



Welcome to Year 5's Curriculum Overview

Miss. Mills and Miss Al-Juburi

Staff:

5M: Miss Mills

5A: Miss Al-Juburi

TAs:

Mandie

Katy



We are becoming a UNICEF UK Rights Respecting School

Abbey Primary School wants to be a school where children's rights are at the heart of our ethos and culture, to improve well-being and to develop every child's talent and ability to their full potential. As part of this plan, we are working towards recognition as a Rights Respecting School, an award given to schools on behalf of UNICEF UK.

At Abbey Primary School pupils will learn about their rights by putting them into practice every day. You can find out more about the Award here: [unicef.uk/About_RRSA](https://www.unicef.uk/About_RRSA)

We really hope that you will support our school on our Rights Respecting journey.



Homework

All homework will be set on teams.

Monday: Spellings and English due on Wednesday.

Wednesday: Maths due on Friday.

- Reading daily
- 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!

- Daily reading slots across the school
- Select a book from the book corner

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,

Class novels

Year 5	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

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.

English

- 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;

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.

Oranges in No Man's Land by Elizabeth Laird – (Wordsmith)	Harry Potter & The Philosopher's Stone by JK Rowling (WLT)	Stormbreaker by Anthony Horowitz (WLT)
Non-chronological Report: Animals on the Move (Wordsmith)	Persuasion/Recount: Harry Potter & The Prisoner of Azkaban by JK Rowling	Explanation texts: Deforestation/Metamorphosis (WLT)
Little Freak (Lit Shed)	Narrative Poetry – Charles Causley + Michael Rosen (Wordsmith)	Rap (Wordsmith) and The Highwayman by Alfred Noyes (WLT)
Persuasion: Museum of Fun (Wordsmith)	Persuasion/Newspapers: Hidden Figures (Literacy Tree)	Myths (WLT)
Beyond the Lines -(Lit Shed)	Pandora (Literacy Shed)	Biographies: Charles Dickens (Lit Shed)

Upper key stage 2 – years 5 and 6

The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

By the end of year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Pupils should read, spell and pronounce mathematical vocabulary correctly.

Maths

- With Maths we have adopted a 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

92 625 people attended a football match during a World Cup Tournament.
What place-value counters will Ruby need to show 92 625?



Guided Practice

- Again, depending on the lesson can be done as an independent or class activity where the students put into place all they have learnt in the lesson and during class input.

Guided Practice

- 1 Show each number using place-value counters and write the number in the place-value chart. Then, fill in the blanks below.

(a) 53 526

ten thousands	thousands	hundreds	tens	ones

$$53\,526 = \square + \square + \square + \square + \square$$

(b) 80 061

ten thousands	thousands	hundreds	tens	ones

$$80\,061 = \square + \square + \square + \square + \square$$

(c) 96 012

ten thousands	thousands	hundreds	tens	ones

$$96\,012 = \square + \square + \square + \square + \square$$

Maths

Textbook 5A

Content Priority 

Book Contents

6 Chapters

1

CHAPTER 1
Numbers to 1 000 000



2

CHAPTER 2
Whole Numbers: Addition and
Subtraction



3

CHAPTER 3
Whole Numbers: Multiplication and
Division



4

CHAPTER 4
Whole Numbers: Word Problems



5

CHAPTER 5
Graphs



6

CHAPTER 6
Fractions



Maths

Textbook 5B

Content Priority ?

Book Contents

8 Chapters

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



Workbook

- The students do the workbook alone, again giving them more practice at the topic/ subject/ skills they have learnt within the lesson

Whole Numbers: Addition and Subtraction

Chapter
2

Name: _____ Class: _____ Date: _____

Worksheet 1

Counting On to Add

1 Count on and fill in the blanks.

(a) $297\,431 + 4000 = \square$

+ $\square + \square + \square + \square$

A number line starting at 297,431. Four arcs above the line represent jumps of 1,000 each. Below the line are four empty boxes for the final numbers after each jump.

(b) $662\,733 + 40\,000 = \square$

+ $\square + \square + \square + \square$

A number line starting at 662,733. Four arcs above the line represent jumps of 10,000 each. Below the line are four empty boxes for the final numbers after each jump.

