



CURRICULUM OVERVIEW SPRING 2024 FOR YEAR 5

Research Question: Is anyone out there?

How can we discover what Ancient Egypt was like over 5,000 years ago?

ENGLISH	<p>The aims in the curriculum are that all children will develop positive attitudes towards writing and develop a love of literature. Children will develop this through access and exposure to a range of literature, including texts linked to their Space topic in Spring Term 1 and the Ancient Egyptians in Spring Term 2.</p> <p>Children will:</p> <ul style="list-style-type: none">• Read and discuss a range of texts including science-fiction, poetry, and non-fiction, identifying and discussing themes and conventions in and across them• Plan, draft and edit explanation texts (linked to how the universe works) planetary selecting the appropriate spelling, grammar, vocabulary, and punctuation.• Focus on word endings which sound like: -ably and -ibly.• Perform our own compositions and play scripts (focusing on the Easter story), using appropriate intonation, volume, and movement so the meaning is clear.• Maintain positive attitudes towards reading by discussing increasingly wide range of poetry, plays, non-fiction, reference, and fiction books, including our class text 'Wonder' written by R.J.Palacio
MATHEMATICS	<p>Children will:</p> <ul style="list-style-type: none">• Multiply a four-digit number by a one or two-digit number using a formal written method, including long multiplication fortwo-digit numbers• Divide a four-digit number by a one-digit number using the formal written method of short division and interpret the remainders in context• Multiply a unit fraction, a non-unit fraction and a mixed number by an integer• Round decimals with two decimal places to the nearest whole number and to one decimal place• Find equivalent fractions, decimals and percentages <p><i>Mathematical concepts will be taught and practised during maths lessons as well as during 'Arithmetic'</i></p>

RELIGIOUS EDUCATION (RE)	<p>Philosophy: What can we learn about the meaning of life from the great philosophers?</p> <p>Children will:</p> <ul style="list-style-type: none"> • Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences • Explain some of the different ways in which philosophers understand abstract concepts • Describe different sources of authority and how they link with beliefs • Describe the connections between different beliefs being studied and link them to a source of authority • Describe some of the key theological similarities and differences between and within religions
SCIENCE	<p>Children will:</p> <ul style="list-style-type: none"> • Describe the Sun, Earth and Moon as approximately spherical bodies linking this with their artwork. • Use the idea of the Earth's rotation to describe day and night, applying their understanding of this to explanation texts. • 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.
COMPUTING	<p>Children will:</p> <ul style="list-style-type: none"> • Design, input and test an increasingly complex set of instructions to a program or device • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems designs • Write and test simple programs that follow a sequence of instructions • Wrote and test simple programs that allow a set of instructions to be repeated design • Understand the need to only select age-appropriate content
GEOGRAPHY/HISTORY	<p>Children will:</p> <ul style="list-style-type: none"> • Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations • Appreciate the methods of historical inquiry, including how evidence is used to make historical claims

	<ul style="list-style-type: none"> Place the Ancient Egyptians on a timeline of other ancient civilisations and British history <p>Children will:</p> <ul style="list-style-type: none"> Use maps to locate the origin of various peoples who invaded Egypt in the last few hundred years of the Ancient Egyptian Civilisation Describe Ancient Egypt as being part of the Fertile Crescent (Cradle of Civilisation) Appreciate that the effect of the River Nile has been changed by the construction of the Aswan High Dam
ART/DESIGN + TECHNOLOGY	<p>Children will:</p> <ul style="list-style-type: none"> Understand that when designers work with fonts and layout it is called Typography Explain that we use the way words look to help us communicate ideas and emotions Explore how we can create our own typography and combine it with other visual elements to make artwork about chosen themes
PSHE/ HRSE:	<p>PSHE- Children will:</p> <ul style="list-style-type: none"> Empathise with people who have been, and currently are, subjected to injustice including through racism Describe the benefits of living in a diverse society Identify the consequences of positive and negative behaviour on themselves and others Suggest ways to help someone who is separated from someone or something they like List some of the ways our body feels when it is nervous or sad <p>HRSE- Children will:</p> <ul style="list-style-type: none"> Understand male/female puberty changes in more detail and how to manage physical/emotional changes
PHYSICAL EDUCATION (PE)	<p>Children will:</p> <ul style="list-style-type: none"> Learn how to link moves together with fluency and good body tension Include counterbalance skills in a short sequence Complete a sequence of balances and moves with a partner in both unison and canon Help a partner to achieve a good technique by observing and coaching Devise our own unique move and name it

FRENCH	<p>Children will:</p> <ul style="list-style-type: none"> • Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts • Understand and express simple opinions • Write words, phrases and short sentences using a range of reference sources • Look further aspects of their everyday life from the perspective of someone from another country • Compare products with represent their own culture with that of those of another country
MUSIC	<p>Children will:</p> <ul style="list-style-type: none"> • Compare and contrast a range of pieces showing awareness of dimensions, context and purpose, including 'Mars' from Holst's 'The Planets' by the BBC National Orchestra of Wales • Know the instruments you might find in a particular band/orchestra • Play pieces with simple parts with developing control of pitch , duration, tempo and dynamics. • Start to sing songs in parts. • Follow a leader, be able to re-join a song when lost
<p>Visits/visitors:</p> <ul style="list-style-type: none"> • Tendring My Future Project – various live events throughout the Spring Term • Possible visit to Cambridge Fitzwilliam Museum- date TBC <p>Research Question Outcome/Event for Parents:</p> <ul style="list-style-type: none"> • The True Meaning of Easter: Service at the Church (school event only) 	