

Termly Curriculum Information

2020-21 Term 2: 4th January – 2<sup>nd</sup> April, 2021

Year 5

Topic: Go Global/ Cool Cooking

English	
Key Learning Skills and Knowledge	Key Activities
<p>Speaking and Listening</p> <ul style="list-style-type: none"> <li>Information texts and Poetry through Talk for Writing.</li> <li>Speak audibly and fluently to an audience.</li> <li>Use appropriate registers for effective communication.</li> <li>Use relevant Talk for Writing strategies to build their vocabulary.</li> <li>Listen and respond appropriately to adults and peers.</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>Identify points of interest when listening to fiction and non-fiction texts</li> <li>Begin to comment in more detail on the performance of others</li> <li>Consistently listen carefully and respond appropriately with relevant questions</li> <li>Orally perform fiction and non-fiction texts through Talk/Drama for Writing</li> </ul>	<ul style="list-style-type: none"> <li>Using verbal persuasive skills in debates</li> <li>Presenting ideas to the class and wider year group</li> <li>Performing poetry to younger year groups that they have created</li> <li>Informing different audiences about various scientific processes</li> <li>Participate in presentations, performances &amp; role-plays</li> <li>Listen to and discuss a wide range of information texts, stories and poems</li> </ul>
<p>Reading</p> <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills consistently to decode age appropriate texts fluently and accurately.</li> <li>Begin to use textual cues to adapt tone, volume and intonation when reading aloud</li> <li>Identify the main ideas and themes in a text.</li> <li>Discuss words and phrases that capture the reader's interest and imagination.</li> <li>Predict what might happen from details stated and implied.</li> </ul>	<ul style="list-style-type: none"> <li>Reading weekly with the teacher during Guided Reading Activities</li> <li>Completing reading comprehension activities</li> <li>Reading aloud to practice reading with fluency and expression</li> <li>Using Overdrive to access a wide range of books</li> <li>Visiting the library and modeling to younger students how to pick appropriate yet challenging books</li> <li>Discuss the features of persuasive texts, flashback stories and poems</li> </ul>



<ul style="list-style-type: none"> <li>• Retrieve and record information from non-fiction.</li> <li>• Ask questions to improve their understanding of a text.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Answer questions related to texts using literal, inferential and applied knowledge comprehension skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieve information from non-fiction to use when writing an information text</li> <li>• Reading with reading buddies to share and encourage the love of reading</li> </ul>
<p>Writing</p> <ul style="list-style-type: none"> <li>• Use the first 2 or 3 letters of a word to check spelling in a dictionary.</li> <li>• Spell words that are often misspelt.</li> <li>• Spell high frequency words, phonetically accurate words and common exception words</li> <li>• Compose and rehearse sentences through a variety of activities including Talk/Drama for Writing.</li> <li>• Capture ideas using planning formats (e.g. story map, boxing up)</li> <li>• Plan writing to suit an audience and purpose.</li> <li>• Develop language use when writing poetry ie. Metaphors, alliteration etc.</li> <li>• Use simple organisational devices.</li> <li>• In information texts, use and develop the style for specific genres and begin to use simple organisational devices e.g. subheadings</li> <li>• Use nouns, pronouns and tenses accurately and consistently throughout</li> <li>• Use punctuation accurately, e.g. full stop, capital letter, question mark, exclamation mark, speech marks</li> <li>• Evaluate their own writing according to purpose, the effectiveness of word choice, grammar and punctuation.</li> <li>• Make simple additions, corrections and revisions to their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing information texts</li> <li>• Plan, draft, edit and proof-read an information text</li> <li>• Using and applying their knowledge to inform and explain</li> <li>• Practising timed writing tasks to help enhance their time management</li> <li>• Writing diary entries and thinking about thoughts and feeling</li> <li>• Plan, draft, edit and proof-read a text linked to reversible and irreversible changes, to explain and inform</li> <li>• Looking at a range of poetry and using the different styles to enhance their own poems</li> <li>• Evaluate their own and others independent writing</li> <li>• Plan, draft, edit and proofread a variety of fiction and non-fiction texts as part of 'Wicked Writing'</li> </ul>
<p>Handwriting</p>	<ul style="list-style-type: none"> <li>• Practising writing with a joined cursive script</li> </ul>



