

CURRICULUM OVERVIEW: Year 5 Autumn 1

<h2>English</h2> <p>Reading</p> <ul style="list-style-type: none"> Match graphemes for all phonemes Read accurately by blending sounds Read words with very common suffixes Read contractions & understand purpose Read phonics books aloud Link reading to own experiences Join in with predictable phrases Discuss significance of title & events Make simple predictions <p>Writing</p> <ul style="list-style-type: none"> Name letters of the alphabet Spell very common 'exception' words Spell days of the week Use very common prefixes & suffixes Form lower case letters correctly Form capital letters & digits Compose sentences orally before writing Read own writing to peers or teachers <p>Grammar</p> <ul style="list-style-type: none"> Leave spaces between words Begin to use basic punctuation: . ? ! Use capital letters for proper nouns. Use common plural & verb suffixes <p>Speaking & Listening</p> <ul style="list-style-type: none"> Listen & respond appropriately Ask relevant questions Maintain attention & participate 	<h2>Art & Design</h2> <ul style="list-style-type: none"> Use a range of materials Use drawing, painting and sculpture Develop techniques of colour, pattern, texture, line, shape, form and space Learn about range of artists, craftsmen and designers 	<h2>Computing</h2> <ul style="list-style-type: none"> Understand computer networks including the internet and the opportunities they offer for communication and collaboration. <p>eSafety</p>	
<h2>Mathematics</h2> <p>Number/Calculation</p> <ul style="list-style-type: none"> Count to / across 100 Count in 1s, 2s, 5s and 10s Identify 'one more' and 'one less' Read & write numbers to 20 Use language, e.g. 'more than', 'most' Use +, - and = symbols Know number bonds to 20 Add and subtract one-digit and two-digit numbers to 20, including zero Solve one-step problems, including simple arrays <p>Geometry & Measures</p> <ul style="list-style-type: none"> Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest Begin to measure length, capacity, weight Recognise coins & notes Use time & ordering vocabulary Tell the time to hour/half-hour Use language of days, weeks, months & years Recognise & name common 2-d and 3-d shapes Order & arrange objects Describe position & movement, including half and quarter turns <p>Fractions</p> <ul style="list-style-type: none"> Recognise & use $\frac{1}{2}$ & $\frac{1}{4}$ 	<h2>Design & Technology</h2> <ul style="list-style-type: none"> Design purposeful, functional & appealing products Generate, model & communicate ideas Use range of tools & materials to complete practical tasks Evaluate existing products & own ideas Build and improve structure & mechanisms Understand where food comes from 	<h2>Geography</h2> <ul style="list-style-type: none"> 	
<h2>Science</h2> <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), & response to magnets know that some materials will dissolve in liquid to form a solution & describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials & that this kind of change is not usually reversible, including changes associated with burning & the action of acid on bicarbonate of soda. 	<h2>History</h2> <p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>For example:</p> <ol style="list-style-type: none"> the changing power of monarchs using case studies such as John, Anne and Victoria changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day <p>a significant turning point in British history, e.g., the first railways or the Battle of Britain</p>	<h2>Modern Languages</h2> <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding Explore patterns/sounds of language through songs and rhymes and link the spelling, sound and meaning of words Develop pronunciation and intonation Appreciate stories, songs, poems and rhymes Broaden vocabulary 	<h2>Music</h2> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts. Use and understand staff notation.
		<h2>Physical Education</h2> <p>Gymnastics</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<h2>Religious Education</h2> <p>Why do religious books and teachings matter?</p>



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