



## CURRICULUM OUTLINE - SPRING TERM 2024

### YEAR 5

English	<p><b>Comprehension:</b> developing answers with carefully selected evidence and organising responses concisely, including relevant information only. Looking at a range of fiction and non-fiction texts. Learning to infer by reading carefully between the lines for meaning and drawing conclusions regarding character and plot. Learning to support their answers with evidence from the text, avoiding generalisations.</p> <p><b>Writing:</b> Developing skills in both fiction and non-fiction writing. Looking carefully at the structure and makeup of various texts and adapting these for writing. Reading widely both in and out of school to develop a comprehensive vocabulary bank.</p> <p><b>Other areas covered:</b> grammar, spelling, handwriting, speaking and listening, reading and drama.</p>
Maths	<p><b>Fractions, Decimals, Percentages and Ratio:</b> Adding, subtracting, dividing and multiplying with fractions; changing fractions to decimals and percentages; adding, subtracting, dividing and multiplying with decimals; finding percentages of a number; increase and decrease by percentages; ordering fractions, decimals and percentages.</p> <p><b>Shape and Space / Measures:</b> Properties of 2D shapes and exploring triangles and quadrilaterals; using a protractor to measure and draw angles; area and perimeter of rectangles and compound shapes; area of triangles.</p> <p><b>Other:</b> averages; time; conversion graphs; negative numbers; Venn and Carroll diagrams.</p> <p><b>Websites to use:</b> <a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a>, <a href="http://www.diagnosticquestions.com">www.diagnosticquestions.com</a>, <a href="http://www.atomlearning.co.uk">www.atomlearning.co.uk</a></p>
Science	<p><b>Earth and Space:</b> discovering fascinating facts about the Sun, Moon and Earth. Developing an understanding of day and night, the four seasons and the Moon's phases. Investigating the Sun and the various planets which make up our Solar System.</p> <p><b>Living Things and their Habitats:</b> looking at life cycles of living things, reproduction in plants and animals.</p> <p>Continuing to develop scientific enquiry skills.</p>
Computing and ICT	<p>Continuing to work through Swift playgrounds 'Learn to Code 1' - learning to use loops and variables while creating algorithms. Applying this knowledge on Scratch while recognising patterns and solving problems. Introduction to Micro: bits - simple pocket-sized computers used to create, design and decompose different algorithms.</p>

<b>Reasoning</b>	<p><b>Non-verbal reasoning:</b> continuing to look at a variety of skills including codes, sequencing, shape logic, matrices and following the folds.</p> <p><b>Verbal reasoning:</b> looking at codes including matching codes to words, compound words, homophones, letter sequences, statement logic and analogies.</p>
<b>History</b>	<b>The Aztec Civilisation:</b> considering when the civilisation thrived and what caused it to decline. Exploring how Aztec people lived by looking at their beliefs, gods, folklore, myths and the calendar they used. Using different resources to infer knowledge and consider what we can learn from different sources.
<b>Geography</b>	<b>South America:</b> looking at the physical and human features in South America including the geographical features of Brazil. Locating countries using maps and comparing Brazil with England. Using photographs and information texts to imagine what life is like in South America and presenting research to the class.
<b>RE</b>	<b>Hinduism:</b> Exploring some of the beliefs and practices that fall under the umbrella term 'Hinduism' including Hindu beliefs, diverse characters of God, home worship and places of worship. Drawing upon previous learning and comparing Hinduism with other religions.
<b>French</b>	Continuing to practise and reinforce basic vocabulary and structures through songs, games, role plays and repetition. Areas covered in previous terms revisited and new topics will include identifying places in the town, telling the time, hobbies and expressing opinions. Where appropriate, key grammar points will also be highlighted.
<b>Music</b>	<b>Classical Music Appreciation:</b> Learning keyboards and reading musical notation through paired practical work. Listening and appraising is a key focus to learn to appreciate the history of music by studying composers. Understanding Chinese New Year traditions. Spring concert - learning to sing and perform several songs from memory and solo instrumental performers.
<b>Drama</b>	<p><b>Mime:</b> develop practical drama skills from different starting points; create and develop characters to tell a story through mime; work collaboratively and extend understanding of mime.</p> <p><b>Puppetry:</b> understand what a puppet is; create a puppet (linked to art); devise, rehearse and perform a puppet show.</p>
<b>Art</b>	<b>Drawing skills:</b> using shading techniques to develop tone and texture. Exploring proportion and features of a face when drawing portraits. Perspective studies using one and two point perspective. Cross-curricular puppet making project with Drama.
<b>PSHEE</b>	Living in the Wider World: covering finance, migration, safer internet use, rights and responsibilities, community and the different contributions made and how parliament works.
<b>Games/PE</b>	<p><b>Hockey:</b> passing, moving, shooting, positions, goalkeeping skills. Match play.</p> <p><b>Rugby:</b> contact/tag rules and skills, tackling drills, relays. Match play.</p> <p><b>Football:</b> (Girls only) dribbling, passing, shooting, positional play. Match play</p> <p><b>Dance:</b> choreography skills until half-term.</p> <p><b>Swimming:</b> until half term</p>

	<b>PE</b> – Fitness and team challenges incorporating different sports (from half term)
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