

Curriculum for Autumn Term 2018

Year: 5

Class: Mrs Mundell



Subject	Activities
Literacy Mrs Mundell	<p>Mission 1: Animals in Danger– children will learn: <u>How to write a persuasive yet factual report for a radio broadcast:</u> understanding form, purpose and audience identifying relevant information to include and surplus information to discard matching form and organization to purpose and audience identifying and using determiners identifying and using relative clauses starting with who, which, where, when, whose, that.</p> <p><u>How to write a breaking news article:</u> understanding form, purpose and audience, identifying relevant information to include and surplus information to discard, extending the range of sophisticated vocabulary used for dramatic effect, identifying and using adverbials of more than one word (time adverbials), extending the range of fronted adverbials to include adverbials of more than one word (time adverbials).</p> <p><u>How to write a biographical magazine article:</u> understanding form, purpose and audience, extending the range of sophisticated vocabulary used for dramatic effect, identifying and using adverbials of more than one word (time, place and cause), linking and relating events across time and linking ideas across paragraphs using, adverbs/adverbials of time, identifying and using relative clauses starting with who, which, where, when, whose, that (and that omit the relative pronoun), identifying relevant information to include and surplus information to discard.</p> <p>Mission 2: Annie’s Anthology – children will learn: <u>How to write a short story for a children’s anthology:</u> exploring more sophisticated narrative devices: time slips understanding the narrative writing process – planning, developing, drafting, revising, editing and polishing understanding form, purpose and audience developing characters, setting and atmosphere using metaphor and simile using inference to develop understanding (of characters), developing character through dialogue, extending setting descriptions using the senses varying pace through description identifying and using adverbials of more than one word (time and manner).</p> <p><u>How to write an engaging, persuasive review:</u> understanding purpose, structure and form identifying and using relative clauses starting with who, which, where, when, whose, that (or omitting the relative pronoun), using comparatives and dare-to-disagree statements to persuade using facts/evidence to justify opinion and strengthen argument.</p> <p><u>How to write a descriptive, atmospheric poem:</u> performing poetry, using appropriate volume and intonation to make meaning clear exploring rhythm in poetry using simile, metaphor and personification to create vivid descriptions in poetry.</p>

MathsMrs Mundell &
Mr Roe**Strands****Weekly Summary**

Number and place value (NPV);
Mental addition and subtraction
(MAS); Written addition and
subtraction (WAS)

Explore place value in 5-digit numbers
(PV additions/subtractions); add and
subtract 1s, 10s, 100s, 1000s and 10
000s; place 5-digit numbers on a line
and compare pairs of numbers, use <
and >; revise using column addition
to add pairs of 4-digit numbers; begin
to use column addition to add pairs of
5-digit numbers

Number and place value (NPV);
Mental addition and subtraction
(MAS); Written addition and
subtraction (WAS)

Explore place value in 6-digit numbers
(PV additions/subtractions); add and
subtract 1s, 10s, 100s, 1000s, 10
000s and 100 000s; place 6-digit
numbers on a line and compare pairs
of numbers, use < and >; revise using
column addition to add pairs of 5-digit
numbers with 5-digit answers; use
column addition to add pairs of 5-digit
numbers with 6-digit answers

Number and place value (NPV);
Mental addition and subtraction
(MAS); Written addition and
subtraction (WAS); Decimals,
percentages and their equivalence to
fractions (DPE);

Problem solving, reasoning and
algebra (PRA); Measurement

(MEA)

Divide by 10 and 100 to give answers
with two decimal places and
understand place value; multiply and
divide by 10 and 100; place two place
decimal numbers on a number line
and compare two numbers; add
amounts of money using column
addition and use rounding to check
answers

Number and place value (NPV);
Mental addition and subtraction
(MAS); Written addition and
subtraction (WAS); Decimals,
percentages and their equivalence to
fractions (DPE);

