



Year 5 Curriculum overview - Autumn 1

	Week 1 -	Week 2 -	Week 3 -	Week 4 - School trip	Week 5 -	Week 6	Week 7
Key questions	Where did the Vikings come from and why did they move?	What main chronological event happened in the Viking era?	How did they travel?	Where did the Vikings invade?	TRIP	Who were the leaders and fighters?	How did they communicate?
English	<p>Read Spiderwick : Explore language when analysing and discussing classic fiction.</p> <p>I am beginning to suggest alternative points of view or reasons.</p> <p>I can apply knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</p> <p>I can 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</p> <p>I can predict what might happen from details stated and implied.</p>	<p>Comprehension activities, inference activities, role play, hot seating, summarising the story, comparisons to film.</p> <p>Meaning of made up language.</p> <p>I am beginning to rehearse sentences in my head and improve them before sharing them in discussions, being aware of grammar.</p> <p>I can apply knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</p> <p>I can check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>I can draw on inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with</p>	<p>Creating their own character linked to the theme of Spiderwick- Arthur Spiderwick's Field Guide to the Fantastical World Around You- class creation</p> <p>Compare and discuss different devices. Annotate language features Explore poetic devices</p> <p>Following the riddles to find the next clues.</p> <p>I can use adventurous and sophisticated vocabulary linked to topics and in everyday speech</p> <p>I am beginning to explain the meaning of words and can find alternatives to these e.g. using thesaurus or dictionaries</p> <p>I can expanded noun phrases to convey complicated information concisely using brackets, dashes or commas to indicate parenthesis</p>	<p>Diary entry</p> <p>Character and setting descriptions- going down to the basement. What do they find?</p> <p>Writing own story based on Spiderwick-story from Thimbletacks point of view.</p> <p>I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>I can ensure the tense is consistent and correct use of tense throughout a piece of writing</p> <p>In narratives, I am describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronouns</p>	<p>Character and setting descriptions- going down to the basement. What do they find?</p> <p>Writing own story based on Spiderwick- story from Thimbletacks point of view.</p> <p>I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>I can ensure the tense is consistent and correct use of tense throughout a piece of writing</p> <p>In narratives, I am describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>I can use relative clauses beginning with who, which,</p>	<p>Instructions of how to catch an elf.</p> <p>I am beginning to rehearse sentences in my head and improve them before sharing them in discussions, being aware of grammar</p> <p>I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>I can recognise vocabulary and structures that are appropriate for formal speech and writing</p>	<p>Writing in the style of Tony Diterlizzi- writing a riddle/poem to summarise the plot of chapter in Spiderwick</p> <p>Narrative poems- Becoming an elf- elf language (Riddles/ limericks)</p> <p>Becoming an elf- elf language.</p> <p>I can select the appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>



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		evidence		<p>I can use punctuation to clarify meaning or avoid ambiguity in writing</p> <p>I can use semi-colons, colons or dashes to mark boundaries between independent clause</p>	<p>where, when, whose, that or with an implied (i.e. omitted) relative pronouns</p> <p>I can use punctuation to clarify meaning or avoid ambiguity in writing</p> <p>I can use semi-colons, colons or dashes to mark boundaries between independent clause</p>		
Mathematics	<p>I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</p> <p>I can read, write, order and compare numbers up to 1,000,000 and determine the value of each digit.</p> <p>Rich real life opportunities - Tallest to shortest in the class</p>	<p>I can add and subtract numbers mentally with increasingly large numbers I can add and subtract whole numbers with more than 4 digits including using formal written methods</p> <p>I can solve problems involving addition, subtractions,</p> <p>Real life: Perimeter</p>	<p>I can add and subtract numbers mentally with increasingly large numbers I can add and subtract whole numbers with more than 4 digits including using formal written methods</p> <p>I can solve problems involving addition, subtractions,</p> <p>Real life: money and budgets</p>	<p>Focus: Multiplication and division</p> <p>Method:</p> <p>I can divide numbers up to 4 digits by one-digit number using the formal written method of short division and interpret remainders appropriately for the context.</p> <p>Problem solving objective:</p> <p>I can solve problems involving multiplication and division including their knowledge of factors and multiples, squares and cubes.</p> <p>Real life links:</p> <p>Real life: Area</p>	<p>Focus: Multiplication and division</p> <p>Method:</p> <p>I can divide numbers up to 4 digits by one-digit number using the formal written method of short division and interpret remainders appropriately for the context.</p> <p>Problem solving objective:</p> <p>I can solve problems involving multiplication and division including their knowledge of factors and multiples, squares and cubes.</p> <p>Real life links:</p>	<p>I can use all four operations to solve problems involving measure (for example, length,, mass, volume, money) using decimal notation, including scaling</p> <p>Children to solve a variety of problems whilst organising home improvements for the spiderwick house.</p>	<p>Method: Finding fractions of amounts</p> <p>Problem solving objective:</p> <p>I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> <p>Real life link: making recipes and the quantity as a fraction</p> <p>Putting footballers in teams</p>



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					Catering for a spiderwick festival		
Science	<p style="text-align: center;">Earth and space</p> <p style="text-align: center;">Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the movement of the Earth and other planets relative to the sun in the solar system <ul style="list-style-type: none"> • 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 						
History and Geography	VIKINGS						
Art and DT	Great Artists -						
Computing	E-Safety and Digital Literacy - Staying safe online (Using sites suitable for age).			Programming			
RE	Everybody Matters						
British Values - RESPECT	<p>I can:</p> <p>Understand that our actions can have positive and negative consequences.</p> <p>Be able to make choices that aim to create positive consequences</p>	<p>I can:</p> <p>Understand what empathy is. Be able to use empathy to change behaviour and build better relationships.</p>	<p>I can:</p> <p>Be aware that there are differences and similarities between our identities.</p> <p>Understand that identities are made up of different characteristics.</p> <p>Be able to describe my individual</p>	<p>I can:</p> <p>Understand our country has a diverse population.</p> <p>Know where our diversity comes from.</p> <p>Appreciate the benefits of diversity and celebrate difference</p>	<p>I can:</p> <p>Understand that people have negative attitudes and what is meant by prejudice and stereotypes.</p> <p>Be able to recognise my own and others' stereotypical and prejudicial attitudes.</p> <p>Be aware of the negative consequences of prejudice and stereotypes.</p>	<p>I can:</p> <p>Understand that some groups of people can be treated unfairly because of their characteristics.</p> <p>Understand what is meant by discrimination.</p> <p>Be able to identify negative and</p>	



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			identity.			discriminatory behaviour.
P.E.	Swimming Gymnastics LCP Unit 5/6 Gymnastics activities					
Music	Music express sessions					