

**Year 5**  
**Autumn Term 2016**  
**Curriculum Overview**

<b>Subject</b>	<b>Autumn Term</b>	
<b>R.E.</b>	<p><u>Creation Unit A</u> This unit outlines some key beliefs about the creation of human beings and the creation of the world. It introduces human beings and the creation of the world. It introduces the children to the story of creation as a way of explaining that God is creator, rather than a re-telling of the order of the created world. It will help teachers to reflect with the children on their God given talents and living their lives in response to the teaching of Christ.</p> <p><u>Miracles and Sacrament of the Sick Unit B</u> In this unit children learn about some of the miracles of Jesus and the work of the Church to heal and care for the sick in Christ's name.</p>	<p><u>Advent Unit C</u> This unit links the Old Testament and the New Testament in terms of preparing for the coming of Christ during the Season of Advent.</p>
<b>English</b>	<ul style="list-style-type: none"> <li>• The children will be studying Hamlet by William Shakespeare. They will focus on TV style reports linked to persuasive writing.</li> <li>• They will explore setting a scene using descriptive writing.</li> <li>• They will study Shakespeare's poetry and the structure of his work.</li> <li>• They will study poems with imagery</li> <li>• They will look at modal verbs.</li> <li>• They will study use of brackets, comas and dashes.</li> <li>• They will perform Hamlet at the Birmingham Old Rep in November.</li> </ul>	<ul style="list-style-type: none"> <li>• They will study Historical Narratives related to the Anglo Saxons.</li> <li>• They will create information booklets about the Anglo Saxons.</li> <li>• They will write reports about the Anglo Saxons.</li> <li>• They will continue to develop their understanding of clauses by studying relative clauses.</li> <li>• They will learn how to link ideas across paragraphs.</li> <li>• They will continue to develop sentence structure by practising different types of sentences.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.</li> <li>• Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.</li> <li>• <u>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</u></li> <li>• <u>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar</u></li> </ul>	<ul style="list-style-type: none"> <li>• Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</li> <li>• <u>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</u></li> <li>• Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</li> <li>• <u>Establish whether a number up to 100 is prime and recall prime numbers up to</u></li> </ul>

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	<p><u>addition and subtraction).</u></p> <ul style="list-style-type: none"> <li>• Add and subtract numbers mentally with increasingly large numbers.</li> <li>• <u>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</u></li> <li>• <u>Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre.)</u></li> <li>• Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</li> <li>• <u>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</u></li> <li>• Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.</li> <li>• Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</li> <li>• Draw given angles, and measure them in degrees (o)</li> <li>• <u>Identify: angles at a point and one whole turn (total 360o)</u></li> <li>• <u>Angles at a point on a straight line and <math>\frac{1}{2}</math> a turn (total 180o)</u></li> <li>•</li> </ul>	<p><u>19.</u></p> <ul style="list-style-type: none"> <li>• Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.</li> <li>• Multiply and divide numbers mentally drawing upon known facts.</li> <li>• <u>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</u></li> <li>• Compare and order fractions whose denominators are all multiples of the same number.</li> <li>• <u>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</u></li> <li>• <u>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</u></li> <li>• Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number [for example, <math>\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}</math>]</li> <li>• Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25.</li> <li>• <u>Read and write decimal numbers as fractions (for example, <math>0.71 = \frac{71}{100}</math>)</u></li> <li>• Solve comparison, sum and difference problems using information presented in a line graph.</li> </ul>
<b>Science</b>	<p><u>Habitats</u></p> <p>The children will look at a range of animal habitats and plants. The children will focus on investigating, predicting and concluding their findings from investigations</p>	
<b>Computing</b>		<p><u>Unit 1 We Are Artists</u></p> <p>The children will learn:</p> <ul style="list-style-type: none"> <li>• To create tessellations using Inkscape.</li> <li>• Make complex tessellations.</li> <li>• Use Inkscape to create art in the style</li> </ul>

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		of Bridget Riley. <ul style="list-style-type: none"> <li>• Create landscapes.</li> </ul>
<b>Topic (History/ Geography)</b>	<p style="text-align: center;"><u>Volcanoes and Earthquakes</u></p> <p>The children will explore the structure of the Earth.  They will use materials to recreate an eruption.  They will look at different types of volcanoes and why volcanoes occur.  They will explore why earthquakes happen and use drama to recreate an earthquake drill as used in the state of California annually.</p>	<p style="text-align: center;"><u>The Anglo Saxons and Scots</u></p> <p>The children will explore why the Anglo Saxons invaded Britain.  They will explore everyday life in Anglo Saxon Britain.  They will look at place names and words that have their origin in Anglo Saxon culture.  They will study the different gods that the Anglo Saxons worshipped and their practises and beliefs.</p>
<b>D / T</b>		<p style="text-align: center;"><u>Food technology</u></p> <p>The children will look at food hygiene and a healthy diet. They will design and make a healthy snack.</p>
<b>PSHE</b>	<p>Dotcom Scheme</p> <p>The children will explore themes such as: the values of true friendship, courage and kindness as opposed to bullying, gangs and not respecting others.</p>	
<b>Art</b>	This term the children will study drawing and painting. They will focus on portraiture for the first half term and will explore the work of Picasso, Andy Warhol and Hilliard.	The children will focus on drawing and painting patterns based on Anglo Saxon designs. They will use a range of media eg; crayon, pencil, biro.
<b>PE</b>	Swimming	
<b>Music</b>	Taught by Ms J Davis	
<b>Spanish</b>	Taught by Senora Dormi	