Problem solving, reasoning and
algebra (PRA); Measurement

(MEA)

Understand place value in numbers
with three decimal places; multiply
and divide by 10, 100 and 1000; place
three place decimals on lines, round to
the nearest 0.01, 0.1 or 1 and
compare two numbers; add two or
three amounts of money using column
addition; add two or three numbers
with two decimal places in a measures
context (e.g. metres); use rounding to
check answers

Mental addition and subtraction
(MAS); Written addition and
subtraction (WAS); Decimals,
percentages and their equivalence to
fractions (DPE); Measurement

(MEA)

Use Frog to find change from £20, £50
and £100 and to subtract amounts of
money; use column subtraction
(decomposition) to subtract pairs of
four-digit numbers and to subtract 3-
digit numbers from 4-digit numbers;
choose whether to use counting up
(Frog) or column subtraction

		(decomposition) to work out given calculations (4 digits)
	Mental addition and subtraction (MAS); Written addition and subtraction (WAS); Decimals, percentages and their equivalence to fractions (DPE); Problem solving, reasoning and algebra (PRA); Measurement (MEA)	Add several prices then use Frog to find change from £20, £50 and £100 and to subtract amounts of money; revise using column subtraction (decomposition) to subtract pairs of five-digit numbers; use column subtraction (decomposition) to subtract 3-digit numbers and 4-digit numbers from 5-digit numbers; choose whether to use counting up (Frog) or column subtraction (decomposition) to work out given calculations (5 digits)
	Mental multiplication and division (MMD); Geometry: properties of shapes (GPS)	Classify quadrilaterals; describe properties of 2D shapes including polygons; explore multiples and divisibility; find factors of 2-digit numbers
	Mental multiplication and division (MMD); Geometry: properties of shapes (GPS)	Classify and sort quadrilaterals; name parts of circles (radius, diameter and circumference) and know diameter is twice radius; revise angles round a point on a line and find missing angles; know the totals of angles in triangles and quadrilaterals and find missing angles; find that opposite angles are equal and find angles in polygons.
	Number and place value (NPV); Mental multiplication and division (MMD); Written multiplication and division (WMD); Fractions, ratio and proportion (FRP); Problem solving, reasoning and algebra (PRA)	Find common multiples; find prime numbers less than 50; find equivalent fractions and simplify fractions using multiples and factors; compare fractions with related denominators; find unit and non-unit fractions of amounts
Science Ms Davison	<p>Electricity – pupils will identify appliances that run on battery and mains electricity. They will learn the names and functions of electrical components including batteries, bulbs, buzzers, wires and switches. They will understand the need for a complete loop to construct simple circuits for a bulb to light. They will learn about conductors and insulators. They will make a switch.</p> <p>Human Nutrition – pupils develop their understanding of their health and how it is related to nutrition and digestion. They will investigate the parts and function of the digestive system. They will investigate tooth decay and prevention.</p>	
Computing Mr Roe	<p>Based on "Purple Mash"</p> <p>Unit 1 Coding Main Program – 2Code</p> <p>Unit 2 Online Safety Programs – Various</p> <p>Unit 3 Spreadsheets Main Program – 2Calculate</p>	

P.E

Mr Ogilvie

P.E. LESSONS**Safety and Awareness** around the campus and road crossing**Health Related Education -Speed, Agility, Quickness:****Warming up:** ('My body is an Engine') Revision – Understanding what our body is and how it works.

- Why we warm up (Traffic lights) and warming down.
- Preparation physical and mental for the activity to be undertaken (general and specific).
- How we warm up - Dynamic stretching building up speed and range of movement specific to activity.
- How we warm down – Limbering down and static, prolonged stretching – pool sessions if available.
- Effects of exercise on the body – short term, medium term, long term.
- Development of strength endurance and aerobic capacity: Multi-exercise circuit training – teaching technical skills, running, weaving, turning....
- Fitness testing and circuits.
- Speed, Quickness and Agility work – pathways - footwork, directional change and methods, obstacle courses and timed races.
- Spatial awareness.
- Lifestyle Knowledge and Understanding – 'Healthy mind in a healthy body' – fitness for life
- Questions and answers – parts of the body and effects of exercise.

