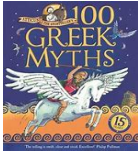
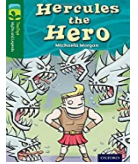



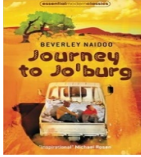
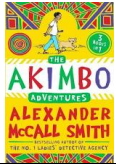






Subjects	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
<p>Topic (inc. Key Texts, Visits &amp; Websites to explore)</p>	<p><b>Ancient Greece</b></p>   <p>Theatre company visit</p>	<p><b>Ropes and Railways</b> (History of Hailsham)</p> <p>Hailsham Visit including trip to museum or visit by someone from the museum.</p> <p>Visitor to show how rope was made (Marlow Ropes?)</p> 	<p><b>Smashing-Saxons</b></p> <p>Artist to show dyeing with plants and natural materials.</p>  	<p><b>African Adventure</b></p> <p>Visit from a South African to talk about experiences of growing up under apartheid.</p> <p>Fundraising activity for a project in Africa.</p>  	<p><b>Circle of Life</b></p>  	<p><b>Space Oddity</b> <b>Apollo 11 Moon Landings</b></p> <p>Webinar with European Space Agency or British Space Agency</p> <p>Visit to Herstonceux Science Centre</p>  
<p>English Reading (Word recognition &amp; Comprehension)</p>	<p>Can read <b>some</b> of the Year 5/6 common exception words list (20 words approx)</p> <ul style="list-style-type: none"> <li>• Demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction.</li> <li>• Make comments supported by some generally relevant textual reference or quotation.</li> <li>• Can skim and scan non-fiction text at speed for research</li> <li>• Identify the main purpose of the text; simple comments show some awareness of writer's viewpoint.</li> </ul>	<p>Can read <b>approximately half</b> of Year 5/6 common exception words list (50 words approx)</p> <ul style="list-style-type: none"> <li>• Recommends books to others based on own reading preferences, giving reasons for choice.</li> <li>• In non-fiction, retrieve, record and present information to the reader from a range of sources.</li> <li>• Can explain a characters' motive throughout a story and use evidence from the text to back up opinions.</li> </ul>	<p>Can read <b>approximately half</b> of Year 5/6 common exception words list (50 words approx)</p> <ul style="list-style-type: none"> <li>• Can read <b>approximately half</b> of common exception words list (50 words approx)</li> <li>• Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> <li>• Identify and discuss explicit and implicit points of view in some texts at an appropriate level (e.g. <i>obvious and underlying themes</i>).</li> <li>• Can comment on the quality and usefulness of a range of texts and explain clearly to others.</li> <li>• Can explore texts to support and justify predictions and opinions</li> <li>• Can identify the purpose, audience and organisation of different fiction/non-fiction texts and evaluate the success of each of these elements.</li> </ul>			
<p>English Writing (inc. Punctuation &amp; Grammar)</p>	<p>A wide range of punctuation is used, mostly accurately, including possessive apostrophes for plural nouns and other punctuation to indicate direct speech.</p> <p>Evaluation is made of the effectiveness of own and others' writing.</p> <p>The structure and organisation of writing is informed by its audience, purpose and context through the appropriate use of: Paragraphs to group related ideas and information. Pronouns and nouns chosen to aid cohesion and clarity and to avoid repetition.</p>	<p>Commas to clarify meaning or avoid ambiguity in writing and hyphens to avoid ambiguity are used with increasing accuracy.</p> <p>Relative clauses beginning with who, which and that to add detail and description are used.</p> <p>Evaluation of the effectiveness of own and others' writing is made to propose changes to grammar and vocabulary to improve consistency.</p> <p>Structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of: Paragraphs to group related ideas and information. Pronouns and nouns chosen to aid cohesion and clarity and to avoid repetition. Simple organisational devices, including headings and sub-headings to aid presentation. Fronted adverbials to vary sentence construction</p>	<p>A range of punctuation is used, mostly accurately including commas after fronted adverbials, possessive apostrophes for plural nouns, bullet points and other punctuation to indicate direct speech.</p> <p>A colon to introduce a list is also beginning to be used.</p> <p>Structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of: Paragraphs to group related ideas and information. Pronouns and nouns chosen to aid cohesion and clarity and to avoid repetition. Simple organisational devices, including headings and sub-headings to aid presentation. Fronted adverbials to vary sentence construction Adverbials of time, place and number to link ideas across paragraphs.</p>			
<p>Phonics/Spelling</p>	<ul style="list-style-type: none"> <li>• Some of the common exception words from Y5/6 list are spelt increasingly accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Approx. <math>\frac{1}{2}</math> common exception words from Y5/6 list are spelt increasingly accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Approx. <math>\frac{1}{2}</math> common exception words from Y5/6 list are spelt accurately.</li> </ul>			



