

MATHEMATICS

Number and Place Value: Children will read and write numbers up to 1000000. They will order and compare these numbers and round them. They will count on and back in powers of 10 ie: 10s, 100s, 1000s etc. They will read Roman Numerals to 1000 and also recognize years written in Roman Numerals. Children will learn to interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.

Calculation: We will revisit column addition and subtraction, extending to 4 digits.

Mastery: Children will apply their understanding to problem solving and reasoning activities in all topics covered.

ART

Children will explore the works of Chris Ofili and produce their own abstract piece in his style. They will also develop their painting skills and study Henri Rousseau and the way he layered his pieces, linking with the Geography topic on rainforests. We will also be looking at the fauvist movement and its influence in the development of abstract art.

PE and GAMES

Games: We will be focusing on teamwork within netball as well as developing our defensive and offensive strategies.
P.E.: The children will be developing dance and gymnastic sequences as individuals and in small group performances.

RE Key Question: What do Christians learn from the Creation story?

We will begin by recapping the Christian Creation story and make sure that children can place this on a timeline of the 'Big Story' of the Bible. Year 5 will then explore what this story might tell us about human nature and how to act, leading to what Christians believe about asking for forgiveness.

DESIGN TECHNOLOGY

Not applicable this term.



ST SAMPSON'S C. of E. PRIMARY SCHOOL

— YEAR 5 —

CURRICULUM OUTLINE

Term 1 - 2018-19

ENGLISH

Phonics, Spelling & Vocabulary: Children will have a weekly spelling lesson on Year 5 spelling patterns, which this term will include *ough*, silent letters, *ible/able* endings and homophones. We will also be starting to use the statutory spelling list for years 5/6.

Grammar & Punctuation: Children will begin by revising fronted adverbials and noun phrases. They will then learn how to identify and compose simple, compound and complex sentences. This will include how to use coordinating and subordinating conjunctions.

Comprehension & Composition: Year 5 will begin the term by learning a myth. They will then write their own adapted version, followed by an original story based on the myth's plot structure and features. We will then move on to do a similar process with a non-fiction text based on our rainforest topic. Children will also be developing their editing and proof-reading skills. Guided reading will focus on retrieving information from non-fiction texts and on the correct use of a dictionary.

Class reading book:
5C and 5R - 'The Explorer' by Katherine Rundell

COMPUTING

The children will experiment with 'Scratch' to create their own 2D games. They will familiarise themselves with the different parts of the program, creating, developing and editing a series of simple commands to create and test their games.

MODERN FOREIGN LANGUAGES

Children will learn and use vocabulary for buildings found on the High Street. They will think about the function of words in a sentence and use vocabulary learnt in a conversation.

SCIENCE

Biology: Living Things and Their Habitats

Children will develop their understanding of a habitat, how it provides organisms found there with conditions for life and how animals depend on plants or other animals which eat plants for food. The children will also explore the life cycle of plants and animals.

Scientific Enquiry: The children will be planning a fair test based on germination. They will also record data and results in tables and graphs.

HUMANITIES

Geography: Rainforests

Having firstly found out where the rainforests are in the world using atlases, we will be moving on to learning about why the rainforests are important. The children will be finding out what we use and eat which comes from the rainforests, and how other people depend on them to live. We will be considering the issues surrounding deforestation and debating these in class,

PSHCE

We will revisit the attributes of a Growth Mindset with each class studying a famous person who has shown a Growth Mindset.

We will be looking at how we can create a learning environment and work well together in groups.

MUSIC

Children in 5R will be working with a music specialist this term, developing their singing and musical composition. 5D will be learning how to sing a round.

REMINDERS

- Children should have named P.E kit with them all week.
- Year 5 Rainforest school trip Thursday 27th September
- School photos - 10th and 11th October
- Club starts week beginning 24th September
- TD Day Friday 5th October
- Parents' evenings: Wednesday 17th and Thursday 18th October
- Last day of term - Wednesday 24th October
- Term 2 starts - Monday 4th November

Guidance for key terms and definitions in English

Due to the complexity of the language used in the English curriculum, we have decided to include some key terms and definitions with our Curriculum Outline to aid those wishing to support the children with their learning.

Homophones

Each of two or more words having the same pronunciation but different meanings, origins, or spelling (e.g. new and knew).

Main clause

A main clause always has a subject and a verb and expresses a complete thought. Every sentence needs a main clause to make sense.

Subordinate clause

A subordinate clause begins with a subordinating conjunction or a relative pronoun. It does not make sense on its own and must be joined to a main clause in a sentence.

Co-ordinating conjunction

A connective used to join together two main clauses. The co-ordinating conjunctions are for, and, nor, but, or, yet, so (FANBOYS).

Subordinating conjunction

A connective used to join together a main clause and a subordinate clause. These are words like because, however, although, if, when...

Relative pronoun

A relative pronoun is used to refer to nouns mentioned previously. The most common are which, that, whose, whoever and who.

Simple sentence

A sentence consisting of one main clause.

Compound sentence

A sentence with more than one main clause, usually linked by a co-ordinating conjunction.

Complex sentence

A sentence with at least one main clause and one subordinate clause, usually joined with a subordinating connective (e.g. however, although, despite) or a relative pronoun (e.g. who, which, that, whose).