

# Meadowdale Curriculum Overview Year 5

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Learning Challenge</b>	<b>What is beyond Planet Earth?</b>	<b>How are Rivers formed?</b>	<b>What impact can Roald Dahl's style of writing have on our writing?</b>	<b>Who were the Mayans and what was their society like?</b>	<b>Richard III: A great king or a terrible tyrant?</b>	<b>Are all life cycles the same?</b>
<b>ENGLISH Units of Work</b>	<p>Writing a biography of Neil Armstrong</p> <p>Writing space poetry</p> <p>Writing a letter to recount a day in space</p> <p>Developing descriptive phrases for the moon</p> <p>Creating a brochure about a holiday on the moon</p>	<p>Writing a letter or diary to recount the day Morris Lessmore was swept away</p> <p>Writing dialogue between Morris Lessmore and other characters</p> <p>Reading and writing poems about Rivers</p> <p>Descriptive writing on the setting, characters and events of Tuesday</p> <p>Writing a story from the detective's point of view</p>	<p>Creating a character profile in the style of Roald Dahl</p> <p>Writing the character's story based on Charlie and the chocolate factory</p> <p>Writing a description of an imaginary room in the chocolate factory</p> <p>Developing descriptive phrases for a new chocolate or sweet product</p> <p>Writing a persuasive letter to a supermarket to stock their chocolate or sweet product</p>	<p>Story Writing (Book week)</p> <p>Writing a discussion for and against keeping animals in zoos</p> <p>Writing a discussion on whether Stanley Yelnats in the book Holes is innocent or guilty</p> <p>Writing an explanation about the functions and capabilities of a cleaning robot</p>	<p>Writing a setting and character description based on the book The Red Prince</p> <p>Writing a diary extract of the Battle of Bosworth from a soldier's point of view</p>	<p>Non-chronological reports on a mammal</p> <p>Writing a setting and character description based on the short film The Birthday Boy</p> <p>Writing a monologue for Manuk in The Birthday Boy</p> <p>Writing Manuk's recount of the Korean War</p>
<b>Writing Composition</b>	Across the year, pupils will plan, draft, write, evaluate and edit their own writing across a range of genres (fiction, non-fiction and poetry). They will adapt sentence construction to different text types, purposes and readers. They will proof-read work for spelling and punctuation errors. They will also perform their own compositions.					
<b>Grammar and Punctuation</b>	<p>Figurative language - similes, metaphors, alliteration, onomatopoeia, personification.</p> <p>Formal writing</p> <p>Expanded noun phrases</p>	<p>Relative clauses</p> <p>Speech punctuation</p> <p>Conveying character through dialogue</p> <p>Fronted adverbials</p> <p>Formal language</p> <p>Apostrophes</p> <p>Modal verbs</p> <p>Determiners</p>	<p>Conveying character through dialogue</p> <p>Identifying audience and using appropriate form and structure</p> <p>Linking ideas across paragraphs using adverbial phrases</p>	<p>Causal conjunctions</p> <p>Tenses</p> <p>Devices to build cohesion within a paragraph</p> <p>Linking ideas across paragraphs using adverbial phrases</p> <p>Relative pronouns</p>	<p>Expanded noun phrases</p> <p>Relative clauses</p> <p>Fronted adverbials</p> <p>Tenses</p> <p>Suffixes</p> <p>Apostrophes</p>	<p>Relative clauses</p> <p>Speech punctuation</p> <p>Expanded noun phrases</p> <p>Fronted adverbials</p>