Pupil to lead elements of warm up in the older years.

Swimming 1:**General swimming skills:**

- Hygiene and Safety in and around the pool
- Rules of the pool and building – recap.
- Ability test in own depth – question pupils on previous experience.
- Spatial awareness.
- Developing confidence – Floatation, streamlining, breathing, stroke.
- Entry methods in to the pool recap and development.
- Stroke production on front and back. Swimming on and under water.
- Technical skills of swimming, biomechanics and mental focus.

Three major strokes:

- Breaking skills down to develop areas of technique to then building to full stroke – isolate areas of a skill.
- Using aids
- Endurance work.
- Competition and challenges.

Developing diving technique.

Gymnastics:

- Create and rehearse a menu of skills learned in previous blocks
- Experiment with a variety of skills including movement and balance to create a pairs sequence.
- Work should show - use of balance, movement and flight, changes in direction and height, shape (symmetry and asymmetry), space, speed and time.
- Sequence involves planning, adapting/improving, refining through practice and finally performing to peers.
- Technical skills, biomechanics and mental focus.
- Building confidence through exploration individually and in pairs.

Pupils own work in pairs, small groups with offers of help and guidance from teacher.

P.S.H.C.Ee

Mrs Mundell

Becoming an Active Citizen – rules, rights and responsibilities (including the United Nations Declarations of the Right of a child).**Keeping Myself Safe** – are you watching the right films? anti-bullying week themed activities, e-safety.**Art**

Mrs McGoldrick

Pupils will be looking at the artists and Architects: Friedensreich Hundertwasser, and Antoni Gaudi. They will be developing the ability to discuss and describe well known artists and architects' work and explain how their work is similar/different. Pupils will develop a range of work including drawings, paintings and ceramic pieces.

<p>Design Technology Mrs McGoldrick</p>	<p>Garden Design: Pupils will work in small groups re-designing a garden area. Pupils will think about every aspect from plants, planters, animal habitats, through to fencing, seating, wind chimes and bird feeders. Pupils will draw, use ICT, and model their ideas.... hopefully any really good ideas will be developed further!</p>
<p>Humanities Mrs Bagot</p>	<p>Geography Weather around the world – Why do people go on holiday? Where are the hot and cold places of the world? What and where are the climatic zones of the world? What is the weather like today? Extreme Weather.</p> <p>History Who were the ancient Greeks? We will identify countries in Europe, to be able to put events in historical order, we will use historical evidence to find out about the ancient Greeks, we will find out about Greek Gods, and write a report on the Ancient Greeks.</p> <p>RE <i>How and why do Christians and Hindus see life like a journey?</i> We will look at the spiritual journey a believer will take in their lifetime. It will explore key aspects of life and death for Christians, Muslims and Hindus. Children will learn about pilgrimages and about the metaphor of life as a journey. They will think about their own lives as a journey and they will develop understanding of the 'milestones' in life's journey.</p>
<p>Languages Mrs Wulf</p>	<p>German: To start off the term, we warm up with Greetings and Introductions (Hallo song), Classroom and Praise words</p> <p>We will continue to learn with Karla and Kai. New pupils, look these characters up online at https://www.goethe.de/ins/gb/en/spr/unt/kum/dfk/dkk/gkk1.html. We are covering chapter 4, In the school garden (Im Schulgarten) – Vocabulary: prepositions, garden words. Some pupils may tackle the grammatical rules involving the Dative and Accusative forms of the definite article. Song: Mauslied with added verse. Towards the end of term, we take a look at German Christmas markets, and learn a German carol.</p> <p>French: Classroom language and praise words: understanding and responding Greetings and introductions: What is your name? How are you? How old are you? Asking questions, holding a conversation, memorising a conversation Keep fit, leisure, days of the week, months of the year, sports, Grammar: simple future tense, comparative (more than) Enter a competition for European day of Languages 'Recipe for happiness' – (Keeping fit) Christmas: joining in a short Christmas story in French</p>
<p>Games Mr Ogilvie/Ms Davison</p>	<p>Hockey</p> <ul style="list-style-type: none"> • Speed, Quickness and Agility work – pathways - footwork, directional change and methods, obstacle courses and timed races. • Specific fitness work. • Spatial awareness. • Hand-eye coordination skills. • Technical skills, biomechanics and mental focus. • Dribbling –hockey dribbles forehand, reverse and Indian • Passing and receiving: push/flick, hit, slap, reverse • Grip and posture • Agility and footwork – general movement with a stick. • Stick work with a ball – forehand dribble, Indian dribble and reverse stick. • Passing, receiving and shooting – push, slap shot, hit and reverse. • Dodge, turn, and sandwich pass. • Attack and defence – strategy and tactics. • Marking and tackling. • Short corners. • Three-man weave and other drills. • Technical skills, biomechanics and mental focus. • Positional play.