<ul style="list-style-type: none"><li>• Improve the legibility, consistency and quality of their handwriting.</li></ul>	<ul style="list-style-type: none"><li>• Applying their beautiful handwriting in all areas of the curriculum</li></ul>
<b>Mathematics</b>	
<p>Number: Fractions</p> <ul style="list-style-type: none"><li>• Compare and order fractions whose denominators are multiples of the same number.</li><li>• Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.</li><li>• Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt;1</math> as a mixed number</li><li>• Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</li><li>• Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</li><li>• Read and write decimal numbers as fractions</li><li>• Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li></ul> <p>Number: Decimals</p> <ul style="list-style-type: none"><li>• Read, write, order and compare numbers with up to three decimal places.</li><li>• Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</li><li>• Round decimals with two decimal places to the nearest whole number and to one decimal place.</li><li>• Solve problems involving number up to three decimal places.</li><li>• Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</li><li>• Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</li></ul>	<ul style="list-style-type: none"><li>• Exploring and understanding fractions</li><li>• Counting, ordering and sequencing fractions</li><li>• Becoming confident using appropriate methods to add, subtract and multiply</li><li>• Applying their knowledge using word and multi-step problems</li><li>• Increasing our familiarity with proper, improper fractions and mixed numbers</li><li>• Converting from an improper fraction to a mixed number/creating equivalent fractions</li></ul> <ul style="list-style-type: none"><li>• Learning to recognise where decimals fall on a number line and order them.</li><li>• Be able to convert fractions into decimals</li><li>• Practice rounding numbers up to two and one decimals place</li><li>• Increasing familiarity with multiplying and dividing using decimals</li><li>• Solve number and word problems involving all four operations especially with money.</li></ul>



<p>Number: Percentages</p> <ul style="list-style-type: none"><li>• 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.</li><li>• Solve problems which require knowing percentage and decimal equivalents of , , , and those fractions with a denominator of a multiple of 10 or 25</li></ul>	<ul style="list-style-type: none"><li>• Linking percentage to decimals and fractions</li><li>• Converting between percent to decimals to fractions and back.</li><li>• Consolidating students' understanding of percentage</li><li>• Solving problems involving percentages</li></ul>
<p>Science</p>	
<p>Chemistry: properties and changing materials</p> <ul style="list-style-type: none"><li>• Children will plan different types of enquiry to answer questions.</li><li>• Children will recognise and control variables where necessary.</li><li>• They will make their own decisions about what observations to make, what measurements to use, and how long make them for.</li><li>• 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).</li><li>• 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.</li><li>• They will use their results to identify when further tests and observations might be needed</li></ul>	<ul style="list-style-type: none"><li>• Recognize there are reversible and irreversible chemical changes</li><li>• Understand the different states of matter and be able to explain</li><li>• Work on the chemistry of cooking</li><li>• Discover what happens when we dissolve or melt things</li><li>• How to separate mixtures by sieving, filtering and evaporating. by mi</li></ul>



<b>Computing</b>	
<b>Websites</b> <ul style="list-style-type: none"> <li>Evaluate website design, audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Design the structure and layout of a website</li> <li>Generate a webpage with a root folder</li> <li>Develop the website with colour, images and text</li> <li>Create additional linked pages</li> <li>Develop and use criteria to evaluate and improve a website</li> </ul>
<b>Topic</b>	
<b>Cool Cooking</b> <ul style="list-style-type: none"> <li>Designing posters including persuasive language</li> <li>Using their knowledge of perimeter and area</li> <li>Using calculation skills</li> <li>Using Microsoft Pages to conduct a survey</li> <li>Design skills to create a visually appealing menu (link to technology and publisher)</li> <li>Using presentation skills and PowerPoint to present information</li> <li>Using co-spaces to create a VR restaurant</li> </ul>	<ul style="list-style-type: none"> <li>To decide on a restaurant theme</li> <li>To explore foods from different cultures</li> <li>To undertake market research to measure the possible success of their enterprise.</li> <li>To create a bar chart/ graph to show the results from given market research</li> <li>To create a floor plan for their restaurant.</li> <li>To create a menu for their restaurant.</li> <li>To create a logo for their restaurant</li> <li>To create a persuasive advert for their restaurant</li> <li>To present the information gathered from research</li> </ul>
<b>Art/Design Technology</b>	
<b>Still Life – using Cezanne</b>  <b>Structures</b>	<ul style="list-style-type: none"> <li>Drawing skills, shading – using charcoal and other media/ photography/ mixed media with</li> <li>Building and creating models of different types of structures</li> </ul>
<b>PSHE</b>	
<b>Living in the wider world- Caring for our planet</b>  <b>Staying safe and healthy</b>	<ul style="list-style-type: none"> <li>Understand how they can be a responsible citizen</li> <li>Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations</li> <li>Understanding the benefits of a balanced lifestyle and developing a proactive and responsible approach to safety.</li> </ul>
<b>Music</b>	
<b>Folk Origins: Indonesia, China, Korea, Germany (Keyboard used )</b> In the first half term, pupils will become familiar with improvisatory styles of music making including Gamelan from Indonesia. They will experience folk ensembles that involve conduction, drones, ostinato and	<ul style="list-style-type: none"> <li>Research world music songs and cultures.</li> <li>Learn all of the different parts and perform an Indonesian gamelan piece.</li> <li>Play rhythmic and melodic motifs.</li> <li>Improvise short melodic phrases.</li> <li>Respond to cues from the conductor and other performers.</li> </ul>



