

Year 5 Curriculum Overview Term 2



LITERACY

Writing: This term we will focus on **persuasive** writing and **recounts**. The children will learn what persuasive writing is and discover it through various scenarios by using persuasive language. The children will learn more about persuasion by doing radio broadcasts and developing brochures and flyers to advertise a product. They will also do oral presentations based on various topics through which they will have to communicate a specific point. They will further explore the language you would use to write persuasively and to be able to bring forward a point of view. For recounts, the children will explore newspaper reports and investigate the features of a recount.

Most children learn to:

1. Speaking

- Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language
- Use and explore different question types and different ways words are used, including in formal and informal contexts
- Use a range of oral techniques to present persuasive arguments and engaging narratives

2. Listening & responding

- Analyse the use of persuasive language
- Analyse and evaluate how speakers present points effectively through use of language and gesture

3. Word structure & spelling

- Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words
- Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen

4. Understanding and interpreting texts

- Infer writers' perspectives from what is written and from what is implied
- Recognise rhetorical devices used to argue, persuade, mislead and sway the reader

5. Engaging with and responding to texts

- Compare how a common theme is presented in poetry, prose and other media

Year 5 Curriculum Overview Term 2

6. Creating and shaping texts

- Reflect independently and critically on their own writing and edit and improve it.
- Integrate words, images and sounds imaginatively for different purposes

7. Text structure and organisation

- Experiment with the order of sections and paragraphs to achieve different effects
- Change the order of material within a paragraph, moving the topic sentence
- Use varied structures to shape and organise text coherently
- Use paragraphs to achieve pace and emphasis

8. Sentence structure and punctuation

- Adapt sentence construction to different text-types, purposes and readers
- Punctuate sentences accurately, including using speech marks and apostrophes
- Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways
- Use punctuation to clarify meaning in complex sentences

9. Presentation

- Adapt handwriting for specific purposes, for example printing, use of italics
- Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes
- Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style
- Select from a wide range of ICT programs to present text effectively and communicate information and ideas

Grammar: Comparative language, connectives of quantity, punctuation for persuasion (!, ?). Introducing the colon to denote a list / bullet points, formal or informal language, paragraph, changing tenses-future and imperative, asking questions.

Spelling: The spelling rules we will be looking at this term will be: Word containing: ie, cie, sc, ous, in, im, ic, ly, trans and bi. We will also explore foreign word and word containing Greek prefixes.

Reading: Apart from reading various text examples based on the writing genres we will be covering the children will also have the opportunity to read a variety of books during guided reading and library sessions.

Year 5 Curriculum Overview Term 2

MATHEMATICS

Place value: Know what each digit represents in six-digit numbers; use place value to add and subtract; compare numbers up to 1 million, use $<$ and $>$ signs; place six-digit numbers on number lines; round six-digit numbers to the nearest 100 or 1000; use negative numbers in context of temperature; calculate rises and falls in temperature. Methods include using landmarked and vertical number lines and calculators to check answers.

Mental addition and subtraction: Use place value to add and subtract; add and subtract near multiples of 100 and 1000; use counting up to subtract four digit-numbers from multiples of 1000; subtract pairs of two-digit numbers to one decimal place. Use Frog to find change from £100; use column addition to add amounts of money; use Frog to find the difference between amounts of money. Mental subtraction by counting backwards.

Place value of decimals: Use place value to add and subtract numbers with 1 or 2 decimal places; multiply and divide by 10, 100 and 1000; round numbers with 2 decimal places to the nearest whole and tenth; use written addition to add pairs of numbers with 1, 2 or 1 and 2 decimal places; use rounding to estimate totals; begin to add three numbers with 2 decimal places. Methods used include expanded and compact column addition to add decimals.

Co-ordinates and Line Graphs: Plot points and draw polygons in two quadrants; work out new co-ordinates after a translation; reflect a shape and write the new co-ordinates; draw a line graph and read intermediate points. Draw a conversion graph of imperial to metric units and use it to read off equivalent measures. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.

Mental multiplication and division: Find lowest common multiples and highest common factors; use mental strategies to multiply and divide by 5, 20, 6, 4 and 8. Use short multiplication to multiply 4-digit numbers by 1-digit numbers. Use rounding to approximate products. Use factors and multiples in mental multiplication and understand that multiplication is commutative. Methods used include grid method and short multiplication.

Fractions, decimals & percentages: Compare fractions with related denominators using equivalence; find unit and non-unit fractions of amounts; find fractions, multiply and divide to solve word problems. Know decimal equivalents for halves, quarters, fifths, tenths and hundredths. Methods used include chunking to divide decimals.

Calculations and problems involving fractions: Compare fractions with related denominators using equivalence; find unit and non-unit fractions of amounts; find fractions, multiply and divide to solve word problems. Know decimal equivalents for halves, quarters, fifths, tenths and hundredths. Methods used include chunking to divide decimals.

Perimeter, area and volume: Find the perimeters of rectangles and composite shapes; work out the missing lengths of sides in order to find perimeters; find the area of rectangles including squares; estimate then count to find the area of irregular shapes; calculate the area from scale drawings; estimate and find the volume of shapes by making it with centimetre cubes.

Year 5 Curriculum Overview Term 2

Scaling, and ratio, percentages: Interpreting scales and being able to scale up and scale down for example in a recipe. Begin to understand percentage as the number of parts in every hundred and find simple percentages of small whole-number quantities (e.g. 25% of £8). Solve simple problems using ideas of ratio and proportion.

INTEGRATED SUBJECTS – Theme: Time Tunnel

- Interpreting events and attitudes from different periods in history.
- Compare artefacts from the past and present to compare context.
- Plan and create a time capsule represent our time.
- What will future generations want to know?
- Analyse and discuss reasons for city development.
- How do human and physical features affect a settlement?
- Explore and explain changes in a major city.
- How does human activity change a settlement?
- Identify and describe the way artists have recorded events in different time periods.
- How can art be used to record human events

SCIENCE

Properties of materials: How do we describe material properties? How do we use these properties to categorise materials?

Solubility: How do materials change when added to water? How do the materials change the water?

Separating mixtures: How can we use our knowledge of the properties of materials to separate them? How can we use this in the real world?

Thermal conductivity: How can we use our knowledge of the properties of materials to keep things warm?

Irreversible changes: What can we do to materials to change their properties? How can we use this to make them stronger?

Heating and burning: What is the difference between heating and burning? How does adding heat or fire to a material alter its properties?

New materials: Why do we need to develop new materials? What problems could be solved by the invention of new materials?

Working Scientifically:

- Identifying scientific evidence that has been used to support or refute ideas or arguments.
- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

Year 5 Curriculum Overview Term 2

- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs
- Using test results to make predictions to set up further comparative and fair tests using simple models to describe scientific ideas
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations