

Welcome to Year 5's Curriculum Overview

October 11th September 2023

Miss Al-Juburi and Miss Mills

Staff:

5A: Miss Al-Juburi

5M: Miss Mills

PPA: Mrs Kent

TAs:

Mrs Murray



Abbey Primary School

Class 5M Timetable



| | 8:30-8:40 | 8:40-9:10 | 9:10-10:30 | 10:30-10:45 | 10:45-12:10 | 12:10-1:00 | 1:00-2:00 | 2:00-3:00 | 3:00-3:05 | |
|-----------|--------------|-------------------------------------------------|------------|-------------|------------------------------------------------------|------------|---------------------------------|-----------|-----------|------|
| Monday | Registration | Assembly | English | Break | Maths | Lunch | History/Geography | RE | Home | |
| Tuesday | Registration | Whole Class Reading | English | Break | Maths | Lunch | Science | Science | Library | Home |
| Wednesday | Registration | English | Maths | Break | Finish Maths and then WCR as PPA starts in this time | Lunch | Music | Spanish | Home | |
| Thursday | Registration | Whole Class Reading / Library (alternate weeks) | English | Break | Maths | Lunch | PE | PSHE | Home | |
| Friday | Registration | Assembly or Whole Class Reading | English | Break | Maths | Lunch | Assembly or Whole Class Reading | Art | Art | Home |



Abbey Primary School

Class 5A Timetable



| | 8:30-8:40 | 8:40-9:10 | 9:10-10:30 | 10:30-10:45 | 10:45-12:10 | 12:10-1:00 | 1:00-2:00 | 2:00-3:00 | 3:00-3:05 |
|-----------|--------------|---------------------------------|------------|-------------|------------------------------------------------------|------------|---------------------------------|--------------------|-----------|
| Monday | Registration | Assembly | English | Break | Maths | Lunch | History/Geography | RE | Home |
| Tuesday | Registration | Whole Class Reading | English | Break | Maths | Lunch | Science | Science Library | Home |
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| Friday | Registration | Assembly or Whole Class Reading | English | Break | Maths | Lunch | Assembly or Whole Class Reading | Art Art | Home |

Homework

- Reading daily
- Weekly spellings and SPaG – given Monday – back Wednesday
- Weekly Maths – given Wednesday – back Friday
- Choice/foundation – weekend homework (matrix grid)

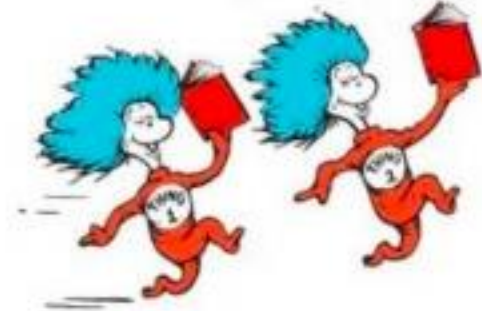
Homework is a crucial component in any child's learning process: It helps to:

- Encourage children to work independently
- Encourage children to take responsibility of their own work
- Consolidate their learning in class
- Raise the level of achievement
- Prepare children for future class work
- Help children learn to organise and plan their time

Reading is fun!

- Select a book from the library
- Read everyday at home and write in book diary
- Prizes for children who have read the most
- Awards for good readers in class

The MORE
that you read,
the MORE things
you will know.
The MORE that you
LEARN,
the MORE places you'll go.



Reading is fundamental. In fact, it is one of the most important ingredients to becoming all that you can be. Reading develops your brain, provides a window into the world around you and helps you to do better in all school subjects,

Reading Curriculum

Years 5 and 6

In the last two years of KS2, the focus is on **reading comprehension**. Children should already have competent word reading skills and know what to do when they encounter new words.

By extension of the previous aims, year 5 and 6 children should:

- identify and discuss themes across a range of writing;
- be able to make comparisons within and to other books;
- learn poetry by heart;
- perform poems and plays aloud, taking note of intonation and tone;
- recognise and discuss how figurative language is used by the author to impact the reader;
- tell the difference between fact and opinion;
- present information they've learnt from a non-fiction text;
- explain and discuss their understanding of a piece of writing through debates and presentation;
- provide justified reasons for their views and opinions on a piece of writing.

