

CURRICULUM SUMMARY



Term:
Spring 1

Year Group: 5

Class Teacher:
Mrs P Williams

Mrs H Carroll

To love, serve and learn as Jesus shows us



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Subject: English



The Lost Happy Endings

Publisher: Bloomsbury

Author: Carol Ann Duffy and Jane Ray

<u>Final writing Outcome:</u>	To retell a traditional tale / To write a narrative, telling the tale with an alternative ending
<u>Incidental pieces of writing:</u>	Predictions Story mapping Interview with the characters Mini-tale Building suspense Similes/personification/abstract nouns Poetry Character description Diary

<u>Success Criteria</u>	
<u>Continuous skills</u>	
<u>Vocabulary, grammar and punctuation</u>	<ul style="list-style-type: none">Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must].Brackets, dashes or commas to indicate parenthesis.Proof-read for spelling and punctuation errors
<u>Composition</u>	<ul style="list-style-type: none">Plan writing by identifying the audience and purpose of the writing.Select the appropriate form for writing.Demonstrate awareness of audience by beginning to use a wider range of techniques such as recap, repetition of a catchphrase, humour; some use of dialogue to entertain and engage the listener/reader.Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
<u>Transcription (Spelling)</u>	<ul style="list-style-type: none">Verb prefixes revision [for example, dis-, de-, mis-, over- and re-]Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*Spell words ending in -ibly, -ablySpell further homophones/near homophones,
<u>Handwriting and presentation</u>	<ul style="list-style-type: none">Handwriting is usually legible and fluent when writing at an increased speed, including appropriate choice of letter shape and whether or not to join letters (depending on personal style).



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Subject: Mathematics

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<p><u>Number – Multiplication and Division</u></p> <p>Multiply and divide numbers mentally drawing upon known facts.</p> <p>Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.</p> <p>Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context.</p> <p>Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.</p>			<p><u>Number: Fractions</u></p> <p>Compare and order fractions whose denominators are multiples of the same number.</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]</p> <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p> <p>Read and write decimal numbers as fractions [for example $0.71 = \frac{71}{100}$]</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>						<p><u>Number: Decimals and Percentages</u></p> <p>Read, write, order and compare numbers with up to three decimal places.</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>Solve problems involving number up to three decimal places.</p> <p>Recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal.</p> <p>Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.</p>			Consolidation



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Subject: Science
Scientific Enquiry



In this unit we will be developing our enquiry skills in the five areas: Observation over time, pattern seeking, identifying, classifying and grouping, comparative and fair testing and research using secondary sources.

Learning Outcomes

- Can I learn about the science behind some Viking food production methods and find out about the modern day production of dairy foods?
- Can I identify, describe and classify micro-organisms?
- Can I devise and conduct tests to compare the effectiveness of glue, reporting findings?
- Can I plan and conduct scientific enquiries, presenting findings?
- Can I use observations and test results to make predictions and to set up further tests on a model boat?

Working scientifically:

- Observation over time.
- Pattern seeking.
- Identifying, classifying and grouping.
- Comparative and fair testing.
- Research using secondary sources.

Learning skills:

- I can suggest possible and unlikely outcomes or consequences of decisions and actions
- I can recognise and explain a problem and hypothesis about solutions
- I can speculate about possibilities and think about their consequences
- I can find and organise information from a wide range of sources including books and ICT
- I can use what I know and what I have experienced to predict and generalise from it and apply this to new situations
- I can recognise that evaluation requires criteria against which to make judgements and can decide which criteria is important and why
- I can talk about my strengths and areas for development
- I work for the pleasure of learning, creating or doing so in its own right
- I can work well in a group and can tell you what helps my group work well together
- I can organise and shape a talk, making connections between ideas

Core Vocabulary:

- Variable
- Measurements
- Repeat Readings
- Diagrams
- Predictions
- Fair Test

English links:

- Produce a glossary for topic specific scientific words

Maths links:

- Measurements

Other curriculum links:

History- accessing and relating to previous learning about the Vikings and comparing modern life to life of a Viking; understanding how the Vikings have influenced life today.

DT – Designing and building structures suitable for purpose. Food technology.



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Subject: History

Pupils will learn about the remarkable achievements of the ancient Maya. Through these activities pupils will learn about the Maya perspective of time, the calendar system, writing, maths and the environment. In doing so they should see the stark contrast between their own history and that of the Maya. Aside from learning about Maya culture, the unit will encourage pupils to move away from the tendency in applying one's own cultural values in judging the behaviour and beliefs of people raised in other cultures. Instead, pupils will be aware of the different (though not inferior) ways of doing things and the complexity of human life.

The Big Question...

What made the Maya so magnificent?

Learning Outcomes

- Can I explore the Ancient Mayan civilization?
- Can I understand how the Maya thrived in their particular environment?
- Can I explain what life in the Mayan civilization was like?
- Can I interpret what Mayan life was like 1,000 years ago?
- Can I describe, to an extent, how civilized the Maya were?
- Can I investigate why the Mayan Empire ended so quickly?
- **Why Warrington? What was life like in Warrington during this time?**

History Skills:

Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
 Order significant events, movements and dates on a timeline.
 Describe the main changes in a period in history.
 Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.
 Give reasons why there may be different accounts of history.
 Evaluate evidence to choose the most reliable forms.

Learning skills:

Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.

Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
 Investigate own lines of enquiry by posing questions to answer.
 Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
 Plan and present a self-directed project or research about the studied period.

Core Vocabulary:

Mesoamerica, pok-ta-pok, vigesimal number system, lithography, Copan, Chichen Itza, Palenque, hieroglyphs, syllabogram, logogram, codex, cacao, maize, sacrifice

Key Individuals:

- **The Priest** – Held the regular rituals surrounding the temple possibly including sacrifice.
- **The Pharmacist** – provided natural medicines which kept the people very healthy.
- **The Farmer** – irrigated fields and provided food for the city

English links:

Non-chronological reports, captions, tour guide, persuasive speech, diary entry, annotating maps, letters, translation.

Maths links:

Interpreting dates on a timeline
 Number and Place Value – base number of 20, concept of zero.

Other curriculum links:

Geography - compare locations of major world cities in the 1-8th centuries.

PE – Devise/play a version of the ball game: Pok-Ta-Pok

Art/DT - Pyramid structures
 – Make chocolate

Drama (English) – Conscience Alley, hot-seating, drama
 Science - Astronomy

PSHE - considering the needs of others, developing community spirit; Mayan medicine – natural cures.
 British Values: democracy, citizenship
 Spiritual, Moral, Social and Cultural development; organisation of society, structure of cities.