



EXCELLENCE · RESPECT · RESPONSIBILITY · INTEGRITY · COMPASSION

## Year 5 Curriculum Overview

### Term 1 (Autumn Term)

English	Maths
<p>Using a range of texts (<i>including fiction, non-fiction and poetry</i>) students will explore, read and write studying the following elements of English.</p> <ul style="list-style-type: none"><li>• Word classes</li><li>• Apostrophes</li><li>• Subordinate clauses</li><li>• Relative clauses</li><li>• Direct speech</li><li>• Expanded noun phrase</li><li>• Use of commas to clarify meanings</li><li>• Comparing text types</li></ul>	<p><b>Place value</b></p> <ul style="list-style-type: none"><li>• Numbers to 10,000, 100,000, 1,000,000</li><li>• Read and write numbers and partition to 1,000,000</li><li>• Powers of 10</li><li>• 10/100/1,000/10,000/100,000 more or less</li><li>• Number line to 1,000,000</li><li>• Compare and order numbers to 100,000, 1,000,000</li><li>• Round to the nearest 10, 100 or 1,000 within numbers to 100,000 and 1,000,000</li></ul> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"><li>• Mental strategies</li><li>• Add and subtract whole numbers with more than four digits</li><li>• Round to check answers</li><li>• Inverse operations (addition and subtraction)</li><li>• Multi-step addition and subtraction problems</li><li>• Compare calculations</li><li>• Find missing numbers</li></ul> <p><b>Multiplication and division</b></p> <ul style="list-style-type: none"><li>• Multiples and common multiples</li><li>• Factors and common factors</li><li>• Prime numbers</li><li>• Square numbers</li><li>• Cube numbers</li><li>• Multiply and divide by 10, 100 and 1,000</li><li>• Multiples of 10, 100 and 1,000</li></ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"><li>• Find fractions equivalent to a unit fraction</li><li>• Find fractions equivalent to a non-unit fraction</li><li>• Recognise equivalent fractions</li><li>• Convert improper fractions to mixed numbers</li><li>• Convert mixed numbers to improper fractions</li></ul>



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	<ul style="list-style-type: none"><li>• Compare and order fractions less than 1 and greater than 1</li><li>• Add and subtract fractions with the same denominator</li><li>• Add fractions within 1 and with total greater than 1</li><li>• Add to a mixed number</li><li>• Add two mixed numbers</li><li>• Subtract fractions</li><li>• Subtract from a mixed number</li><li>• Subtract from a mixed number – breaking the whole</li><li>• Subtract two mixed numbers</li></ul>
Science	Physical Education
<p><b>Earth and Space</b></p> <ul style="list-style-type: none"><li>• Describe the Sun, Earth and Moon as approximately spherical bodies.</li><li>• Find out about the size of the Earth, Sun and Moon and how far away from each other they are.</li><li>• Name and describe features of the planets in our solar system.</li><li>• To order the planets in our solar system.</li><li>• Describe the movement of the Earth and other planets, relative to the sun, in the solar system., by examining the geocentric and the heliocentric theories.</li><li>• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</li><li>• Use data to draw conclusions about the Sun at different times of the year.</li><li>• Describe the movement of the Moon relative to the Earth, by explaining how the moon orbits the Earth.</li></ul>	<p><b>In Physical Education, student will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</b></p> <p><b>Students will be taught to:</b></p> <ul style="list-style-type: none"><li>• Use running, jumping, throwing and catching in isolation and in combination.</li><li>• Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li><li>• Develop flexibility, strength, technique, control and balance.</li><li>• Perform dances using a range of movement patterns.</li><li>• Take part in outdoor and adventurous activity challenges both individually and within a team.</li><li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul> <p><b>Students will cover a range of activities including:</b></p> <ul style="list-style-type: none"><li>• Core Skills</li></ul>



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	<ul style="list-style-type: none"><li>• Invasion Games</li><li>• Striking and Fielding Activities</li><li>• Net and Wall Games</li><li>• Athletic Activities</li><li>• Creative Movement</li><li>• Swimming and water safety</li><li>• Outdoor and Adventurous Activities</li></ul>
<b>Computing</b>	<b>Humanities</b>
<ul style="list-style-type: none"><li>• Analyse and evaluate information</li><li>• Understand how search results are selected and ranked.</li><li>• Understand that you have to make choices when using technology and that not everything is true/ safe.</li></ul>	<b>History - Vikings</b> <ul style="list-style-type: none"><li>• Place new periods on a timeline with periods previously studied.</li><li>• Sequence events and periods studied on a timeline.</li><li>• Explain the difference between primary and secondary sources of evidence.</li><li>• Identify useful sources of evidence to answer specific historical questions.</li><li>• Use information from a range of relevant sources to support my answers to historical questions.</li><li>• Ask increasingly relevant questions to find out more information.</li></ul>
<b>Music</b>	<b>Art</b>
<ul style="list-style-type: none"><li>• Sing in harmony confidently and accurately</li><li>• Perform parts from memory.</li><li>• Use a variety of different musical devices in my composition (melody, rhythms, chords).</li><li>• Create rhythmic patterns with an awareness of timbre and duration.</li></ul>	<b>Viking Art</b> Focus: Shading, drawing, sculpture (clay), sewing skills. <ul style="list-style-type: none"><li>• Identify key characteristics and features, of Viking art</li><li>• Look at recreations of Viking dragon heads from longships</li><li>• Accurately sketch a Viking dragon eye, using a variety of different shading techniques.</li><li>• Create a 3D model of a dragon's eye in clay.</li><li>• Make a Viking pouch using needlecraft skills.</li></ul>
<b>PSHE - Personal, Social, and Health Education</b>	



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**Positive relationships:**

- Belonging in groups
- Resolving friendship issues
- Feeling safe, and recognising hurtful behaviour and risks online
- Being inclusive, respectful and recognising discrimination
- Recognising and expressing emotions
- Knowing who we can turn to for help
- Celebrating diversity
- Decision making and influences
- Understanding the importance of sleep
- Global and environmental issues

**Lengua Castellana**

- Talking and reading about nature, sea, animals, towns, health
- vocabulary (synonyms, antonyms, homonyms, word roots)
- grammar (types of sentences, syllables, nouns/adjectives)
- spelling (stress, accents, diphthongs)
- writing comics and stories.

**Spanish**

- Describing family
- physical appearance
- third person verbs
- describing where you live
- reading skills using cultural texts (e.g., Carnival of Cadiz).

**Catalan**

- Transport vocabulary
- articles (definite/indefinite)
- adjectives and comparatives
- describing how you travel
- grammar focus on verb \*anar\* (to go).
- CM
- Geography, flora and fauna of the Balearics
- why Catalan is spoken



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- Mallorcan traditions (La Nit de les Ànimes).

### German (First Language)

- Grammar and spelling revision
- verbs in tenses
- direct speech
- compound nouns
- storytelling
- reading project \*Lippels Traum\*.

### German (Foreign Language)

- Hobbies
- alphabet, numbers, days
- family and home
- free time, sports, media.