Reading Vipers

Vocabulary

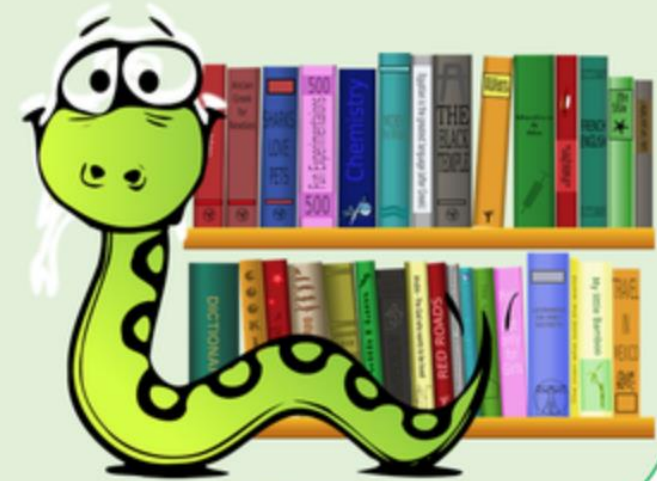
Infer

Predict

Explain

Retrieve

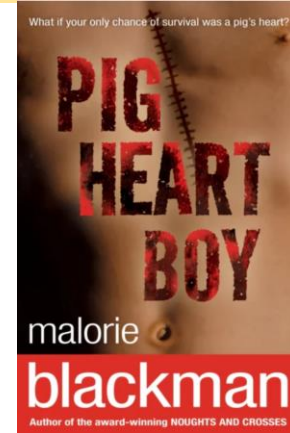
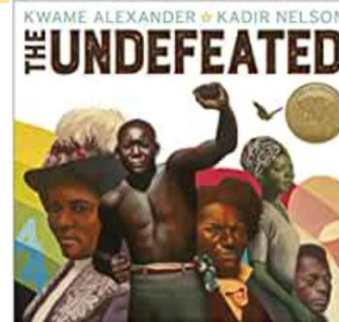
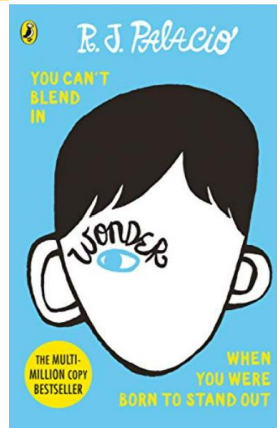
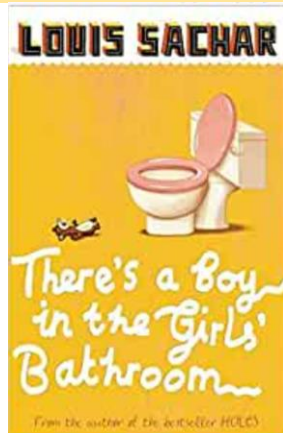
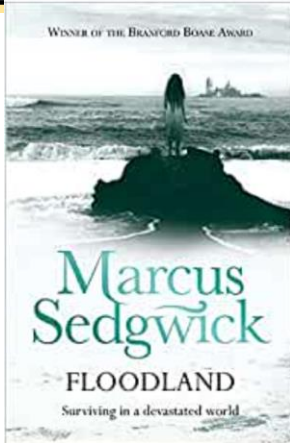
Sequence or Summarise



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Class novels

| | | | | | | |
|-------------------------------------------------------------------------------------|------------------------------------------|----------------------------------------|--------------------------------------------------------|------------------------------------------------------|-------------------------------------------------|-----------------------------------------------|
| Reading | Choice of: Viking Boy OR Floodland | Theme: Australia Core Text: TABITGB | Theme: Celebrating Differences Core Text: Wonder | Theme: Black Stories Core Text: The Undeclared | Theme: Space Core Text: The Race to Space | Theme: Humans! Core Text: Pig Heart Boy |
| Books will be covered across an academic year yet the order and timings may change. | | | | | | |



English/Reading

- Curriculum Requirements

The curriculum also has a set of overall aims which pupils should achieve after finishing KS2. These are:



“ *read easily, fluently and with good understanding;*

“ *develop the habit of reading widely and often, for both pleasure and information;*

“ *acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;*

“ *appreciate our rich and varied literary heritage;*

Writing

Years 5 and 6

In years 5 and 6, children **continue to develop their knowledge** from the previous years.

