THE BRITISH SCHOOL OF BEIJING, SHUNYI
A NORD ANGLIA EDUCATION SCHOOL

Termly Curriculum Information

Term 2: 8th January – 30th March

Year 5

Topic: Go Global/ Cool Food and Cooking Science

English	
Key Learning Skills and Knowledge	Key Activities
Speaking and Listening • Information texts and Poetry through Talk for Writing. • Speak audibly and fluently to an audience. • Use appropriate registers for effective communication. • Use relevant Talk for Writing strategies to build their vocabulary. • Listen and respond appropriately to adults and peers. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Identify points of interest when listening to fiction and non-fiction texts • Begin to comment in more detail on the performance of others • Consistently listen carefully and respond appropriately with relevant questions • Orally perform fiction and non-fiction texts through Talk/Drama for Writing	• Using verbal persuasive skills in debates • Presenting ideas to the class and wider year group • Performing poetry to younger year groups that they have created • Informing different audiences about various scientific processes • Participate in presentations, performances & role-plays • Listen to and discuss a wide range of information texts, stories and poems
Reading • Apply phonic knowledge and skills consistently to decode age appropriate texts fluently and accurately. • Begin to use textual cues to adapt tone, volume and intonation when reading aloud • Identify the main ideas and themes in a text. • Discuss words and phrases that capture the reader's interest and imagination. • Predict what might happen from details stated and implied.	• Reading weekly with the teacher during Guided Reading Activities • Completing reading comprehension activities • Reading aloud to practice reading with fluency and expression • Using Overdrive to access a wide range of books • Visiting the library and modeling to younger students how to pick appropriate yet challenging books • Discuss the features of persuasive texts, flashback stories and poems • Retrieve information from non-fiction to use

• Retrieve and record information from non-fiction. • Ask questions to improve their understanding of a text. • Identify how language, structure and presentation contribute to meaning. • Answer questions related to texts using literal, inferential and applied knowledge comprehension skills.	when writing an information text • Reading with reading buddies to share and encourage the love of reading
Writing • Use the first 2 or 3 letters of a word to check spelling in a dictionary. • Spell words that are often misspelt. • Spell high frequency words, phonetically accurate words and common exception words • Compose and rehearse sentences through a variety of activities including Talk/Drama for Writing. • Capture ideas using planning formats (e.g. story map, boxing up) • Plan writing to suit an audience and purpose. • Develop language use when writing poetry ie. Metaphors, alliteration etc. • Use simple organisational devices. • In information texts, use and develop the style for specific genres and begin to use simple organisational devices e.g. subheadings • Use nouns, pronouns and tenses accurately and consistently throughout • Use punctuation accurately, e.g. full stop, capital letter, question mark, exclamation mark, speech marks • Evaluate their own writing according to purpose, the effectiveness of word choice, grammar and punctuation. • Make simple additions, corrections and revisions to their own writing.	• Writing information texts • Plan, draft, edit and proof-read an information text • Using and applying their knowledge to inform and explain • Practising timed writing tasks to help enhance their time management • Writing diary entries and thinking about thoughts and feeling • Plan, draft, edit and proof-read a text linked to reversible and irreversible changes, to explain and inform • Looking at a range of poetry and using the different styles to enhance their own poems • Evaluate their own and others independent writing • Plan, draft, edit and proofread a variety of fiction and non- fiction texts as part of 'Wicked Writing'
Handwriting • Improve the legibility, consistency and quality of their handwriting.	• Practising writing with a joined cursive script • Applying their beautiful handwriting in all areas of the curriculum

Mathematics	
Number: Fractions • Compare and order fractions whose denominators are multiples of the same number. • Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number • Add and subtract fractions with the same denominator and denominators that are multiples of the same number. • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. • Read and write decimal numbers as fractions • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	• Exploring and understanding fractions • Counting, ordering and sequencing fractions • Becoming confident using appropriate methods to add, subtract and multiply • Applying their knowledge using word and multi-step problems • Increasing our familiarity with proper, improper fractions and mixed numbers • Converting from an improper fraction to a mixed number/creating equivalent fractions
Number: Decimals • Read, write, order and compare numbers with up to three decimal places. • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. • Round decimals with two decimal places to the nearest whole number and to one decimal place. • Solve problems involving number up to three decimal places. • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. • Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.	• Learning to recognise where decimals fall on a number line and order them. • Be able to convert fractions into decimals • Practice rounding numbers up to two and one decimals place • Increasing familiarity with multiplying and dividing using decimals • Solve number and word problems involving all four operations especially with money.

Number: Percentage • 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 , , , , and those fractions with a denominator of a multiple of 10 or 25	• Linking percentage to decimals and fractions • Converting between percent to decimals to fractions and back. • Consolidating students' understanding of percentage • Solving problems involving percentages
Science	
Chemistry: properties and changing materials • Children will plan different types of enquiry to answer questions. • Children will recognise and control variables where necessary. • They will make their own decisions about what observations to make, what measurements to use, and how long make them for. • Children will record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. They should report and present findings from enquires, including conclusions, causal relationships and explanations of results (in oral and written forms). • Children will use test results to make predictions to set up further comparative and fair test. They should use simple models to describe scientific ideas. They should identify scientific evidence that has been used to support or refute ideas or arguments. • They will use their results to identify when further tests and observations might be needed	• Recognize there are reversible and irreversible chemical changes • Understand the different states of matter and be able to explain • Work on the chemistry of cooking • Discover what happens when we dissolve or melt things • How to separate mixtures by sieving, filtering and evaporating. by mi
Computing	
Websites • Evaluate website design, audience and purpose	• Design the structure and layout of a website • Generate a webpage with a root folder • Develop the website with colour, images and

	text • Create additional linked pages • Develop and use criteria to evaluate and improve a website
Geography	
Globalisation • Look at resources from around the world and understand how they are changing and why • Use a wide range of resources to find out information • Use appropriate vocabulary • Use first and secondary sources of information	• Globalisation – the effect of globalization on resources, technologies and population • Our carbon footprint • How to utilize water/air and other resources to create energy
Art/Design Technology	
Still Life – using Cezanne Structures	• Drawing skills, shading – using charcoal and other media/ photography/ mixed media with • Building and creating models of different types of structures
PSHE	
Rights and responsibilities Similarities and differences	• What are our rights? • How and what are we responsible for? • Looking at personal responsibility and communities • Accepting everyone for their similarities and differences • Equality in the classroom
Music	