



Year 5 Curriculum Overview: Spring Term 2020

Writing	Reading	Maths	French	Music	Computing	PE	PSHE / Community Time
<ul style="list-style-type: none"> • Cross-curricular topic work: • Narrative Unit: Short Stories/ Horror Stories • Letter Writing • Narrative Unit: Fables 	<ul style="list-style-type: none"> • 'Short' - A collection of short stories. • Non-fiction texts linked to Forces topic. • Greek Myths & Legends 	<ul style="list-style-type: none"> • Multiplication and Division • Fractions • Decimals and Percentages 	<ul style="list-style-type: none"> • Hobbies 	<ul style="list-style-type: none"> • Livin' on a Prayer scheme from Charanga • Songs from the Y5 Summer Production 	<ul style="list-style-type: none"> • Programming: FMS Logo • E Safety • Handling Data 4 - My Active Data (Choice) 	<ul style="list-style-type: none"> • Indoor Quad kids activities • Throwing and Catching 	<ul style="list-style-type: none"> • about the role of money • ways of managing money (budgeting and saving) • about being a critical consumer • that images in the media do not always reflect reality • Rainbow values

Cross-curricular Topic Planning: Forces

Topic Learning Goal: To understand and explore the forces that occur on earth and investigate how these affect objects.

Subject Skills			
Writing	Maths	Science	DT / Art
<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader In narratives describe settings and characters.</p> <p>Use verb tenses consistently and correctly throughout their writing.</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative)</p> <p>Use the range of punctuation taught at key stage 2 correctly (e.g. brackets, commas, or dashes to indicate parenthesis; commas to clarify meaning or avoid ambiguity; semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</p>	<p>Multiply and divide numbers mentally drawing upon known facts. Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2-digit numbers. Divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context. Solve problems involving all four operations</p> <p>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. Add and</p>	<p>Working Scientifically: Identifying scientific evidence that has been used to support or refute ideas or arguments</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p>	<p>Observational drawings of everyday objects.</p> <p>Design: Taste variety of pitta bread, design own pitta.</p> <p>Make: use own design to make own pitta bread then enjoy a Greek banquet</p> <p>Evaluate: Evaluate their pitta bread and against their own design criteria and consider the views of others to improve their work.</p>

Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.	subtract fractions with the same denominator and denominators that are multiples of the same number. <i>Learning times tables by rote</i>	To understand and explore the forces that occur on earth and investigate how these affect objects.	
---	--	--	--

Phase Planning Overview			
Phase	Subject and Learning Goal	Skills	What does it look like?
1	Science: Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.	Investigate and research the force of gravity.	Experimenting with forces / centre of gravity. Play forces bingo. Use a force meter to measure forces.
Extension	Research Isaac Newton's first law (equal and opposite forces) gravity is not strong enough to suck us in. It is weaker compared to the up thrust and other forces that act on the ground to keep us up.		
2	Science: Identify the effects of air resistance, water resistance and friction that act between moving surfaces.	Investigate and research the forces of air resistance, water resistance and friction.	Water resistance: Investigating streamlined shapes – Which shape is the most streamlined? How do you know? Boat race challenge – make a streamlined boat. Air resistance: Spinners investigation. (INSPIRE). Friction: Investigate shoe treads, complete rubbings of soles of trainers. Investigation: Design a brake pad.
Extension	Explain how forces can have a negative and positive effect on every day life.		
3	Science: Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Investigate and research mechanisms, including levers, pulleys and gears.	Mechanisms jigsaw task. Design a 'Marvellous Machine'
Extension	Design and label another Marvellous Mechanism that shows all 3 mechanisms we have studied (gears, levers & pulleys).		
Application of Skill			

	Working Scientifically Focus Plan: planning different types of scientific enquiries to answer questions, including recognising and controlling variables.	Conceptual Knowledge Context identify the effects of air resistance.	TAPS Assessment – Parachute Car Investigation
--	---	--	---

Cross-curricular Topic Planning: Ancient Greece (To continue during Summer Term 1)

Topic Learning Goal: To understand who the Ancient Greeks were and what they introduced during their time period.

Subject Skills		
Writing	Maths	History
<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.</p> <p>Write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing. In narratives describe settings and characters.</p> <p>Use verb tenses consistently and correctly throughout their writing.</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative)</p> <p>Use the range of punctuation taught at key stage 2 correctly (e.g. brackets, commas, or dashes to indicate parenthesis; commas to clarify meaning or avoid ambiguity; semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</p> <p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</p>	<p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements. Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p><i>Learning times tables by rote</i></p> <p><i>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. Recognise the percent 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</i></p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>

Phase Planning Overview			
Phase	Subject and Learning Goal	Skills	What does it look like?
1	History: To understand who the Ancient Greeks were, when and where they lived.	To know where they lived. To know when they lived.	Task 1: Complete a world map showing where the UK and Greece is and then a detailed map of Greece Task 2: To understand the chronology of the Ancient Greeks Task: Complete activity sorting periods of history.
Extension	Label the continents and oceans on the world map. Add some other periods of history		
2	History To know what life was like for an Ancient Greek	To understand who the Ancient Greeks were.	Task 1: What was it like to live to Ancient Greece? Task: In groups research an aspect of Greek life Task 2: Greek City States Task: Children compare and contrast life in Athens and Sparta. Task 3: Who did the Ancient Greeks worship and why? Task: Complete a sheet about the gods.
Extension	What is the same and what is different to nowadays? Would you rather live in Athens or Sparta? Explain your choice. Why do you think that most civilisations have worshipped gods?		
3	DT/History: To research pitta breads To design your own pitta. To make your own pitta. To evaluate your own pitta.	To research, taste and evaluate pitta bread. To design, make and evaluate own pitta bread.	Task 1: taste and evaluate each pitta. Task 2: Design and make your own pitta. Evaluate: What do you like about it? Option to enjoy a Greek banquet.
Extension	How would you adapt your recipe?		
4	History/PE/Computing To know how the Olympics originated and what some of the events would be	To understand the Olympics	Task 1: How did the Olympics originate? Task 2: What are some of the events?
Extension	Why were the Olympics important to the Ancient Greeks?.		
Application of Skill			
	LG: To write about who the Ancient Greeks were and what they introduced during their time period.	Task: Write paragraphs and draw pictures to show who the Ancient Greeks were and what they introduced during their time period.	
Extension	Compare and contrast the Ancient Greeks with today (where things appear very similar, look for changes and where they appear very different look for similarities.		