For **transcription**, children should be taught to:

- spell some words with silent letters (e.g. knight, psalm, solemn);
- continue to tell the difference between homophones and other words which are often confused;
- understand that the spelling of some words needs to be learnt specifically and doesn't necessarily follow a pattern;
- use the first 3 or 4 letters of a word to check its spelling and meaning in a dictionary;
- use a thesaurus to find alternate words which have the same or similar meanings.

Handwriting is also developed and children should be taught to:

- write legibly and fluently at a faster pace;
- choose which shape of a letter to use;
- decide whether to join specific letters;

key focus in Year 5:

- relative clause
- creating atmosphere
- manipulating sentences to atmosphere

How are we as a school meeting these requirements?

- As a school we have introduced a new scheme of work for English which devised by Mrs. Ryder to be implemented across the Willow Learning Trust.
- To give you a brief overview of the English scheme of work, we will cover what we will be teaching your children in class.

Autumn Term September to December.

- Persuasive writing – Museum of Fun
- Fiction – Pandora
- Fiction – Little Freak
- Fiction – Oranges In No Man's Land (diversity)
- Non-fiction – Animals On The Move

In term 1 we are covering a vast variety of texts
and genres.

Spring

- Non-fiction – Hidden Figures
- Poetry – Beyond the lines
- Fiction – Harry Potter
- Poetry – Rap
- Sci-fi – Titanium

Summer

- Fiction - Storm Breaker
- Non-Fiction – Explanation Texts - Deforestation
- Non-fiction – Volcanoes
- Poetry – The Highway Man
- Fiction – myths and legends
- Fiction – The Man Who Walked Between the Towers

Year 5 programme of study

Number – number and place value

Statutory requirements

Pupils should be taught to:

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Maths

- With Maths we have adopted a new scheme of work which is proving very enjoyable for students, it is accessible and use concrete forms to solidify their mathematical understanding. Maths – No Problem, is an approach to teaching maths developed in Singapore.

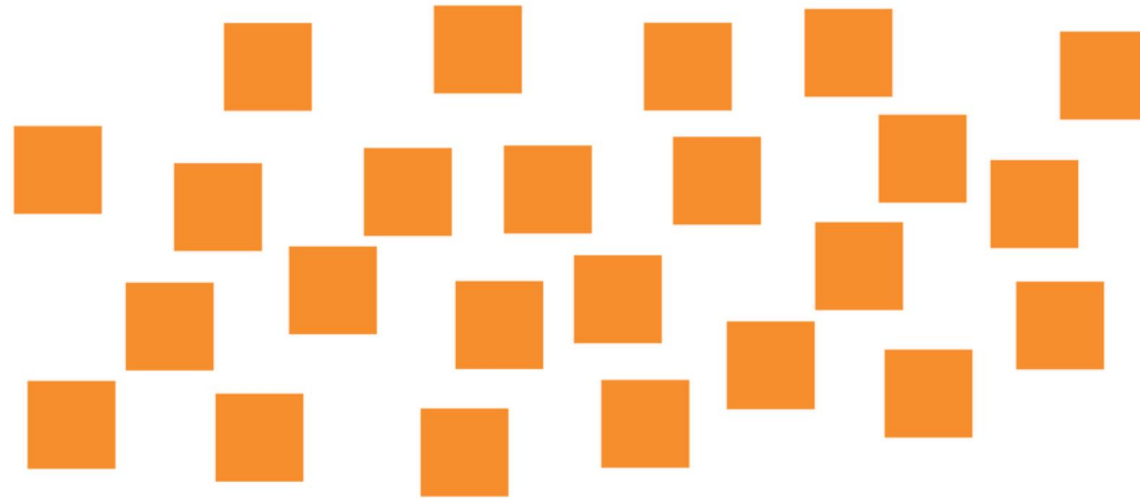
<https://www.youtube.com/watch?v=HKsYDzQK8Zw>

The Form Of a “Maths – No Problem” Lesson.

