



SJS Year 5 Curriculum Overview – Spring Term		
<p>Reading</p> <p>A Midsummer night’s dream I am not a label The boy in the tower Daffodils by William Wordsworth</p>	<p>Writing</p> <p>Third person stories set in another culture Poems that explore form Playscripts Biography Formal letters of application</p>	<p>Spelling</p> <p>Y3/4 statutory word list Prefixes Suffixes Homophones Endings -tion, -sion, ssion, -cian Etymology – co, con, com, min, sect, var, mari(ne), tract</p>
<p>Maths</p> <p>Multiplication and division (3 weeks) Fractions (2 weeks) Decimals and percentages (3 weeks) Measurement -Perimeter and Area (2 weeks) Statistics (2 weeks)</p>		<p>Maths – Key Knowledge</p> <p>Relationship between fractions, division and times tables knowledge, $\frac{1}{4}=0.25=25\%$ $\frac{1}{2}=0.5=50\%$ $\frac{3}{4}=0.75=75\%$ $\frac{1}{5}=0.2=20\%$, discrete and continuous data. Area = l x w P= lengths of all sides. Correct notation of square metres and centimetres and cubic centimetres, multiplying and dividing by 10.100 and 1000</p>
<p>History</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Who were the Ancient Greeks and when did they rule? What beliefs did the Ancient Greeks hold? What was the difference between Athens and Sparta? What was democracy like in Athens? Why was the theatre important to the Ancient Greeks? What myths and fables did the Ancient Greeks create? What happened at the Battles of Marathon and Salamis? Why were they important? Why were the Olympic games invented by the Ancient Greeks? Who was Alexander the Great and why was he so renowned?</p> <p>Vocabulary – democracy, honour, phenomenal, deteriorated, armoured, oppressive, city-state, tyrant, sanctuary, tactical, valiantly, unified</p>	<p>Geography</p> <p>4 and 6 figure grid references</p> <p>Why do we need latitude and longitude? What are 4 and 6 figure grid reference and how do we use them? Use 4 and 6 figure grid references</p> <p>Vocabulary – horizontal, vertical, parallel, arctic, antarctic, equator, tropic of Cancer, tropic of Capricorn, poles, meridian line</p>	<p>Science</p> <p>Forces</p> <p>Remember Gravity When is friction helpful and when is it not? What is the effect of air resistance? Who was Galileo Galileo? What’s the effect of water resistance? How do levers help us? How do pulleys and gears help us?</p> <p>Vocabulary – opposite, reaction, advantage, displace, weight, mass, pulley, gear, pivot, fulcrum, lever, upthrust</p> <p>Earth and Space</p> <p>What are the planets in our solar system? How does the view of the moon change in a solar month? Why does the rotation of the Earth result in day and night? Why is the Earth’s tilt responsible for the seasons?</p>



		<p>Vocabulary – luminous, phenomenon, attraction, approximately, relative, apparent, orbit, axis, crescent, gravitational, waxing, waning</p>
<p>Design Technology</p> <p>Textiles Know how to waterproof cotton fabric Know which fabrics are both functional and hardwearing Use beeswax to waterproof cotton fabric Repurpose a pair of jeans Vocabulary – beeswax, swatch, insulate</p> <p>Food & Nutrition Know how foods can be used as medicines Know how eating food from different countries can help us be healthy Roll and shape ingredients Slice and ribbon a range of vegetables Stir-fry vegetables Vocabulary – medicinal, fragrant, Stir-fry</p>	<p>Art</p> <p>Textiles and Collage Know Appliqué is a technique where fabric is stuck or sewn onto a larger piece to form a pattern or picture Know textile comes from the Latin word, texere, meaning to braid, weave or construct Combine fabrics in a range of ways Weave, braid and construct art using natural objects Vocabulary – applique, natural, fibre</p> <p>3D Know an armature can be used to create a piece of 3D art Know clay can be joined by a score and slip method Use armatures to produce 3D forms Join two or more pieces of clay Vocabulary – analogous colours, contour, score</p>	<p>Computing</p> <p>Flat-file databases To use a form to record information To compare paper and computer-based databases To outline how you can answer questions by grouping and then sorting data To explain that tools can be used to select specific data To explain that computer programs can be used to compare data visually To use a real-world database to answer questions Vocabulary – database, record, field, value, filter</p> <p>Selection in Physical Computing (PPA) To control a simple circuit connected to a computer To write a program that includes count-controlled loops To explain that a loop can stop when a condition is met To explain that a loop can be used to repeatedly check whether a condition has been met To design a physical project that includes selection To create a program that controls a physical computing project Vocabulary – microcontroller, components, condition, selection, action</p>
<p>PE</p> <p>Health and Fitness</p> <p>Gymnastics</p> <p>Hockey and Cricket Pass, move, dribble, shoot, tackle and block accurately and consistently, switching fluidly between attack and defence as possession change. Begin to create and apply tactics that they can then adapt depending on the games situation.</p>		<p>PSHE</p> <p>Dreams and Goals I understand that I will need money to help me achieve some of my dreams I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</p>

