Year 5 Imaginative Learning Project = Curriculum Overview for Year 5 – Beast Creator

English

- **Listen and respond appropriately to adults and their peers.**
- **Select and use appropriate registers for effective communication.**
- **Participate in discussions, presentations, performances, role play, improvisations and debates.**
- **Note and develop initial ideas, drawing on reading and research as necessary.**
- **Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.**
- **Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points and underlining).**
- **Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.**
- **Use a wide range of devices to build cohesion within and across paragraphs.**
- **Proof-read for spelling and punctuation errors.**
- **Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.**
- **In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.**
- **Read books that are structured in different ways and read for a range of purposes.**
- **Identify and discuss themes and conventions in and across a wide range of writing.**
- **Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.**
- **Identify how language, structure and presentation contribute to meaning.**
- **Retrieve, record and present information from non-fiction.**
- **Continue to read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction and reference books or textbooks.**
- **Learn a wider range of poetry by heart.**
- **Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.**

Art and Design

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

Geography

- Use fieldwork to observe, measure, record and present the human and physical features in the local area, using a range of methods, including sketch maps, plans and graphs and digital technologies.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Mathematics

- Complete, read and interpret information in tables, including timetables.
- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes.
- Estimate volume (e.g. using 1 cm^3 blocks to build cubes and cuboids) and capacity (e.g. using water)
- Use all four operations to solve problems involving measure (e.g. **length, mass, volume, money**) using decimal notation including scaling.
- Measure and calculate the **perimeter** of composite rectilinear shapes in centimetres and metres
- Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes.

Design and Technology

- Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

History

Not taught throughout this Imaginative Learning Project.

Modern Foreign Languages	Computing	Physical Education	Science	PSHE & Religious Education (Surrey Agreed Syllabus)
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.	• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • 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.	Not taught throughout this Imaginative Learning Project. **Music** Not taught throughout this Imaginative Learning Project.	• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. • Identify scientific evidence that has been used to support or refute ideas or arguments.	• Research, discuss and debate topical issues, problems and events. • Feel positive about themselves.

Home Learning: Go on a bug hunt in a local park or woodland. What will you find? Create a presentation to inform the rest of the class about your bug hunt, including pictures/photographs where possible. Due: Friday 17th February

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.