

# Curriculum Overview for Year 5 – Cornerstones 'Scream Machine'

## English

### Reading

- En RC 1h** Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- En RC 1e** Identify and discuss themes and conventions in and across a wide range of writing.
- En RC 2f** Identify how language, structure and presentation contribute to meaning.
- En RC 2b** Ask questions to improve their understanding.
- En RC 7** Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- En RC 5** Retrieve, record and present information from non-fiction.

### Writing

- En WC 2a** Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- En WC 3a** Assess the effectiveness of their own and others' writing.
- En WC 1b** Note and develop initial ideas, drawing on reading and research where necessary.
- En WC 2b** In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
- En WC 4** Proof-read for spelling and punctuation errors.
- En WC 1a** Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- En WC 3c** Ensure the consistent and correct use of tense throughout a piece of writing.
- En WC 2e** Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).

### Grammar

### Spoken language

- En SL 7** Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- En SL 3** Use relevant strategies to build their vocabulary.
- En SL 11** Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- En SL 10** Gain, maintain and monitor the interest of the listener(s).
- En SL 9** Participate in discussions, presentations, performances, role play, improvisations and debates.
- En SL 5** Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

## Maths

- multiply and divide numbers mentally drawing upon known facts
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers

## Computing

- Co 6** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Co 5** Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Co 3** Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- Co 2** Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- Co 7** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- Co 4** Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- Co 1** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

## Design and Technology

- DT D 2** Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- DT TK 4** Apply their understanding of computing to program, monitor and control their products.
- DT TK 2** Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages).
- DT D 1** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

## Science

- Sc F 1** Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Sc PCM 4** Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Sc WS 1** Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Sc WS 2** Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Sc F 3** Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have greater effect.
- Sc F 2** Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.

## Geography

- Ge HP 2** Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- Ge PK 1** Understand geographical similarities and differences through

- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- compare and order fractions whose denominators are all multiples of the same number.
- read, write, order and compare numbers with up to three decimal places
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths

DT E 2 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  
 DT CN 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.

**Modern Foreign Languages  
French**

We are learning how to say what we do in our free time (verbs)

and at what time (o'clocks).

Je regarde la télévision / un DVD. I watch.....

J'écoute mes CD / la radio. I listen to.....

Je joue au football / tennis. I play.....

Je mange du pain / une pomme. I eat.....

Il est une heure / deux heures. It is one/two o'clock.

Happy Christmas - Joyeux Noël  
Tintez cloches - Jingle bells

**Art and Design**

**AD 2** Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).

**Physical Education**

- Gymnastics
- Swimming
- Outdoor Games

**Music**

Charanga Music

**History**

Not taught throughout this Imaginative Learning Project.

**PSHE & Religious Education**

**Surrey agreed syllabus**  
PSHE 2a Research, discuss and debate topical issues, problems and events.

**Over the year**  
FACT Learning Opportunities  
FACT Days  
Visits to the Salvation Army, learning and reflection time.  
3 RE days  
Values based curriculum and school ethos.

**Home Learning:** Research a famous Theme Park, e.g. Disney World, Thorpe Park. Create a presentation to share with the class. You could include information about the different rides, the amount of visitors each year etc.  
**Date due:** 7<sup>th</sup> July 2017

*It is still the expectation that the children will on a daily basis: read, practise their spellings and learn their 'Big Maths Learn It' facts that will be recorded in their diaries. Children also have access to Bug Club, Spellodrome and Mathletics.*