



## Information for Parents

### Year 5 Curriculum Overview

What my child is learning during Spring Term, in Year 5



I am in **Year 5** and my teacher is **Mrs. O'Gorman**

#### Through **Religious Education** I am considering: Galilee to Jerusalem and Desert to Garden

Recognise that, in the Beatitudes, Jesus tells his followers important messages about what makes a life blessed.  
Make simple links between the Beatitudes and the Ten Commandments  
Show understanding of how the virtue of either hope or charity (love) links with Jesus' teaching in the Beatitudes  
Compare Matthew and Luke's description of the Great Commandment  
Make links between the Great Commandment, the Prodigal Son and Jesus' summary of the law and lessons for Christian life today  
Describe what the disciples see at the Transfiguration in detail.  
Explain the importance of Moses and Elijah  
Make links between the seven petitions of the Our Father and their meaning for Christians

#### The topics I am focusing on this term are:

**History** – Anglo-Saxons & Vikings

Historical Enquiry Question: What happened to the Anglo-Saxons and Vikings?

**Geography** – North & South America

Geographical Enquiry Question: How diverse are their places and landscapes?

#### **English Pathways:**

##### **Spoken language:**

Listen and respond

Ask relevant questions

Build vocabulary

Articulate and justify answers

Give well-structured, descriptions, explanations and narratives

Use spoken language: speculating, hypothesising, imagining and exploring ideas

Speak audibly and fluently

Participate in **discussions**, presentations, performances, **role play**, **improvisations** and debates

##### **Reading comprehension:**

Identify and discuss themes and conventions

Make comparisons within and across books

Learn poetry by heart

Check sense, discussing understanding and explore meaning of words in context

Ask questions to improve understanding

Draw inferences (character's feelings, thoughts and motives); justify with evidence

Summarise main ideas, identifying key details

Retrieve, record and present information from non-fiction

Explain and discuss understanding of reading

##### **Writing composition:**

Identify the audience and purpose of writing

Note and develop initial ideas, drawing on reading and research

Enhance meaning through selecting appropriate grammar and vocabulary

Describe settings, characters and atmosphere

Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Proofread for spelling and punctuation errors

#### **Reading Pathways:**

Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence

Make comparisons within and across books

<p><b>Pathways to Spell:</b></p> <p>Word list 3/4 &amp; 5/6      Words ending with sure/ture      Words spelt ei after c      Words with silent letters      Words ending with cious/tious      Adding ing/ed/er/est/en to words      Converting nouns and adjectives into verbs      Homophones &amp; near-homophones</p>	<p><b>In Science, I am working on:</b></p> <p>Properties of Materials      Animals Including Humans      Life Cycles</p>														
<p><b>In Maths, I am working on:</b></p> <p>Multiplication &amp; Division B      Fractions B      Decimals &amp; Percentages      Perimeter &amp; Area      Statistics</p>															
<p><b>In PE, I am working on:</b></p> <p>swimming      Indoor Athletics      Tennis Skills</p>	<p><b>In Art, I am learning to:</b>      Printing – Mono print techniques  <b>In DT, I am learning to:</b>      Mechanisms &amp; Electrical Systems</p>														
<p><b>Relationships, Sex &amp; Health Education: I will learn:</b></p> <table> <tr> <td><u>Religious Understanding</u></td> <td><u>Life Online</u></td> </tr> <tr> <td>God is Calling You</td> <td>Sharing Isn't Always Caring Cyberbullying</td> </tr> </table> <table> <tr> <td><u>Personal Relationships</u></td> <td><u>Keeping Safe</u></td> </tr> <tr> <td>Under Pressure</td> <td>Types of Abuse</td> </tr> <tr> <td>Do You Want a Piece of Cake?</td> <td>Impacted Lifestyles</td> </tr> <tr> <td>Self – Talk</td> <td>Making Good Choices</td> </tr> <tr> <td>Build Others Up</td> <td>Giving Assistance</td> </tr> </table>	<u>Religious Understanding</u>	<u>Life Online</u>	God is Calling You	Sharing Isn't Always Caring Cyberbullying	<u>Personal Relationships</u>	<u>Keeping Safe</u>	Under Pressure	Types of Abuse	Do You Want a Piece of Cake?	Impacted Lifestyles	Self – Talk	Making Good Choices	Build Others Up	Giving Assistance	<p><b>In Computing, I will learn:</b>      Programming A – Selection in Physical Computing      Data &amp; Information – Flat File Databases</p>
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<u>Personal Relationships</u>	<u>Keeping Safe</u>														
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Do You Want a Piece of Cake?	Impacted Lifestyles														
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<p><b>In My Happy Mind, I will learn about:</b></p> <p>Drugs, alcohol &amp; tobacco      Families and close positive relationships      Friendships      Managing hurtful behaviour and bullying</p>	<p><b>In Music, I will learn:</b>      To focus on refining listening and appraising skills by analysing different musical styles and instruments, developing fluency and accuracy in playing instruments and singing, and enhancing creative abilities through improvisation and composition using standard musical notation and terminology.</p> <p>I will also participate in the Philharmonic Orchestra's school concert – Citizens of Earth: Music for What Matters.</p>														
<p><b>In MFL, I will learn to:</b></p> <ul style="list-style-type: none"> <li>develop my core language skills (listening, speaking, reading, writing) through the units: Hobbies &amp; A School Trip</li> </ul>															
<p><b>Here are some links to useful websites and resources which will support your child with their learning:</b></p> <p><a href="http://www.stwinefrides.cheshire.sch.uk">www.stwinefrides.cheshire.sch.uk</a>  <a href="http://www.dioceseofshrewsbury.org">www.dioceseofshrewsbury.org</a>  <a href="http://www.spellingshed.com">www.spellingshed.com</a>  <a href="http://www.bbc.co.uk/schools">www.bbc.co.uk/schools</a>  <a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a>  <a href="http://www.bbc.co.uk/bitesize/levels/zbr9wmn">www.bbc.co.uk/bitesize/levels/zbr9wmn</a>  <a href="http://www.ixl.com">www.ixl.com</a>  <a href="http://www.bbc.co.uk">www.bbc.co.uk</a>  <a href="http://www.woodlands-juniors.kent.sch.uk">www.woodlands-juniors.kent.sch.uk</a>  <a href="http://www.mad4maths.com">www.mad4maths.com</a></p>															