Assessment

- NFERS.

Science

Science

Earths and Space

Learn about the movement of the Earth relative to the Sun, and the movement of the Moon relative to the Earth. Use the idea of Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Forces

Explore how unsupported objects fall towards the Earth because of the force of gravity. Identify the effects of air resistance, water resistance and friction, which act between moving surfaces, and recognise difference mechanisms, including levers, pulleys and gears.

Animals Including Humans

Describe the changes as humans develop to old age. Draw a timeline to indicate stages in the growth and development of humans, including the changes experienced in puberty. Research the gestation periods of other animals and compare them with humans.

Properties and Changes of Materials

Compare and group together everyday materials on the basis of their properties. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

Properties and Changes of Materials

Learn how to dissolve materials and recover them from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, and demonstrate that dissolving, mixing and changes of state are reversible changes. Explore irreversible changes, such as burning and the action of acid on bicarbonate of soda.

Living Things and Their Habitats

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Find out about the work of naturalists and animal behaviourists, including David Attenborough and Jane Goodall.

Music

<p>Charanga Theme: Classroom Jazz 1 Focus on two tunes and improvising.</p>	<p>Fresh Prince: Old School Hip Hop</p>	<p>Whole class introduction to the Ukulele. Learning basic techniques. Learning the chords <i>C, F, G7, G Am</i> and <i>D7</i> and playing pieces together as a class ensemble.</p>	<p>Continue with whole class learning of the Ukulele. Consolidating chords already learnt and new chords <u><i>Em, Bm, B7, A, D</i></u> and <i>Dm</i>.</p>
--	--	--	---

RE

Year 5

Respectful
R&W

Why do
people
have to
stand up
for what
they
believe
in?

Why
doesn't
Christianity
always look
the same?

What
happens
when we
die?
(Part 1)

What
happens
when we
die?
(Part 2)

Who
should
get to
be in
charge?

Why are
some places
in the world
significant
to believers?

PSHE

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.

Family and relationships	<ul style="list-style-type: none"> • Introduction to RSE • Build a friend • Resolving conflict • Respecting myself • Family life • Bullying
Safety and the changing body	<ul style="list-style-type: none"> • Online friendships • Identifying online dangers • The changing adolescent body (puberty, including menstruation) • First aid • Drug education
Health and wellbeing	<ul style="list-style-type: none"> • Relaxation • The importance of rest • Embracing failure • Going for goals • Taking responsibility for my feelings • Healthy meals • Sun safety

Citizenship	<p>Responsibility</p> <ul style="list-style-type: none"> • Breaking the law • Rights and responsibilities • Protecting the planet <p>Community</p> <ul style="list-style-type: none"> • Contributing to the community • Pressure groups <p>Democracy</p> <ul style="list-style-type: none"> • Parliament
Economic wellbeing	<p>Money</p> <ul style="list-style-type: none"> • Borrowing • Income and expenditure • Risks with money • Prioritising spending <p>Career and aspirations</p> <ul style="list-style-type: none"> • Stereotypes in the workplace
Identity	
School transitions	

Geography

Upper KS

<p>Year 5, Unit 1: Asia: <i>Mountains, volcanoes, and earthquakes</i></p>	<p>Year 5, Unit 2: Biomes</p>
<p>Human and physical geography</p>	<p>Human and physical geography</p>

Computing

Year 5

	Unit 5.1	Unit 5.2	Unit 5.3	Unit 5.4	Unit 5.5	Unit 5.6	Unit 5.7	Unit 5.8	Unit 5.9	Unit 5.10
	Coding	Online Safety	Spreadsheets	Databases	Game Creator	3D Modelling	Concept Maps	Word Processing	External Devices	micro:bit
# lessons	6	3	6	4	5	4	4	7/8*	6	4
Main tool	2Code		2Calculate	2Investigate	2DIY 3D	2Design & Make	2Connect	MS Word or Google Docs	2Code Purple Chip	Free code micro:bit

*Platform dependent

Art

Year 5	Sculpture and 3D: Interactive installations		Drawing: I need space Cross curricular - Science: Earth and Space Trip to the Science Museum		Painting and mixed media: Portraits Trip to National Art Gallery
--------	---	--	---	--	--

Q&A

