



Y5 Autumn Term Curriculum Overview



English

Subject skills:

- Read most unfamiliar words, understanding the impact of prefixes and suffixes on root words.
- Begin to understand the history of words and the relationship between them to help read unknown polysyllabic words.
- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Ask questions to improve understanding.
- Identify main ideas/themes drawn from more than one paragraph and to summarise these.
- Identify the individual genre in a mixed genre text e.g. an explanation within an information text.
- Identify facts and opinions and discuss the differences between them.
- Make predictions based on details stated and implied, justifying them in detail with evidence from the text.
- Summarise the main ideas of the text using examples from the text.
- Retrieve, record and present information from fiction and non-fiction.
- Identify relevant points from the text and generally support my comments with relevant quotations.
- Draw inferences such as inferring characters' feelings, thoughts, personality and motives from their actions, and justifying inferences with evidence.
- Make comments based on evidence from different points in the text.
- Discuss vocabulary used by the author to create effect including figurative language.

Subject knowledge:

Texts: *Clockwork* by Phillip Pullman.

The Snowman by Raymond Briggs.

- Features of a traditional Pullman story opening.
- Difference between direct and indirect speech.
- The five-part story structure.
- How words are chosen to create atmosphere.
- Types of figurative language.
- How character actions, description and dialogue are used to form opinions.
- Features of informal writing.
- How to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- How to write effective description using SNAP.
- The dangers associated with the South Pole.
- How to explore a character in depth using Point, Evidence (P,E).

Grammar

- Brief revision of units covered in Y4 - determiner, pronoun, possessive pronoun, adverbial (+ fronted), Standard English, plural possessive.
- Conjunctions
- Commas for clauses
- Direct speech
- Relative pronouns & clauses
- Parenthesis
- Modal verbs

- Evaluate the use of authors' language and explain how it has created an impact on the reader.
- Comment on the structural choices an author has used to organise a text and their effect on the reader.
- Describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.
- Regularly use dialogue to convey a character and to advance the action.
- Perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.

Maths

Subject skills:

Number – Place Value

- Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.
- Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.
- Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000
- 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.

Number- Addition and Subtraction

- Add and subtract numbers mentally with increasingly large numbers.
- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Statistics

Subject knowledge:

Number – Place Value

- Know the place value of numbers up to 1,000,000
- Understand the concept of negative numbers
- Recognise Roman Numerals

Number- Addition and Subtraction

- Know strategies for adding and subtracting mentally
- Know strategies for adding and subtracting numbers with more than 4 digits

Statistics

- Recognise data in different representations.

Number – multiplication and division

- Know factors and multiples of numbers.
- Recognise square numbers and cube numbers and the notation for squared (²) and cubed (³)
- Identify prime numbers - Establish whether a number up to 100 is prime and recall prime numbers up to 19

Perimeter and Area

- Understand the terms perimeter and area.

Measures

- Know metric and imperial units.

Geometry - Properties of Shapes and Angles

- Recognise and describe 3D shapes
- Understand angles - Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.

- Solve comparison, sum and difference problems using information presented in a line graph.
- Complete, read and interpret information in tables including timetables.

Number – multiplication and division

- Multiply and divide numbers mentally drawing upon known facts.
- Multiply and divide whole numbers by 10, 100 and 1000.
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- Establish whether a number up to 100 is prime and recall prime numbers up to 19

Perimeter and Area

- Measure and calculate the perimeter of composite rectilinear shapes in cm and m.
- Calculate and compare the area of rectangles (including squares), and including using standard units, cm², m² estimate the area of irregular shapes.

Measures

- Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml].
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
- Solve problems involving converting between units of time.

Geometry - Properties of Shapes and Angles

- Identify 3D shapes, including cubes and other cuboids, from 2D representations.
- Use the properties of rectangles to deduce related facts and find missing lengths and angles.

Identify: angles at a point and one whole turn, angles at a point on a straight line and $\frac{1}{2}$ a turn.

<ul style="list-style-type: none"> • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. • Draw given angles, and measure them in degrees. 	
Science	
<p>Subject skills:</p> <ul style="list-style-type: none"> • Plan enquiries, including recognising and controlling variables where necessary. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas. • Identify scientific evidence that has been used to support or refute ideas or arguments. 	<p>Subject knowledge:</p> <p>Living Things & Their Habitats</p> <ul style="list-style-type: none"> • The differences in the life cycles of a mammal, amphibian, insect and bird. • Life processes and reproduction of plants: Germination, Growth, Fertilisation, Seed production, Seed dispersion. <p>Forces</p> <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
Art – Shading & Perspective	
<p>Subject skills:</p> <ul style="list-style-type: none"> • Use HB, 2B and 4B to create light and dark tones. • Make a 'view finder' and use it to make a sketch of a section of a surface. • Shade 'mid-tone', joining areas of dark and light tone. • Turn a 2-D shape into a 3-D object. • Use perspective in a landscape drawing. • Use a single vanishing point to draw a cuboid. • Evaluate finished pieces. • Use tools and equipment with accuracy when manipulating clay. • Organise setting up and clearing away of work station. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> • Understand the term, 'still life' and know that a still life painting usually features objects that are not alive. • Figurative painting usually features figures (humans and animals). • Understand the term, 'naïve art' and characteristics of the genre. • Know some of the work and style of Oliver Jeffers, Henri Rousseau, Richard Dadd. • The artwork of Cumbrian artist Susan Lincoln and identify the key visual trademarks she uses in her artwork to represent real world objects. • The correct consistency of clay.

