



Saint Michael Catholic Primary School Curriculum Overview 2017 – 2018: Year 5



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| TOPIC | Nature | Celebrations and Festivals Buddhism | Australia | Ancient Civilisations | Our Planet | Victorians |
| English | Non-Fiction- Instructions Poetry- word-play, rhyme, metaphor, word choice) | Non-Fiction- Persuasive writing Narrative- Novels and stories by significant children's authors | Narrative- Stories from other cultures Poetry- Classic/narrative poems | Narrative- Traditional stories, fables, myths, legends Poetry- Choral and performance | Narrative – A Series of Unfortunate Events | Narrative- Film narrative (Adrian Gibbons, The Piano) Non-Fiction – Non-chronological reports |
| Spelling and Handwriting | Spelling: use further prefixes and suffixes and understand the guidance for adding them; spell some words with 'silent' letters [for example, knight, psalm, solemn]; continue to distinguish between homophones and other words which are often confused; use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in the National Curriculum English Appendix 1; use dictionaries to check the spelling and meaning of words; use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary; use a thesaurus. Handwriting: write legibly, fluently and with increasing speed by; choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; choosing the writing implement that is best suited for a task. | | | | | |
| Vocabulary, Grammar and Punctuation | Pupils should be taught to: develop their understanding of the concepts set out in the National Curriculum English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms; using passive verbs to affect the presentation of information in a sentence; using the perfect form of verbs to mark relationships of time and cause; using expanded noun phrases to convey complicated information concisely; using modal verbs or adverbs to indicate degrees of possibility; using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun; learning the grammar for years 5 and 6 in English Appendix 2. Indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing; using hyphens to avoid ambiguity; using brackets, dashes or commas to indicate parenthesis; using semi-colons, colons or dashes to mark boundaries between independent clauses; using a colon to introduce a list; punctuating bullet points consistently; use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. | | | | | |
| Guided Reading | Mr Stink | The Woman in Black | Stories from other Cultures | Greek Myths | Non-Fiction | Comparing Genres |
| Mathematics | Unit 1 & 2 Number & Place value Addition & Subtraction Properties of shapes Multiplication & division Fractions Position & direction | Unit 3 & 4 Addition & subtraction Decimals Measurement (mass) Multiplication & division Measurement (time) | Unit 5 & 6 Number & place value Addition & subtraction Properties of shapes Multiplication & division Fractions Measurement (length) | Unit 7 & 8 Decimals Addition & subtraction Statistics Multiplication & division Percentages (fractions and decimals) Measurement (perimeter & area) | Unit 9 & 10 Number & place value Addition & subtraction Properties of shapes Multiplication & division (money) Fractions Measurement (volume & capacity) | Unit 11 & 12 Addition & subtraction (money) Percentages (fractions & decimals) Position & direction Multiplication & division (money) Statistics |
| Religious Education | Domestic Church Family - Ourselves Baptism/Confirmation - Life Choices Other Faiths - Judaism | Baptism/Confirmation – Life Choices Advent/ Christmas - Hope | Local Church - Mission Eucharist - Memorial Sacrifice | Lent/ Easter – Sacrifice The Passion | Reconciliation - Freedom& Responsibility Pentecost - Transformation | Universal Church World - Stewardship Other Faiths - Hinduism |
| Science | Changing States | | Living things and their habitats | How do we age? | Earth and Space | Forces |
| Physical Education | Football Yoga | Hockey Sports Hall Athletics | Netball/Dodgeball iMove Dance | Tag Rugby Gymnastics | Athletics Indoor Tennis | Rounders Gymnastics |
| History | How do plants travel the world? | The founders of Buddhism | Who discovered Australia? | Ancient Greeks Mayans | The History of Space Travel | Railways |
| Geography | Biomes | Where was Buddhism founded? | Maps | Change from 'ancient to now' | The solar system | Local Study: The Victorians |
| Art and Design | Mountains and Rivers of North & South America 3D Models | Vesak Lanterns Eastern Asian Meal | Aboriginal Painting | Designing & Making Greek Pots Mayan Breakfast | Reduce, Reuse, Recycle Project | Victorian Photography Portraits Victorian Packed Lunch |
| Design and Technology | | | | | | |
| Music | Guitar lessons | | | | | |
| PSHCE | Nelson Mandela Sustainable Development Culture: The Roma | Rights & Responsibilities: Getting the Balance Right Keeping Safe in Cyberspace Magna Carta | Martin Luther King: Sacrificing all for the Dream Valentine's Day Topics for discussion: Mind Maze | Mary Seacole and Florence Nightingale: Pioneering Nurses Identities Discussion Scenarios: Dizzy Dilemmas | Bereavement: Treasured Memories The Green-Eyed Monster Belonging to Groups | Tricky Topics Famous Philanthropists Mali |
| Languages - French | Salut Gustave! | A L'école | La Nourriture | En Ville | En Vacances | Chez Moi |
| Computing | We are photographers | We are architects | We are programmers | We are advertisers | We are bloggers | We are statisticians |