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<p>Develop communication skills as they officiate in game based scenarios. Start to lead their team and manage their games. Through game based scenarios and mini game situations, be challenged to always try their best, even when their team is losing. Vocabulary: <i>tactics, marking, attack, counter attack, man to man marking, goal side</i></p> <p>Counter Balance and Counter Tension Execute ‘excellent’ balances and movements within the Counter Balance and Tension theme, accurately applying flow as they link their balances with movement. Apply life skills such as evaluation and reflection as they recognise the strengths and weaknesses in their sequences and find ways to improve them. Demonstrate communication skills and show respect as they watch others’ performances and give feedback on ways to improve. Apply integrity and self discipline as they perform their sequences and receive feedback. Pupils will then work hard to improve their sequences. Vocabulary: <i>excellent gymnastics, interesting, flow, levels, counter balance, counter tension, union, canon</i></p> <p>Cricket Refine their bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency to outwit their opponents. Create, apply and refine tactics for batting, bowling and fielding, reflecting on the tactics and making any necessary adaptations. Develop communication skills as they officiate in game based scenarios. Start to lead their team and manage their games. Through game based scenarios and mini game situations, be challenged to always try their best, even when their team is losing. Vocabulary: <i>Tactics, bowling, run out, wicket-keeper, no ball, wide, bye</i></p>	<p>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it I can describe the dreams and goals of young people in a culture different to mine I can understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this. Vocabulary - <i>Aspiration, personality, skill.</i></p> <p>Healthy Me I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart I know and can put into practice basic emergency aid procedures and know how to get help in emergency situations I understand how the media, social media and celebrity culture promotes certain body types I can describe the different roles food can play in people’s lives and can explain how people can develop eating problems relating to body image pressures I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy. Vocabulary - <i>Body image, misuse, drug, self worth, low self esteem, pressure, respect.</i></p>	
<p>Performing Arts Ukuele (music)</p> <p>Connect it – BBC Ten Pieces (music) I can sing, in solo and in groups, accurately, fluently, with control and expression.</p>	<p>RE Hinduism What spiritual pathways to Moksha are written about in Hindu scriptures? I can identify different pathways to reach goals. I can describe how Hindus show devotion to Krishna I can discuss and recall spiritual pathways to Moksha in Hindu Scripture</p>	<p>French Cultural Project Give brief accounts of the customs, history, and culture of the countries where French is spoken. Describe basic similarities and differences between countries where French is spoken and this country.</p>

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<p>I can play a musical instrument, in solo and ensemble contexts, accurately, fluently, with control and expression.</p> <p>I can improvise music for a range of purposes</p> <p>I can compose music for a range of purposes, using pitch, duration, tempo, texture, timbre and dynamics</p> <p>I can use a range of notations, including staff notation</p> <p>I can listen to a musical phrase and repeat it back using my voice or an instrument, with attention to details</p> <p>I can listen and provide constructive feedback to the compositions of my peers.</p> <p>I can appreciate and respond to music drawn from different traditions and from great composers and musicians.</p> <p>I can show my understanding of a wide range of music by discussing the use of instruments, metre, cultural context, etc.</p> <p>I can name and discuss a number of key people in the history of music, spanning a range of musical traditions and including great composers</p> <p>I understand that music is influenced by its social and cultural context, and can give examples of this.</p>	<p>Vocabulary: Moksha, devotion, Krishna</p> <p>Judaism</p> <p>What is holiness for Jewish people: a place, a time, an object or something else?</p> <p>I can define the word holy or holiness.</p> <p>I can give examples of things Jewish people consider holy.</p> <p>I can conclude what 'Holiness' means for Jewish people</p> <p>Vocabulary: Holiness, Scroll, Ner Tamid, Moses, Luchot, Shabbat, Bar Mitzvah</p>	
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