- Explore – Usually a written and pictorial question which is done as an independent or a class activity led by the teacher.

Explore

Charles wants to arrange 24 tiles so there are an equal number of tiles in each row.



How many different ways can he arrange the tiles?

We then move onto a mastery.

Master

- 1 Charles arranges the tiles in these different ways.



1 row of 24 tiles
 $1 \times 24 = 24$

1 and 24 are factors of 24.

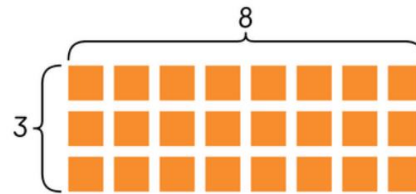


2 rows of 12 tiles
 $2 \times 12 = 24$

2 and 12 are factors of 24.



Factors are the numbers we multiply together to make another number. 2 and 12 are factors of 24 because $2 \times 12 = 24$.



3 rows of 8 tiles
 $3 \times 8 = 24$

3 and 8 are factors of 24.



Workbook

- Children will then complete the workbook independently.
- The students do the workbook along again giving them more practice at topic/ subject/ skills they have learned within the lesson

Worksheet 2

Finding Factors

1 (a) Find all the factors of 12.

$$12 = \boxed{1} \times \boxed{12}$$

$$12 = \boxed{} \times \boxed{}$$

$$12 = \boxed{} \times \boxed{}$$

The factors of 12 are

(b) Find all the factors of 36.

$$36 = \boxed{} \times \boxed{}$$

$$36 = \boxed{} \times \boxed{}$$

$$36 = \boxed{} \times \boxed{}$$

$$36 = \boxed{} \times \boxed{}$$

$$36 = \boxed{} \times \boxed{}$$

The factors of 36 are

EXT

Are these statements true or false? Explain your thinking.

This is false/true because...

This is false/true because...

Odd numbers have fewer factors than even numbers.

Every number has 1 as a factor.

Maths – textbook B:

7 CHAPTER 7
Decimals >

8 CHAPTER 8
Percentages >

9 CHAPTER 9
Geometry >

10 CHAPTER 10
Position and Movement >

11 CHAPTER 11
Measurements >

12 CHAPTER 12
Area and Perimeter >

13 CHAPTER 13
Volume >

14 CHAPTER 14
Roman Numerals >

Assessment

- End of unit reviews in maths
- Writing moderations in English
- Termly NFER tests for: reading, maths and SPaG:

Science

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| Science | <p>Forces Year 5 will learn about the effects of gravity, friction, air and water resistance as well as build models to explore the ways in which pulleys, levers and gears work!</p> | <p>Properties and changes of materials The children will learn to understand the differences between a variety of materials and how materials can be mixed and dissolved, and reversibly and irreversibly changed.</p> | <p>Living things and their habitats These lessons will enable the children to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird and to describe the life process of reproduction in some plants and animals.</p> | <p>Earth and space Take a trip to outer space! The class will become experts on the Earth, Sun and Moon, finding out facts like how big each one is, how far away from each other they are, how their relationship to each other creates night, day and different time zones, and so much more.</p> | <p>Animals including humans This unit will teach the children about all the different changes as humans develop from birth to old age.</p> |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|

Art

| | | | | | |
|--------|------------------------------------------------|--|-----------------------|--|-------------------------------------|
| Year 5 | Sculpture and 3D: Interactive installations | | Drawing: I need space | | Painting and mixed media: Portraits |
|--------|------------------------------------------------|--|-----------------------|--|-------------------------------------|

DT

| | | | | | | |
|--------|--|---------------------------------|--|------------------------------------------|--|-------------------------------------------------|
| Year 5 | | Electrical systems: Doodlers | | Mechanical systems: Making a pop-up book | | Cooking and nutrition: What could be healthier? |
|--------|--|---------------------------------|--|------------------------------------------|--|-------------------------------------------------|

Music

YEAR

5

Getting Started with Music Tech

How Does Music Bring Us Together?