- Communication.

Rules of the game.

Rugby

- Agility and footwork – general movement and evasion with a ball.
- Hand-eye, foot-eye coordination skills: Pick up, passing, receiving skills.
- Attack and defence – strategy and tactics.
- Marking and tackling/tagging.

New Rules of Player Progression Pathway from Sept . 2015

(U8 – 6 man Tag – free pass.)

(U9 – 7 man with 'hold' tackle – no contest for ball – free pass.)

(U11 – 9 man with tackle – strike for ball but no contest – free pass.)

- Starts/restarts/break downs – free pass.
- Technical skills, biomechanics and mental focus.
- Positional play.
- Communication.

Rules of the game.

Cross Country

- Building up confidence in running over different terrain
- Building stamina
- Introducing different training techniques
- Personal improvement and running competitively

Training Methods:

As an introduction running games and basic orienteering type course can be used to get pupils running distance – fun stuff!

1. Interval training: Speed work - short fast runs. Repetitions - different terrain/slopes (hill training). GJS – 80, 150m, 250m with rest intervals. Fartlek – varied pace running with possible exercises and varied terrain (exaggerate style) Hill work – ascent/descent techniques and muscle strengthening. Paarlauf – continuous running in pairs relay with active recovery. Indian file running – runner at back runs to front in specified time everyone rotates.

2. Steady state running: - over distance, long slow runs, sustained pace running on anaerobic threshold.

3. Competition: preparation for races includes training leading up to races or specific events. Time trials using Papes, Ghyll Gate to Gate... Physical and mental preparation before a race (what to eat/avoid), race tactics – fast start for front runners/jostle for position/hang back depending on styles and individual strengths of runners. Pace setting/changing – disruption of pace. Finishing – timing of sprint depending on ability of athlete and opposition.

Equipment: clothing appropriate for warm up and weather conditions – hats and gloves. Encourage fell shoes/spikes (12-15mm) for the more-able.

Terrain: Younger runners within school grounds – Pape’s, Small pitch, Ghyll Field. Older more-able pupils: local roads, local footpath – field and low fells.

Organisation, training Duration: GJS pupils should train including warm-ups from between 25-40 minutes depending on level - age and ability. Pupils grouped by ability.

**Music/
Performing Arts**
Miss Boylan

The children will compose a short piece of music which will be performed by the class, both vocally and instrumentally. They will learn a variety of new songs and rhythms using hand signs, rhythm solmization, flash cards, echo singing/clapping, body signs, picture symbols, musical ladders and musical shorthand/stick notation. They will also listen to different genres of music and be encouraged to listen and respond critically.