Computing

Subject skills:

Multimedia

- Create, open and Save Paint.NET files to their user area on the school network.
- Find work and files on the pupil drive and their user area.
- Import images from the internet (Copy/Paste).
- Use google image search tools to find better images.

E-Safety

- Report digital abuse and cyberbullying/abuse (CEOP).
- Be critical in assessing the validity of information sources on the internet.
- Share work with peers using the google drive.
- Submit work via the google classroom.

Digital Literacy

- Create a simple google spreadsheet.
- Use cell references.
- Create a table.
- Use the SUM and AVERAGE functions.
- Create a bar chart.

Subject knowledge:

Multimedia

- Image editing and creation using software Paint.NET.
- How to create a logo.

E-Safety

- Personal and private information.
- Safe searching practices.
- Cyber bullying and reporting.

Digital Literacy

- How to log onto, navigate and save work on a networked computer.
- Introduction to spreadsheets; cell referencing, basic formulas such as SUM and AVERAGE.

Design Technology – Pop-Up Cards

Subject skills:

- Able to recognise what has been done well and how to improve.
- Recognise and be aware of safety hazards in a workshop.
- Draw and label design ideas.
- Prepare and use correct tools and equipment.
- Research and develop a design idea.
- Measure and mark accurately.
- Use a ruler correctly and with accuracy.
- Use scissors to cut accurately.
- Practise and develop their skills using compasses and scissors.
- Understand how to follow a work plan.
- Develop their own ideas for designs.

Subject knowledge:

- Work plans.
- The design process.
- Paper engineering techniques.
- How to write a critical evaluation.

Food Technology – Introduction to Food

Subject skills:

- Select from and use a wide range of tools and equipment to perform practical tasks.
- Use knowledge of ingredients to adapt recipes.
- Prepare some simple recipes including healthy salads.
- Evaluate their ideas and products against their own design criteria.
- Using a knife safely.

Subject knowledge:

- How to work safely and hygienically with food.
- The names of some basic equipment.
- A healthy diet using the Eatwell Guide.

Geography – United Kingdom & Natural Resources

Subject skills:

- Use an atlas and map to locate the UK's countries, counties and cities.
- Locate places on a physical atlas map using lines of latitude and longitude.
- Locate places on an OS map using four figure grid references.
- Identify features of local area using OS symbols.
- Identify the height of hills surrounding Ovingham.
- Reading an OS Map.
- Compare atlas maps of Britain showing physical geography and geology.
- Classify sources (renewable / non-renewable).
- Identify the problems of hill sheep farming.
- How to carry out a field sketch.
- Measuring distance walked around Ovingham.
- Reading photographs (inc. satellite) and topographical maps.
- Design a cycling questionnaire.
- Create a traffic count.
- Carry out fieldwork investigating: 'How safe do people think Ovingham is for cyclists?'
- Analysing data collected from fieldwork.

Subject knowledge:

- The 3 different aspects of the world a geographer studies: physical, human, environmental.
- The 8 compass points: N, NE, E, SE, S, SW, W, NW.
- The seas and oceans which surround the UK.
- The different countries of the UK and where they are positioned.
- The location of continents around the world, including which ones are the biggest.
- Lines of latitude and longitude, northern and southern hemisphere.
- Different scales on maps and their purposes.
- Major hill and mountain ranges in the UK as well as how mountains and hills are formed.
- Britain's natural resources, clean and renewable.
- Kielder Forestry Commission.
- Growth of trees to production of wood.
- Farming
- Natural resources.
- Rocks and soils.
- Glass and concrete production.
- Physical geographical features of Ovingham and the immediate surrounding area.
- How to read vertical aerial photographs.
- The term, 'primary data'.

History – Ancient China

Subject skills:

- Describe the characteristic features of past societies and periods.
- Demonstrate knowledge by describing some of the significant events, people and changes for periods studied.
- describe some of the main causes and effects of events and changes.
- Use knowledge and understanding to evaluate historical sources.
- Select, organise and communicate historical information in a variety of ways.

Subject knowledge

- The Shang Dynasty.
- Advantages and disadvantages of different sources of evidence.
- The achievements of some Shang rulers.
- The importance of oracle bones.
- Archaeological evidence surrounding the royal tombs of the Shang Dynasty.
- The structure of society.
- Know why the Shang invented writing and the calendar.
- Know when the Shang Dynasty ended.

