



SJS Year 5 Curriculum Overview – Autumn Term		
<p>Reading Shackleton’s Journey Secrets of a Sun King If</p>	<p>Writing Third person stories set in another culture Formal letters of application Poems that use word play Narrative – Myths and Legends Poems which explore form Balanced argument</p>	<p>Spelling 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 Place Value (3 weeks) Addition and Subtraction (3 weeks) Multiplication and Division (4 weeks) Fractions (5 weeks)</p>		<p>Maths – Key Knowledge Rounding to nearest 10,100,1000 and 1d.p. Application of TT knowledge to formal calculation and division, Prime, Square and cube numbers</p>
<p>History Ancient Greece – a study of Greek life and achievements and their influence on the western world 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?</p>	<p>Geography Locate world countries, biomes and vegetation belts Where would you find some of the major countries of the world? Where would you find some of the major cities of the world? How do biomes change across the world? What are the human characteristics that define Europe, North and South America? What are physical characteristics that define Europe, North and South America? Vocabulary – arid, fertile, densely, exceptional, craggy, scenery, continent, latitudes, longitude, equator, hemisphere, biome</p>	<p>Science Properties and changes of Materials What properties do materials have? How do we use them? What is a solution and what is a mixture? How can we separate materials from a mixture? How can we separate materials from a solution? What changes are reversible? What changes are irreversible? Vocabulary – property, particle, separate, combine, recover, comparative, storm, molecule, chemical changes, physical changes, reversible, irreversible Animals including humans What is the human timeline? How do we change into adults? How does human and animal lifespan compare? Vocabulary – development, diverse, unique, generation, mature, equipped, adolescence, puberty, gestation, embryo, foetus, womb</p>

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<p>Who was Alexander the Great and why was he so renowned? Vocabulary – democracy, honour, phenomenal, deteriorated, armoured, oppressive, city-state, tyrant, sanctuary, tactical, valiantly, unified</p>		
<p>Design Technology Food & Nutrition Know some foods and key ingredients from other cultures Know how other cultures' food can be nutritious Be able to make, roll and cook a flatbread Be able to prepare a range of vegetables Be able to present foods to a high standard Vocabulary – culture, presentation, variety, smorrebrod, Flatbread, mezze, fibre, knead, unleavened</p> <p>Systems Know technology can be used to program and control a product Be able to combine elements of their design knowledge to fulfil a brief Vocabulary – properties, fastener, algorithm, fluorescent, reflective, attachment point, debug, programming</p>	<p>Art Drawing and Painting Know what is meant by subtractive drawing Know what abstract art is Know lines can be used to suggest harmony Be able to combine drawing techniques, making informed decisions based on knowledge of what could happen Be able to transfer and enlarge an image Be able to work in the style of an artist Vocabulary – Subtractive drawing, organic, harmony, overlay, abstract, chroma</p> <p>Printmaking Know reduction is a method of block printing where part of the block is removed to create layers of colour and each colour is printed on top of the last Be able to create reduction prints and explain and record the process Vocabulary – edition, overlaid, reduction printing, transpose, incision, inverted</p>	<p>Computing Systems and searching Explain that computers can be connected together to form systems Recognise the role of computer systems in our lives Identify how to use a search engine Describe how search engines select results Explain how search results are ranked Recognise why the order of results is important, and to whom Vocabulary – system, process, connection, search engine, algorithm</p> <p>Video Production Explain what makes a video effective Use a digital device to record video Capture video using a range of techniques Create a storyboard Identify that video can be improved through reshooting and editing Consider the impact of the choices made when making and sharing a video Vocabulary – vector, toolbar, zoom, align, modify</p>
<p>PE Communication and Tactics</p>		<p>PSHE Being me in my world Planning the forthcoming year</p>

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<p>Work within teams to refine effective strategies and tactics in order to complete the different problem solving challenges successfully. Think tactically and communicate these ideas for completing the challenges to their team members. Refine life skills such as collaboration and communication effectively as they apply both speaking and listening skills within their teams. Apply effective leadership skills as they control their own emotions and take responsibility for their team members. Vocabulary: communication, tactics, teamwork, strategy, adapt, motivation, cooperate</p> <p>NET/WALL - SQUASH. Taught be Ipswich Sports Club</p> <p>Netball Pass, move and shoot accurately and consistently. Switch fluidly between attack and defence as possession changes. Begin to understand the different positions, applying their role effectively within the game. Create, apply, evaluate and improve tactics. Develop communication skills as they officiate in game-based scenarios. Start to lead their team and manage their games. Through game-based scenarios, pupils' self-discipline will be challenged as they focus on trying their best, even when their team is losing. Vocabulary: tactics, transition, possession, marking, shoulder pass, bounce pass</p> <p>Gymnastics 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; and then work hard to improve their sequences. Vocabulary: excellent gymnastics, interesting, flow, levels, counter balance, counter tension, unioson, canon</p>	<p>Being a local citizen Rights and responsibilities in the UK Participating in democracy Vocabulary - Citizen, democracy, Rights</p> <p>Celebrating Difference Cultural differences and how they can cause conflict Racism and types of bullying Enjoying and respecting other cultures Vocabulary - Racism, segregation, direct racism.</p>	
<p>Performing Arts Music: Playing the ukulele</p>	<p>RE</p>	<p>French My town and telling the time</p>

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<p>I can sing, in solo and in groups, accurately, fluently, with control and expression.</p> <p>I can play the ukulele, 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 detail.</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: chord, major, minor, ukulele, chord sequence, tab, strum, pick, dynamics, tempo, texture.</p>	<p>Christianity</p> <p>Key Question: Why is the gospel such good news for Christians?</p> <p>Key Concept: Gospel</p> <p>I can define the term 'Gospel'</p> <p>I can give examples of good things Jesus did according to the bible</p> <p>I can explain why Gospel is good news for Christians</p> <p>I can define the term Eucharist and the difference between thankful and thanksgiving</p> <p>I can explore and recall the bible story the Eucharist is based upon</p> <p>I can describe the significance of the Eucharist for Christians</p> <p>Vocabulary: Christian, Bible, Church, Gospel, Pulpit, Alter, Eucharist</p>	<p>I can ask what time it is and say the time on the hour.</p> <p>I can name 5 places found in town.</p> <p>I can practise using spoken questions and answers about what time it is.</p> <p>I can write some complex sentences.</p> <p>I can learn some words for units of time.</p> <p>I can understand and tell the time on the half hour.</p> <p>I can create simple spoken sentences using adjectives of size.</p> <p>I can name 5 more places found in town and revise the circumflex accent.</p> <p>I can tell the time on quarter past the hour.</p> <p>I can create some written sentences incorporating a main and subordinate clause, adjectives of size and a negative adverb.</p>
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