

## Communication

### Literacy

#### Speaking and listening

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- participate in discussions, presentations, performances, role play, improvisations and debates

#### Reading

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- identifying and discussing themes and conventions in and across a wide range of writing
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

#### Understand what they read by

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- 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
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- 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
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

### Writing

#### Spelling

- Year 5 word list (see separate)

#### Composition

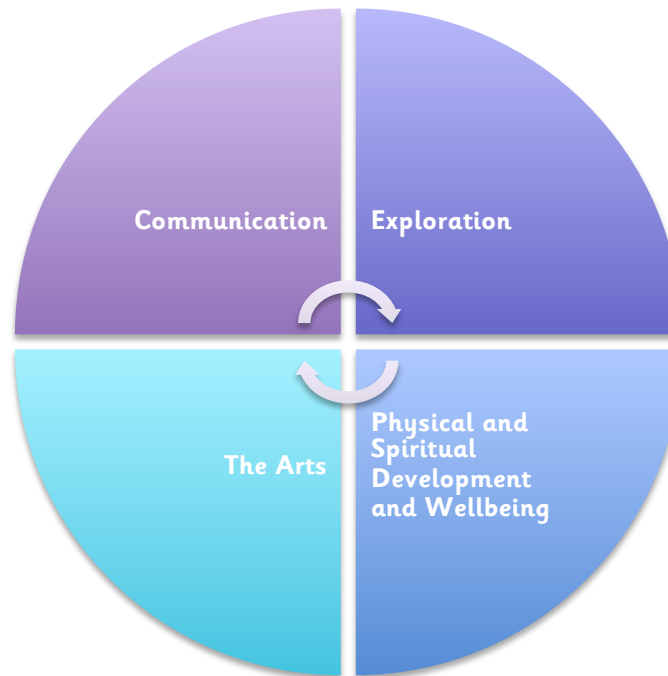
##### Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- straightforward viewpoint generally established and maintained
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

# Tudors – Heads will Roll!

YEAR FIVE (MR HOUSE/MISS MOHUN) SPRING TERM 1 2017

## Curriculum Objectives



## Exploration

### Science

#### Living things and their habitats

- 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

### Design Technology

#### Design

- 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
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

#### Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

#### Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

#### Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

### History

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the changing power of monarchs
- changes in an aspect of social history, such as crime and punishment

## Communication (cont'd)

### Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- using a wide range of devices to build cohesion within and across paragraphs
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- 

### Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

## Maths

- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (o)
- identify:
  - angles at a point and one whole turn (total 360°)
  - angles at a point on a straight line and  $\frac{1}{2}$  a turn (total 180°)
  - other multiples of 90°
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- 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
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division,

## ICT

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

## Physical and Spiritual Development and Wellbeing

### PSHE (old curriculum objective)

#### Developing good relationships and respecting the differences between people

4a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view

### PE

- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

## The Arts

### Art and Design

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

### Music

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians