



*Proudly and Joyfully, we love, live and learn as God's children*

Year 5

Autumn Term 2021

Curriculum Overview

Subject	Autumn Term
RE	<p><b>Creation</b></p> <ul style="list-style-type: none"> <li>• Know that there are two stories of Creation in the Book of Genesis.</li> <li>• Understand what being made in the image and likeness of God means and the responsibility to use our God given talents. Know some reasons for praising God the creator of the world.</li> </ul> <p><b>Miracles and the sacrament of the sick</b></p> <ul style="list-style-type: none"> <li>• Know a number of miracles of Jesus and identify how his actions brought change to people's lives.</li> <li>• Know about some places of pilgrimage and prayer for the sick. Understand that the Sacrament of the Sick is an important celebration for those who are ill.</li> </ul> <p><b>Advent</b></p> <ul style="list-style-type: none"> <li>• Know and understand that Christians prepare to remember the first Coming of Christ and prepare for his Second Coming during Advent.</li> <li>• They will know and discuss the messages of those who have proclaimed the coming of Christ.</li> </ul>
Literacy	<p><b>Harry Potter and the Philosopher's Stone</b></p> <ul style="list-style-type: none"> <li>• use dictionaries to check the spelling and meaning of words</li> </ul> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• proofread for spelling and punctuation errors</li> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>

	<p>Reading</p> <ul style="list-style-type: none"> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> </ul>
<p>Maths</p>	<p>Place value</p> <ul style="list-style-type: none"> <li>• read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit</li> <li>• count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000</li> <li>• interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0</li> <li>• round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000</li> <li>• solve number problems and practical problems that involve all of the above</li> <li>• read Roman numerals to 1,000 (M) and recognise years written in Roman numerals</li> </ul> <p>Addition and subtraction</p> <ul style="list-style-type: none"> <li>• add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>• add and subtract numbers mentally with increasingly large numbers</li> <li>• use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> <li>• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> </ul> <p>Statistics</p> <ul style="list-style-type: none"> <li>• solve comparison, sum and difference problems using information presented in a line graph</li> </ul>

	<ul style="list-style-type: none"> <li>complete, read and interpret information in tables, including timetables</li> </ul>
Science	<p>Animals including humans</p> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age</li> </ul> <p>Living things and their habitats</p> <ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals</li> </ul>
Computing	<p>Computers for communication and collaboration</p> <ul style="list-style-type: none"> <li>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul> <p>Curricular links using previously taught skills</p>
History	<p>Mayans - a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>
Geography	<p>Amazing Amazon</p> <ul style="list-style-type: none"> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic</li> </ul>

	Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Art	<p>Drawing - Frida Kahlo</p> <ul style="list-style-type: none"> <li>• Produce creative work, exploring their ideas and recording their experiences.</li> <li>• Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</li> <li>• Evaluate and analyse creative works using the language of art, craft and design. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>• Learn about great artists, architects and designers in history.</li> </ul>
Design and Technology	<p>Global food</p> <ul style="list-style-type: none"> <li>• Understand how a variety of ingredients are grown, reared, caught and processed.</li> <li>• Understand and apply principles of a healthy and varied diet.</li> <li>• Create and refine recipes, including healthy seasonal ingredients, methods, cooking times and temperatures.</li> </ul>
Citizenship	<p>Dignity of the human person - Each person is unique and irreplaceable - everyone matters</p> <p>Family and Community - Building up the community</p>
PE	<p>Dance</p> <ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• Perform dances using a range of movement patterns</li> </ul> <p>Swimming</p> <ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• Perform safe self-rescue in different water-based situations</li> </ul>

<p>Music</p>	<p>Livin' On a Prayer Classroom Jazz 1</p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music.</li> </ul>
<p>Life to the Full</p>	<p>Created and loved by God Religious understanding We were created individually by God who cares for us and wants us to put our faith in Him Physically becoming an adult is a natural phase of life Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!</p>