1 2 3 4 5 6

Emotions & Musical Styles

How Does Music Connect Us with Our Past?

1 2 3 4 5 6

Exploring Key & Time Signatures

How Does Music Improve Our World?

1 2 3 4 5 6

Introducing Chords

How Does Music Teach Us about Our Community?

1 2 3 4 5 6

Words, Meaning and Expression

How Does Music Shape Our Way Of Life?

1 2 3 4 5 6

Identifying Important Musical Elements

How Does Music Connect Us With the Environment?

1 2 3 4 5 6

PSHE

| | | | | | | |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PSHE | <p>Being me in my world Planning the forthcoming year. Being a citizen. Rights and responsibilities. Rewards and consequences. How behaviour affects groups. Democracy, having a voice, participating.</p> | <p>Celebrating Differences Cultural differences and how they can cause conflict. Racism. Rumours and name-calling. Types of bullying. Material wealth and happiness. Enjoying and respecting other cultures.</p> | <p>Dreams and Goals Future dreams. The importance of money. Jobs and careers. Dream job and how to get there. Goals in different cultures. Supporting others (charity). Motivation.</p> | <p>Healthy Me Smoking, including vaping. Alcohol. Alcohol and anti-social behaviour. Emergency aid. Body image. Relationships with food. Healthy choices. Motivation and behaviour.</p> | <p>Relationships Self-recognition and self-worth. Building self-esteem. Safer online communities. Rights and responsibilities online. Online gaming and gambling. Reducing screen time. Dangers of online grooming. SMART internet safety rules</p> | <p>Changing Me Self- and body image. Influence of online and media on body image. Puberty for girls. Puberty for boys. Conception (including IVF). Growing responsibility. Coping with change. Preparing for transition.</p> |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

From 2020, the following subjects became compulsory in applicable schools in England.

- relationship education in primary schools
- health education in state funded primary and secondary schools

These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.

Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils.

Humanities

| | | | | | |
|-------------------|------------------------|---------|--------------------------------------------|-----------------------------|------------------------------------------|
| Humanities | Anglo-Saxons and Scots | Vikings | Asia: Mountains, Volcanoes and Earthquakes | Baghdad and the Middle East | Victorians and the Industrial Revolution |
|-------------------|------------------------|---------|--------------------------------------------|-----------------------------|------------------------------------------|

Spanish

| | | | | | | |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Spanish</p> | <p>Repaso Revision of introductions Revision of Estar Revision of numbers up to 20 Revision of numbers up to 31 & months Revision of opinions and colours</p> | <p>En mi tiempo libre Opinions of free time activities (infinitives) Days of the week Conjunctions Adjectives: reasons for opinions Immediate future tense: voy a + infinitives</p> | <p>En mi tiempo libre Sports PRACTICAR (full paradigm) Weather Subordinate clauses</p> | <p>Mi insti School subjects Opinions about school subjects Adjective endings + gender/plurality of nouns: reason for opinions Revision days of the week Simple time (Estudio teatro a las ocho)</p> | <p>Mi insti Adjectives to describe school Negative sentences Places in school Hay/No hay Indefinite articles</p> | <p>Donde vivo Types of houses Descriptions of houses Rooms in the house singular and plural revision Hay/No Hay Me gustaría vivir en...</p> |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

RE

| | | | | | |
|----------|--------------|---------|--------------|----------|--------------|
| Hinduism | Christianity | Sikhism | Christianity | Hinduism | Christianity |
|----------|--------------|---------|--------------|----------|--------------|

St Lawrence Church

Shree Ghanapathy Temple (Hindu temple)

PE

| | | | | | | |
|--------|---------------------|------------|--------------------|-----------------|-----------|----------|
| | | | | | | |
| Year 5 | Gymnastics (Gym) | Basketball | Dodgeball (Gym) | Dance (Hall) | Athletics | Football |
| | | | | | | |

Children have an hour and twenty minutes of PE each week.

Q&A