Modern Foreign Languages - Je me présente

Subject skills:

- Pick out familiar words and phrases from sentences/spoken passages.
- Identify and understand cognates.
- Write down single words from spoken French.
- Identify some familiar phonemes in French.
- Show understanding through repetition or joining in with conversations, songs, poems and rhymes.
- Use tone of voice, body language or other visual clues to aid understanding.
- Repeat simple words and phrases.
- Ask and answer questions to give basic information.
- Say some simple sentences from memory so that others can understand.
- Prepare and practice some simple sentences to present to an audience.
- Understand familiar written phrases and simple sentences.
- Use a bilingual dictionary (with guidance) and/or a vocabulary list to check the meaning of words.
- Accurately match images or symbols with French words/texts.

Subject knowledge:

- How to introduce themselves and enquire how someone is.
- How to spell out their name.
- Simple instructions.
- Key greetings expressions and times of the day.
- Name classroom items and different colours.
- Numbers 1-31.
- The days of the week, months of the year.
- Christmas-themed vocabulary.

Music – Elements of Music

Subject skills:

- How and what to listen for.

Subject knowledge:

- Pulse and rhythm.

<ul style="list-style-type: none"> • Listening with respect. • Articulating responses. • Responding to a pulse within pieces of music. • Performing simple rhythmic patterns. • Basic vocal techniques. • Singing as part of a group. • Singing with confidence. • Increase familiarity with a wide range of music and songs from a range of cultures and traditions. 	<ul style="list-style-type: none"> • Rhythmic patterns. • Different types of voices. • Warming up voices. • Good posture when singing. • A range of musical genres.
PE	
<p>Subject skills:</p> <p>Netball</p> <ul style="list-style-type: none"> • Passing the ball using chest, bounce and shoulder pass. • Perform basic footwork rule. • Demonstrate the chest pass with some control. • Demonstrate basic shooting action. • Participating in a HIGH 5 Netball match, demonstrating understanding of positions and rules. <p>Hockey</p> <ul style="list-style-type: none"> • Demonstrate push pass and be able to stop the ball correctly. • Perform basic dribbling. • Perform a basic tackle from head on. • Participate in a small-sided game, demonstrating understanding of basic rules. <p>Football</p> <ul style="list-style-type: none"> • Experience different ways of controlling and passing the ball. • Practise dribbling with the ball, using both feet. • Practise turning with the ball to find a new space. • Practise shooting with both a stationary, and a moving, ball. <p>Gymnastics</p> <ul style="list-style-type: none"> • Perform a range of basic travelling actions. • Link together travelling actions to perform a sequence, incorporating small apparatus. • Develop a coaching role, helping others to be able to improve their performance. <p>Health Related Fitness</p> <ul style="list-style-type: none"> • Perform a range of indoor athletics events. 	<p>Subject knowledge:</p> <p>Netball</p> <ul style="list-style-type: none"> • What footwork means. • How a game of netball works. <p>Hockey</p> <ul style="list-style-type: none"> • How to grip a hockey stick correctly. • The rules of a hockey game. • Attack and defence within a hockey game. <p>Football</p> <ul style="list-style-type: none"> • The rules within a game of football. <p>Gymnastics</p> <ul style="list-style-type: none"> • The importance of a warm-up. • What a 'balance' is. • Different types of rolls. <p>Health Related Fitness</p> <ul style="list-style-type: none"> • Different types of warm-ups and warm-down. • How to set achievable fitness goals. • How to pace a run.

<ul style="list-style-type: none"> • Perform a circuit of activities, developing fitness levels with increasing intensity. • Analysing performance. • Participate in a timed cross-country run. 	
PSHE	
<p>Being Me in My World – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Setting personal goals. • Identify hopes for this school year. • Empathise with people in this country whose lives are different to their own. • Making the right choices about their own behaviour because they understand how rewards and consequences feel. • Contribute to a group discussion. <p>Celebrating Difference – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Developing strategies to manage feelings in bullying situations. • Developing strategies to deal with problem-solving. • Know some ways to encourage children who use bullying behaviours to make other choices. • How to support children who are being bullied. • Compare their life with people in the developing world. • Appreciate the value of happiness regardless of material wealth. 	<p>Being Me in My World – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • How to face new challenges positively. • What they value most about their school. • Their rights and responsibilities as a British citizen. • Their rights as a member of Ovingham Middle School. • How their actions affect themselves and others. • How an individual’s behaviour can impact a group. • How we can function best as a whole. • How democracy and having a voice benefits the school community. • How to participate in our school community. <p>Celebrating Difference – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • How cultural differences can sometimes cause conflict. • Their own culture and other people’s cultures. • What the term ‘racism’ means. • Their own attitude towards people from different races. • How rumour-spreading and name-calling can be bullying behaviours. • Direct and indirect types of bullying.
RE	
<p>Subject skills:</p> <ul style="list-style-type: none"> • Reflecting on the importance of being a unique individual. • Reflecting upon my experiences of R.E. at first school. • Identifying my own values and beliefs. • Considering how my personal values and beliefs can influence my actions. • Defining the term ‘diversity.’ 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> • Taking into account different people’s ideas and opinions. • Knowing rights and responsibilities linked to R.E. (R.R.S.A. links). • Awareness of the benefits of living in a multi-faith society. • Giving examples as to how different faiths practice their religion.