

# Year 5 Spring 1 Curriculum Overview



As Effective Communicators...	As Mathematicians...	
<p>We will focus on the genre of letter writing, with a particular focus on the graphic novel interpretation of "Tom's Midnight Garden" by Philippa Pearce. We will explore the story by exploring the characters and narrative before producing written work based on letter and diary writing, script writing and descriptive writing. As readers we will focus on texts from medieval history, The Highwayman by Alfred Noise and Private Peaceful by Michael Morpurgo, with the children learning how to analyse a piece of writing by answering vocabulary, inference, prediction, explanation, retrieval and summarising questions.</p>	<p>We will focus on the following units:</p> <ul style="list-style-type: none"> <li>- Multiplication and division: We will multiply a two-digit and three-digit number by a single-digit number using partitioning, representations and short and expanded multiplication (with and without grouping), divide a two-digit and three-digit number by a single-digit number using partitioning, representations and short division (with and without remainders and exchanging), use estimation to support accurate calculation</li> <li>- Perimeter and Area: We will explain what area is and can measure using counting as a strategy, explain how to make and compare different shapes with the same area, measure the area of flat shapes area using square centimetres and metres, calculate the area of a rectangles and rectilinear shapes using multiplication, use their knowledge of multiplication and division to solve comparison and change problems, compare and describe lengths, solve comparison and change problems, compare and describe measurements by using their knowledge of multiplication and division (mass/capacity/time), describe the changes in measurements using their knowledge of multiplication and division</li> <li>- Fractions: We will explain the relationship between repeated addition of a proper fraction and multiplication of fractions (unit and non-unit fractions), multiply a proper fraction by a whole number (within and greater than a whole), multiply an improper fraction and mixed number by a whole number, explain the relationship between finding a fraction of a quantity and multiplying a whole number by a unit fraction, use their knowledge of multiplying a whole number by a unit fraction to solve problems, multiply a whole number by a proper fraction.</li> </ul>	
As Members of the Digital Age..	As Historians..	
<p>We will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. We will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge. We are introduced to conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure).</p>	<h2>Time Traveller</h2> 	
As Members of a Catholic Community.....		
<p>Our topic of Mission will focus on people who have undertaken the responsibility of following Jesus' mission to his followers and reflecting on our own role in this responsibility. We will make links between beliefs and worship, show a knowledge &amp; understanding of those actions of believers which arise as a consequence of their beliefs, show an understanding of how own and other's decisions are informed by beliefs and moral values, show knowledge and understanding of what it means to belong to a church community</p>	<p>As Time Travellers we will explore three key historical time periods in Ancient Egypt, The Victorians and Modern Day. We will understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, gain and deploy a historically grounded understanding of abstract terms such as empire, civilisation, parliament and peasantry, understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses, conduct a local history study, study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, and know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p>	

<b>As Artists...</b>	<b>As Sporting Heroes...</b>	<b>As Active Citizens...</b>
<p>We will focus on great artists, architects and designers in history, such as Andy Warhol and Salvador Dali, evaluate and analyse creative works using the language of art, craft and design, and improve our mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>As Sporting Heroes we will communicate, collaborate and compete with each other. In indoor PE we will be focussing on Gymnastics and in outdoor PE we will be developing our large Ball Skills, taking part in lots of Invasion games leading to Tag Rugby.</p>	<p>Our topic of Created and Loved by God will focus on the belief that we are created and Loved by God as individuals. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.</p>
<b>As Musicians...</b>		<b>As Linguists...</b>
<p>We will be learning about keeping a beat and playing in time, using different musical instruments. We will also be learning about significant contributions to Classic Rock.</p>		<p>We will focus on the French language and focussing on Directions 'à' gauche, à droite, tout droit. Asking where places are, asking for/giving/understanding directions.</p>