

Hiltingbury Junior School: Year 5 Spring 1 Curriculum Overview Summary

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|------------------|--|--------------------|-----------------------------|--|-----------------------------|--|-----------------------------|
| English | Apollo 13 – diary extract, newspaper reports | | | The Watertower – reading comprehension, analysing characters and motives, diary entry, setting description, use of dialogue to convey character, suspense stories | | The Magic Box – writing our own poems in the style of Kit Wright | |
| Grammar | Use brackets, dashes or commas to indicate parenthesis (and associated commas for clarity) Start sentences with Subordinate Clauses Direct and reported speech Use relative clauses beginning with who, which, where, when, whose, that | | | Starting sentences with subordinate clauses Past Perfect Verb form Direct speech and correct use of associated speech punctuation Informal register for speech to show character Modal Verbs Varied sentence lengths to create effect | | Use figurative language such as similes, alliteration, metaphors and personification in poetry | |
| Spelling | <i>Under review</i> | | | | | | |
| Reading | We will be continuing and finishing our reading journey on Warrior Boy by Virginia Clay. | | | We will be going on a reading journey into the beautiful illustrated picture book called Yusra Swims by Julie Abery, illustrated by Sally Deng. | | | |
| Maths | Area and Perimeter | Area and Perimeter | Multiplication and division | Multiplication and Division | Multiplication and Division | Multiplication and division | Multiplication and division |
| Science | Properties and Changes of Materials (Reversible and Irreversible Change) – In this unit, we will compare and group materials according to their properties and we will use our increasing knowledge to carry out a range of investigations involving dissolving, filtering, sieving and evaporating. We will understand and explore reversible and irreversible change. | | | | | | |
| P.E. | Gymnastics – Led by Personal Best Education | | | | | | |
| Games | Football – We will begin by practising our dribbling and passing skills, learning to effectively control and trap the ball. We then explore the rules and strategies of the game, including shooting and tackling, and apply these in small group situations. | | | | | | |
| Computing | Online Safety- Our unit will be based around Online Relationships and Online Reputations- this will be a 20-30 min discussion prior to computing lessons. Vector drawings – The children will start to create vector drawings and use different drawing tools to help them create images. | | | | | | |
| Geography | Waters and Rivers – We will use a range of atlases and maps to locate the River Tees and the characteristic features of its region. We will use key vocabulary to describe and explain the stages in a river’s journey and the formation of key landforms, such as a waterfall. We will also explore the water cycle and how changes in weather can affect a river and its people. | | | | | | |
| R.E. | Belonging – We will explore what the concept of belonging means and how we experience it in our own lives. We will then explore what the concept means for Muslims and be able to explain how they experience belonging through their religious practices. | | | | | | |
| PDL | Living in the Wider World - We will focus on the risks and pressures children may encounter in their life and consider the risks in relation to being gamble aware. | | | | | | |
| Art | River Paintings – We will begin by exploring how artists create the effect of movement in water. We will use observations to produce our own painting of a course of the river, using a range of tools and techniques to create effect. | | | | | | |
| French | Weather and Easter – We will build new vocabulary to describe the weather and develop our language learning strategies to help us remember these. We will revise the verb structures Je vais, tu vas, il/elle va and Il fait and use these to write sentences explaining places we visit and the weather. | | | | | | |
| Music | Film Harmonies – We will listen to music with a variety of textures, noticing different types of harmony. We will then improvise and compose our own film score, including the use of simple chord structures. | | | | | | |