Grovelands School  
Curriculum Overview for Year 5

<b>Maths</b>	Place Value Addition and Subtraction Statistics	Multiplication and Division Perimeter and Area	Multiplication and Division Fractions	Fractions, Decimals and Percentages	Decimals Properties of shape	Position and Direction Converting Units of Measurement Volume
<b>Science</b>	<b>Forces</b> -Identify the effects of air resistance, water resistance and friction that act between moving surfaces.	<b>Forces</b> -Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	<b>Properties and changes of materials</b> -dissolving -separation of solids, liquids and gases. -reversible changes -changes can make new materials	<b>Animals including humans</b> -Describe changes as humans develop to old age.	<b>Living things and their habitats</b> -Life cycles of different species. -Reproduction of plants and animals.	<b>Earth and Space</b> -Movement of Earth and planets. -Movement of moon in relation to the sun. -day and night.
<b>Computing</b>	Online Safety and producing posters  In class: Purple Mash Greek activities	Programming - Digital Art	Vector Drawing	Databases  In class: iPad research for African animal	Computer Networks	Programming games  In class: Newspaper report on Purple Mash (Space link)
<b>R.E.</b>	Creation stories/myths	Prophecy Christmas symbolism: The Advent Ring	Islam: The Prophet Muhammad	Islam: The Qu'ran Easter: Good Friday	Judaism: Bar/Bat Mitzvah	Judaism: The Synagogue
<b>History</b>	Ancient Greece - the study of Greek life and achievements and their influence on the western world	A local history study	Britain's settlement by Anglo-Saxons and Scots			Modern History - The Moon Landings
<b>Geography</b>		Plan View maps Points of a compass	OS maps	Compare a region in UK with a region in Africa, with significant differences and similarities.		Hemispheres, latitudes, longitudes.
<b>P.E.</b>	Outdoor and Adventurous Activities/Team Building Health-Related Fitness	Swimming	Invasion games: Netball and Hockey	Gymnastics	Athletics	Striking and Fielding Games: Rounders and Stoolball
<b>Art and Design</b>	Pottery - clay pots	Local Artist: Jane Robbins (collage)  Digital art taught in Computing	Textiles: Weaving	African animal sculptures	Monet - painting and drawing	Space scene printing
<b>Design Technology</b>	Link to Science and History  Ch to design, make and investigate which types of column best supports a building by testing heavy objects.	See Science Moving parts/Forces  Ch to design and make a Christmas decoration with moving parts.	Design and build an Anglo-Saxon home or structure to keep the water out	Food technology		Robot arm technology workshop at Herstmonceux Science Centre
<b>Music</b>	DIY musical percussion instruments Singing Learn about Rock Music Use of DIY Percussion Instruments for rhythmic activities	Music games, singing, Different music styles	Different music styles	World Music (Africa)	Musical Theatre (Lion King)	Music Production
<b>Spanish</b>	Greetings and describing self	Numbers to 50 Christmas	Colours	Days of the week Months of the year	Animals/pets	Parts of the body
<b>RSHE/PSHE</b>	My rights and responsibilities	My relationships	Economic wellbeing	Drugs, alcohol and tobacco education	My Feelings My Body	My Beliefs Asking for Help