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<p><b>Spelling and Vocabulary</b></p>	<p><b>Autumn Term</b></p> <p><b>Spelling Patterns</b> ough cious tious tial and cial endings i before e rule</p> <p><b>Homophones</b> advice, advise device, devise licence, license practice, practise prophecy, prophesy farther, further, father guessed, guest heard, herd led, lead morning, mourning past, passed</p> <p><b>Spellings</b> ous suffix: disastrous, marvellous, mischievous l spelled le: available, vegetable, vehicle, muscle tion suffix: competition, explanation, profession, pronunciation i before ee: achieve, convenience, mischievous s spelled c before e, l and y: cemetery, conscience, conscious, criticise, excellent, existence, hindrance,  necessary, prejudice, sacrifice amateur, average, awkward, bargain, controversy, curiosity, develop, forty, guarantee, harass, hindrance, identity, individual, interfere, interrupt, language, leisure, lightning</p>		<p><b>Spring Term</b></p> <p><b>Spelling Patterns</b> Words ending with: ant, ance, ancy, ent, ence, ency Suffixes beginning with vowels to words ending fer: referring, referred, referral</p> <p><b>Homophones</b> precede, proceed principal, principle profit, prophet stationary, stationery steal, steel wary, weary who's, whose aisle, isle aloud, allowed affect, effect</p> <p><b>Spellings</b> Words with unstressed vowels: accommodate bruise, category, cemetery, definite, desperate, dictionary, embarrass, environment, exaggerate, marvellous, nuisance, parliament, privilege, secretary, vegetable Short i spelled y: physical, symbol, system Words with prefixes and suffixes: according, attached, criticise, determined, equipment, equipped, especially, frequently, immediate, immediately, necessary, unnecessary, sincere, sincerely  muscle, neighbour, persuade, programme, queue, recognise, relevant, restaurant, rhyme, rhythm, shoulder, signature, stomach, temperature, twelfth, vegetable, vehicle, yacht</p>		<p><b>Summer Term</b></p> <p><b>Spelling Patterns</b> lble able Ably ibly Use of hyphen: co-, re- Suffixes beginning with vowels to words ending fer: reference, referee Long ee spelled ei eg perceive</p> <p><b>Homophones</b> altar, alter, ascent, assent, bridal, bridle, cereal, serial compliment, complement</p> <p><b>Spellings</b> Words with double consonants: accommodate, accompany, according, aggressive, apparent, appreciate, attached, committee, communicate, correspond, immediate, occupy, occur, opportunity, recommend, suggest Adjacent ie: soldier, sufficient, variety, ancient No adjacent ie: foreign</p>	
<p><b>Handwriting</b></p>	<p>In Year 5, children continue to learn how to join letters and develop fluency in their handwriting. They practice break letters (letters that do not join) and consolidate consistency in letter formation and sizes.</p>					
<p><b>Quality Stimulus Including books</b></p>	<p>Bob the Man on the Moon Cosmic Space Poems Neil Armstrong Biography National Space Centre</p>	<p>The Fantastic Flying Books of Morris Lessmore Tuesday Journey to the River Sea</p>	<p>Children's Novel Extracts Charlie and the Chocolate Factory (novel and film) Educational Video Clips</p>	<p>Holes Educational Video Clips</p>	<p>Literacy Shed – The Birthday Boy, The Lighthouse The Fox and the Ghost King The children's Book of Richard III Richard III: A Shakespeare Story.</p>	<p>The Red Prince British Values Richard III Visitor Centre Knight's workshop Archaeological dig</p>

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<p><b>Maths</b></p>	<p>Read and Write numbers to 1000000 Place Value Decimals Ordering, comparing and rounding numbers Estimation Multiplying and dividing by 10, 100 1000</p>	<p>Mental strategies for addition and subtraction Formal written methods for + - X ÷ Solving one and two step problem Problem Solving</p>	<p>Fractions Factors Prime Numbers Multiples Negative numbers 2D and 3D shapes Angles</p>	<p>Perpendicular and parallel lines coordinates Perimeter and area Decimals Rounding decimals Adding and subtracting decimals (money)</p>	<p>Metric measure Converting between units of measure Converting between imperial and metric Time Presenting and interpreting data</p>	<p>Ratio Percentage</p>
<p><b>Science</b></p>	<p><b>Earth and Space</b> What is the relative distance between the planets? How big are the planets in relation to one another?  <b>Working scientifically:</b> -I can identify scientific evidence that has been used to support or refute ideas and arguments.</p>	<p><b>Forces</b> How can we find out if objects fall at the same pace? What affects the speed of a falling object?  <b>Working scientifically:</b> -I can take measurements, using a range of scientific equipment, with increasing accuracy, taking repeat readings when appropriate. -I can record data and results of increasing complexity using tables, scatter graphs, bar and line graphs.</p>	<p><b>Materials – Materials and their properties</b> How can you classify different materials?  What are the properties of a solid, a liquid and a gas?  <b>Working scientifically:</b> -I can record data and results of increasing complexity, using tables, scatter graphs, bar and line graphs.</p>	<p><b>Materials – Changing states / Dissolving, evaporating, filtering, sieving and separating materials</b> Are changes in state reversible or irreversible?  What are solutions and mixtures?  <b>Working scientifically:</b> -I can use results to draw conclusions and explain how things happen.</p>	<p><b>Living Things – life cycles and reproduction</b> How do different life forms develop? What are the differences and similarities?  <b>Working scientifically:</b> -I can report and present findings from enquiries in oral and written forms such as displays and other presentations.</p>	<p><b>Humans and animals</b> What changes does a human go through?  How do gestation periods for other animals compare?  <b>Working scientifically:</b> -I can report and present findings from enquiries in oral and written forms such as displays and other presentations.</p>
<p><b>Computing</b></p>	<p>Online relationships Online reputation  Sharing information - Networks -Effective use of tools  Recognising IT systems in the world and how some can enable searching on the internet.</p>	<p>Managing online information  Video Production - Creating Media - Data and Design  Planning, capturing, and editing video to produce a short film.</p>	<p>Online bullying  Selection in physical computing - Programming - Creating Media  Exploring conditions and selection using a programmable microcontroller.</p>	<p>Health, wellbeing and lifestyle  Flat-File Database - Data and Information - Effective use of tools  Using a database to order data and create charts to answer questions.</p>	<p>Copyright and ownership Self-Image and identity  Vector Drawing - Effective use of tools - Creating Media  Creating images in a drawing program by using layers and groups of objects.</p>	<p>Privacy and security Knowledge map  Selection in Quizzes - Algorithms - Programming  Exploring selection in programming to design and code an interactive quiz.</p>
<p><b>RE</b></p>	<p>What does it mean if Christian's believe God is holy and loving?</p>	<p>What does it mean to be a Muslim in Britain today?</p>	<p>Why do Christians believe Jesus was the Messiah?</p>	<p>Why is the Torah important to Jewish people?</p>	<p>Christians and how to live – What would Jesus do?</p>	<p>What matters most to Humanists and Christians?</p>