<p>tunes. Pupils will listen to music, sing folk songs and investigate the way singing has become a way of living in many cultures. In the second half term, folk origins from China will be reviewed. A piece of Juilliard Core works, 'Ambush from Ten Sides' will be studied. A Chinese ancient instrument, the pipa, will be introduced and pupils will experience the instruments' physical attributes, their evolution over time, their functions within their societies, as well as their connections with music and traditions of other cultures. Japanese and Korean drumming will also be introduced and discussed.</p>	<ul style="list-style-type: none"> <li>• Develop vocal technique by singing folk songs.</li> <li>• Perform a piece from Juilliard Core works, 'Ambush from Ten Sides'.</li> <li>• Play examples of different folk traditions using the classroom instruments as well as singing different folk songs.</li> </ul>
<p>PE</p>	
<p><b>Unit 4: Handball (A/B) Swimming (C/D)</b> Swimming: (continued from end of term 1) All the students will be assessed over 25m swims in the first week of term (with or without an aid) and placed into ability groups when their class swims. Identification for Aqua Bears Primary can be decided from the assessment. Within these ability groups, students will be taught aquatic skills in Freestyle, Backstroke, Breaststroke and basic Butterfly body position and leg action for the more able. Some groups will also be taught, diving and correct stroke turns. Water skills activities and an understanding of water safety and pool rules will also be discussed with the students. Some students will be able to swim 25m on at least two to three recognised strokes. Less able students will have their lessons in the learner pool.</p> <p><b>Handball:</b> The unit is designed to ensure that students acquire and develop the fundamental skills of handball. They will have the opportunity to apply their skills and to begin to consider tactics through a variety of individual, pair and group practices as well as a range of game scenarios.</p>	<p>Aquatic Skills include:</p> <ul style="list-style-type: none"> <li>• Body Position, leg action and arm action</li> <li>• Head positions and breathing</li> <li>• Sitting, crouching or racing dives</li> <li>• Refresh streamlining for all and sculling for the more able groups</li> <li>• A basic understanding of a minimum of 4 - 6 basic safety rules in and around the pool.</li> <li>• Developing water confidence in the less able swimmers in the learner pool</li> <li>• Developing a student's confidence to swim, with or without an aid, over a distance of 10m - 50m depending on ability, either legs only or independently with a recognized technique For the more able refining the laws of swimming, starts, turns and finishes</li> </ul> <p>Key Skills include:</p> <ul style="list-style-type: none"> <li>• Ball Familiarisation</li> <li>• Dribbling technique</li> <li>• Passing, receiving and introduce '3 step travelling'</li> <li>• Shooting</li> <li>• Introduce Attacking and defending positions &amp; outwitting opponents</li> <li>• Assessment/Games/mini tournament</li> </ul>
<p><b>Unit 5: Swim/ Lifesaving (A/B) Basketball (C/D)</b> In Swimming, the students will continue to develop their fundamental stroke technique skills</p>	<p>Key skills include:</p> <ul style="list-style-type: none"> <li>• Freestyle technique. Extension group will do diving and tumble turns</li> </ul>



on the three main strokes, Freestyle, backstroke and Breaststroke. The top students will also include some Butterfly, as well as further development of starts and turn skills acquired from the ASA programme. Some personal survival skills will also be included for a couple of sessions towards the end of the unit.

#### Basketball

In the basketball unit the children will develop their basketball skills and also improve their defending, attacking and team play skills. The children will explore ways in which to attack and defend whilst playing 'Mini-Basketball'. During the games, the children will think about using skills, strategies and tactics to outwit the opposition, entering their opponent's territory with the ball and looking to get into a good scoring position.

- Backstroke technique. Extension group will do starts and tumble turns
- Breaststroke technique. Extension group will do underwater stroke and diving
- Personal survival skills activities all groups

25m timed assessments in final week.

#### Key Skills include:

- Lesson 1: Ball familiarisation
- Lesson 2: Dribbling & pivoting
- Lesson 3: Passing, receiving
- Lesson 4: Outwitting an opponent
- Lesson 5: Shooting
- Lesson 6: Defending
- Lesson 7: Small sided games
- Lesson 8: House Competition