Welcome to Year 5's Curriculum Overview

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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

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.

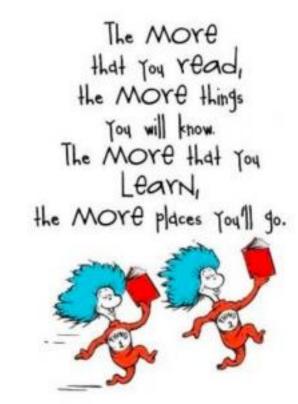
Wednesday: Maths due on Friday.

- 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



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

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	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 Undefeated	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.

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

92625 people attended a football match during a World Cup Tournament. What place-value counters will Ruby need to show 92625?



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) 53526

ten thousands	thousands	hundreds	tens	ones
53 526 =	+	+	+	+

(b) 80061

ten thousands	thousands	hundreds	tens	ones
80 061 =	+	+	+	+

(c) 96012

ten thousands	thousands	hundreds	tens	ones
96 012 =	+	+	+	+

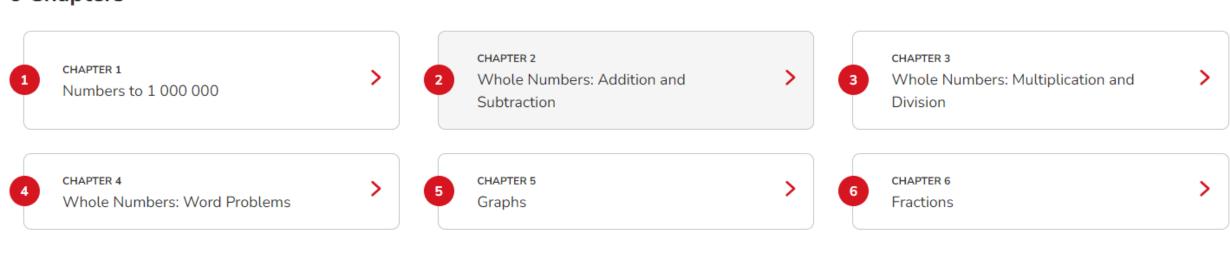
Maths

Textbook 5A

Content Priority ②

Book Contents

6 Chapters



Maths

Textbook 5B

Volume

8 Chapters **CHAPTER 7** CHAPTER 8 **CHAPTER 9** Percentages Geometry Decimals **CHAPTER 12** CHAPTER 10 CHAPTER 11 11 Position and Movement Measurements Area and Perimeter **CHAPTER 13 CHAPTER 14**

Roman Numerals

Content Priority (2)

Book Contents

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

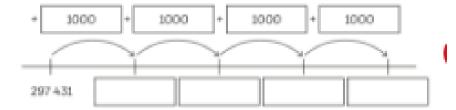


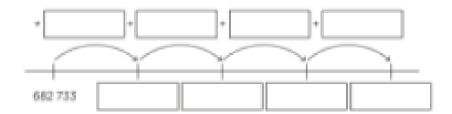
Name: _____ Class: ___ Date: ____

Worksheet 1

Counting On to Add

Count on and fill in the blanks.





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

Fresh Prince: Old School	Whole class introduction to	Continue with whole class
Нір Нор	the Ukulele. Learning basic	learning of the Ukulele.
	techniques. Learning the	Consolidating chords already
	chords C, F, G7, G Am and	learnt and new chords Em, Bm,
	D7 and playing pieces	B7, A, D and Dm.
	together as a class	
	ensemble.	
		Hip Hop the Ukulele. Learning basic techniques. Learning the chords C, F, G7, G Am and D7 and playing pieces together as a class

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?
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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 · Introduction to RSE relationships · Build a friend · Resolving conflict · Respecting myself · Family life Bullying Safety and the · Online friendships changing body · Identifying online dangers · The changing adolescent body (puberty, including menstruation) First aid Drug education Health and Relaxation · The importance of wellbeing rest · Embracing failure · Going for goals Taking responsibility for my feelings · Healthy meals Sun safety

Citizenship Responsibility Breaking the law · Rights and responsibilities · Protecting the planet Community Contributing to the community Pressure groups **Democracy** Parliament Money Borrowing **Economic** Income and wellbeing expenditure · Risks with money Prioritising spending Career and aspirations Stereotypes in the workplace Identity

School transitions

Geography

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Year 5, Unit 1: Asia: Mountains, volcanoes, and earthquakes	Year 5, Unit 2: Biomes
Human and physical geography	Human and physical geography

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	2Investiga te	2DIY 3D	2Design & Make	2Connect	MS Word or Google Docs	2Code Purple Chip	Free code micro:bit

^{*}Platform dependent

Art

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

Q&A

