

St Luke's CE Primary – Curriculum Overview

Year 5 Summer 2



Curriculum Aims

The purpose of our curriculum is to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens for the 21st century.

Curriculum Approach

- Learning reviewed daily (retrieval practice);
- New content taught in small chunks;
- Effective teacher questioning;
- Lots of teacher modelling;
- Regular opportunities for children to think, apply and practise key skills and knowledge;
- Support for difficult tasks;
- Develop long term memory, whilst respecting the limitations of the working memory.

Discrete Learning Subjects

Main Learning Focus in English:

Range: Narrative

Speaking and listening.

- Planning and sharing ideas, and reading out loud using the correct expression

Reading

Maintain positive attitudes to reading and an understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- identifying and discussing themes and conventions in and across a wide range of writing
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

Writing

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Using the correct techniques to make writing persuasive
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Using a model, draft and write their own narrative

Grammar and Punctuation

- Past and present tense, past tense with 'have'
- Standard and non-standard English
- Commas in lists, commas to avoid confusion, commas after subordinate clauses

Spelling

- Words with 'silent letters'
- Words with the letter string -ough-
- Words ending with -able -ible -ably -ibly

Handwriting

- write legibly, fluently and with increasing speed

Main Learning Focus in Mathematics:

Children will learn to:

Unit 14 – Decimals

- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places

Unit 15 – Negative numbers

- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero

Unit 16 – Converting units

- convert between different units of metric measure (for example, kilometre and metre; centimetre and millimetre; gram and kilograms; litre and millilitre)
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- Solve problems involving converting between units of time
- Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling

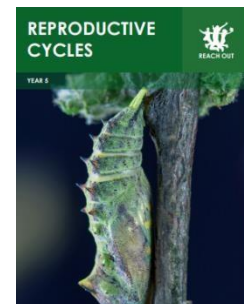
Unit 17 – Measure - volume

- Estimate volume [for example, using 1cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water]

Main Learning Focus in Science:

Reproductive cycles

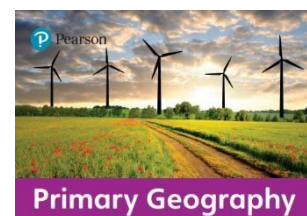
- Why do plants have flowers?
- How do you clone a potato?
- How does the life cycle of an insect compare to an amphibian?
- Are the life cycles of all mammals the same?
- Why do birds lay eggs?
- How do life cycles compare across the animal kingdom?



Main Learning Focus in Geography:

Energy and sustainability

- What is sustainability?
- Are fossil fuels sustainable?
- What are renewable sources of energy?
- What can we learn from Curitiba?
- What can we learn from Freiburg?



Energy and
sustainability

Main Learning Focus in Computing:

- Online safety
- Word processing



Main Learning Focus in Religious Education:

Caring for the environment

Children will be given a chance to reflect on some different approaches and attitudes towards the environment. They will be able to explore their own feelings as well as looking at different stories, parables and happenings which demonstrate how, for many believers, their attitude to the world reflects their belief in how the world came to be. Children will be able to give some reasons why believers in different religions might treat the planet differently and re-tell some of the stories and accounts they have heard. They will also be able to compare and contrast some of the stories and behaviours they have heard with their own beliefs and attitudes.



Main Learning Focus in French: Les Romains



- learn to listen attentively to longer passages in French, decoding using cognates.
- learn to understand more of what I hear and read using activities to help decode unknown language.
- learn the days of the week in French using the 7 Roman gods and goddesses.
- learn all about key Roman inventions in French.
- revisit the negative in French and present myself to the class as a rich/poor Roman child.

Main Learning Focus in Design and Technology:

Children will be looking at Cooking and Nutrition and adapting recipes to consider healthier options.



Main Learning Focus in PE:

Rounders

Athletics



Main Learning Focus in Learning for Life:

Rights and Responsibilities

- Identify, write and discuss issues currently in the media concerning health and wellbeing.
- Express their opinions on an issue concerning health and wellbeing.
- Make recommendations on an issue concerning health and wellbeing.
- Understand the difference between a fact and an opinion.
- Understand what biased reporting is and the need to think critically about things we read.
- Define the differences between responsibilities, rights and duties.
- Discuss what can make them difficult to follow; • Identify the impact on individuals and the wider community if responsibilities are not carried out.
- Explain what we mean by the terms voluntary, community and pressure (action) group.
- Give examples of voluntary groups, the kind of work they do and its value.
- State the costs involved in producing and selling an item.
- Suggest questions a consumer should ask before buying a product.
- Define the terms loan, credit, debt and interest.
- Suggest advice for a range of situations involving personal finance.
- Explain some of the areas that local councils have responsibility for.
- Understand that local councillors are elected to represent their local community.