Archbishop Wake CE Primary School

Archbishop Wake CE Primary School Curriculum Objectives Aspiration-Community-Inclusion-Language

Aim high, believe; Fly high, achieve. **Term: Spring** **Year group: 5** **Main theme for learning: Greeks/Volcanoes**

English

Writing

Spelling:

- spell some words with 'silent' letters
- continue to distinguish between homophones and other words which are often confused
- use a thesaurus.
- use dictionaries to check the spelling and meaning of words

Handwriting:

- write legibly, fluently and with increasing speed

Composition:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- selecting appropriate grammar and vocabulary
- describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- using a wide range of devices to build cohesion within and across paragraphs
- ensuring the consistent and correct use of tense throughout a piece of writing
- proof-read for spelling and punctuation errors

Reading

- apply their growing knowledge of root words, prefixes and suffixes.
- maintain positive attitudes to reading and understanding of what they read.
- understand what they read.
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Maths

- 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
- multiply and divide numbers mentally drawing upon known facts
- 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
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- find fractions of numbers and quantities.
- read and write decimal numbers as fractions [for example, 0.71 = 100 71]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- 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
- solve problems which require knowing percentage and decimal equivalents of 2 1 , 4 1 , 5 1 , 5 2 , 5 4 and those fractions with a denominator of a multiple of 10 or 25.
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes
- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables.

Science

Forces:

- 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

Earth and Space:

- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Computing

- I can program a microcontroller to make an LED switch on
- I can design sequences that use count-controlled loops
- I can design a conditional loop
- I can program a microcontroller to respond to an input
- I can use selection (an 'if…then…' statement) to direct the flow of a program
- I can identify a real-world example of a condition starting an action
- I can describe what my project will do
- I can write an algorithm that describes what my model will do
- I can use selection to produce an intended outcome
- I can test and debug my project
- I can recognise that vector drawings are made using shapes
- I can experiment with the shape and line tools
- I can move, resize, and rotate objects I have duplicated
- I can use the zoom tool to help me add detail to my drawings
- I can explain how alignment grids and resize handles can be used to improve consistency
- I can use layering to create an image
- I can reuse a group of objects to further develop my vector drawing
- I can copy part of a drawing by duplicating several objects
- I can recognise when I need to group and ungroup objects
- I can create a vector drawing for a specific purpose
- I can reflect on the skills I have used and why I have used them

RE - Christianity

Sikh Faith

- Compare ways Sikhs put their religion in to practice.
- Find out about the importance of the Golden Temple.
- Give opinions on arranged marriage.
- Understand the importance of Gurus.
- Understand the importance of being part of the Khalsa.

Christianity- Salvation:

- Outline the timeline of the 'big
- story' of the Bible, explaining
- how Incarnation and Salvation fit within it.
- Explain what Christians mean when they say that Jesus'
- death was a sacrifice, using theological terms.
- Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.
- Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.
- Show how Christians put their beliefs into practice.
- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.

History/Geography

Geography

- **The countries, major cities and key physical and human geography of Europe.**
- **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.**
- **Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.**
- **Physical geography including climate zones and volcanoes.**
- **Human geography including economic activity and trade links, and the distribution of natural resources including energy.**
- **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**

History

- **to place Ancient Greece in time**
- **to locate Ancient Greece, Athens and Sparta on a map**
- **that Ancient Greece consisted of city states**
- **to carry out research using secondary sources of written information**
- **to identify some of the similarities and differences between life in Athens and Sparta**
- **to infer information from artefacts about what life was like in Ancient Greece**
- **to consider the utility and limitations of using artefacts in isolation from other historical sources**
- **to infer information from archaeological sites about what life was like in Ancient Greece**
- **to select and combine information from different sources about life in Ancient Greece**
- **to produce structured work making appropriate use of dates and terms**
- **to use different sources to identify the most important achievements of Alexander the Great giving reasons**

Art

- explored how other artists use their skills to build sets for theatre or animation and articulate and share my response to their work
- respond to a suggested stimulus
- use my sketchbook to brainstorm ideas, jot down thoughts, test materials, record and reflect.
- share my process and outcome with my classmates, articulating my ideas and methods
- appreciate the artwork made by my classmates and share my response to their work.
- see how artists respond to land and city scapes in various ways by using inventive mixed media combinations.
- be able to share my response to their work.
- use my sketchbook to explore and experiment.
- take creative risks and been able to reflect upon what worked and what didn't work.
- ontinued my exploratory work outside the sketchbooks
- appreciate and be inspired by the work of my classmates, and I can share my response to their work.

Design Technology

Prior learning

• Experience of axles, axle holders and wheels that are fixed or free moving.
• Basic understanding of electrical circuits, simple switches and components.
• Experience of cutting and joining techniques with a range of materials including card, plastic and wood.
• An understanding of how to strengthen and stiffen structures.

Designing

• Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources.
• Develop a simple design specification to guide their thinking.
• Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.

Making

• Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.
• Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost.

Evaluating

• Compare the final product to the original design specification.
• Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.
• Consider the views of others to improve their work.
• Investigate famous manufacturing and engineering companies relevant to the project.

Technical knowledge and understanding

• Understand that mechanical and electrical systems have an input, process and an output.
• Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.
• Know and use technical vocabulary relevant to the project.

Music

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

PE

- perform dances using a range of movement patterns
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

PSHE

- Describe why and how a habit can be hard to change.
- Describe some of the possible outcomes of taking a risk.
- Recognise and describe the difference between online and face-to-face bullying
- Suggest what someone should do when faced with a risky situation.
- Know how to protect personal information online;
- Recognise disrespectful behaviour online and know how to respond to it.
- Understand ways in which medicines can be helpful or harmful and used safely or unsafely.
- Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
- Make recommendations on an issue concerning health and wellbeing.
- Understand what biased reporting is and the need to think critically about things we read.
- Give examples of voluntary groups, the kind of work they do and its value.
- Suggest advice for a range of situations involving personal finance.
- Explain some of the areas that local councils have responsibility for;

French

- be introduced to five more places found in a town (feminine nouns)
- revise the concept of the grammatical gender of nouns
- discover what an arrondissement is
- learn to tell the time on quarter past the hour
- practise understanding a range of clock times by listening or reading
- learn about La Poste (the postal service) and la SNCF (national railways)
- revise information about where I live
- learn the number 40
- revise the negative adverb ne…pas, and its elision before a vowel: pas…d'