognise the role of computer systems in our lives. Identify how to use a search engine describe how search engines select results. Explain how search results are ranked. Recognise why the order of results is important, and to whom.	<u>Classroom Jazz</u> Identify and move to the pulse with ease. Think about the message of songs. Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words. Talk about the music and how it makes you feel.	<u>Islam</u> Know how many Muslims there are in Britain and how many Mosques. Know how the five pillars of Islam affect the lives of Muslims. Know why Zakah/charity is important to a Muslim. Know why Muslims go on a pilgrimage. Know what it means to be a Muslim in Britain today?
 PSHE	 Physical Education	 Language: French
<u>Being Me in My World</u> Know what I value most about my school and can identify my hopes for this school year. Empathise with people in this country whose lives are different to my own. Empathise with people in this country whose lives are different to my own. Understand that my actions affect me and others. Contribute to the group and understand how we can function as a whole. Understand why our school community benefits from a Learning Charter and can help others to follow it.	<u>Gymnastics</u> Travel by taking weight on our hands and use it in a sequence. Create and perform a partner sequence using symmetry. Create and perform a partner sequence using asymmetry. Perform a counterbalance with a partner. Perform smooth transitions between counterbalances using different levels. Evaluate each other's work and suggest improvements. <u>Hockey</u> Perform a block tackle to dispossess an attacker. Use fast, accurate passes into the D to create scoring opportunities.	<u>At The Tearoom</u> Recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé, improving our cultural knowledge of France. Understand better how to make nouns plural in French. Improve our knowledge of French currency. Order in French what we would like to eat and drink in a role-play.

	Mark an attacker closely to stop them from receiving the ball. Perform a sweep hit to send the ball 'first time'. Move the ball quickly from left to right to outwit a defender. Use a variety of techniques to keep possession in a game.	
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