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History			<p><b>The Maya</b> How did the social hierarchy affect the everyday lives of the Maya?</p>	<p><b>The Maya</b> How and why did the Maya's empire come to an end?</p>	<p><b>Local study- Richard III</b> A great king or terrible tyrant?</p>	
Geography		<p><b>Rivers</b> What can we learn about a River's journey from source to sea?</p>				<p><b>Local area study / map work of MH</b> What changes can you identify in your local area over time? What do aerial photographs and maps tell us?</p> <p><b>Welland Park Map/Field work</b> How is Welland Park used?</p> <p><b>Longitude &amp; Latitude, climates and time zones</b>  Can we find lines of longitude and latitude on a globe and atlas? What is the significance of the latitudes and longitudes</p>
Art	<p><b>Drawing</b> 3D shape drawing</p>	<p><b>Painting</b> Impressionist water art (Monet)</p>		<p><b>Drawing</b> Perspectives</p>	<p><b>Printing</b> Media – printing</p>	<p><b>Artist</b> Banksy</p>

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DT	Structures – Frames			Textiles – Combining different fabric shapes		Food– Celebrating culture and seasonality
PE	5.3 Gym Sequences 5.3 Step to the beat 5.3 Healthy lifestyle: you are what you eat!	5.1 Invaders 5.1 Boot Camp 5.1 Healthy body: inside out	5.2 Dynamic Dance 5.2 Mighty Movers (Boxercise) 5.2 Healthy mind: going for goals	5.5 Nimble Nets 5.5 Cool Core (Pilates) 5.5 Healthy mind: healthy body	5.4 Striking and Fielding 5.4 Gymfit Circuits 5.4 Healthy body: blood and guts	5.6 Young Olympians 5.6 Fitness Frenzy 5.6 Healthy lifestyle: germ busters!
Music	Melody in harmony in Music How does Music bring us together?	Sing and play in different styles How does Music connect us with our past?	Composing and chords How does Music improve our world?	Enjoying musical styles How does Music teach us about our community?	Freedom to improvise How does Music shape our way of life?	Battle of the bands! How does Music connect us with the environment?
PSHE	<b>Healthy and Safer Lifestyles</b> Relationships and Sex Education	<b>Myself and My Relationships</b> Family and Friends Anti-Bullying	<b>Healthy and Safer Lifestyles</b> Managing safety and risk	<b>Healthy and Safer Lifestyles</b> Drug education	<b>Healthy and Safer Lifestyle</b> Healthy lifestyles	<b>Citizenship</b> Diversity and Community
MFL	Classroom equipment Adjectival agreement: colour adjectives to describe masculine and feminine nouns Definite article: 'l' /le/la/les' Prepositions: 'voici' and 'dans' Count to 60 Using a bilingual dictionary	Clothes, uniform Adjectival agreement: colour adjectives to describe masculine and feminine nouns Definite article: 'l' /le/la/les' Introduce subject pronouns: 'il/elle' Penfriend letter exchange Focus on Strasbourg Christmas Using a bilingual dictionary				
Visits & visitors/ Trips	Space Centre				Richard III Visitor Centre	

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