

CURRICULUM SUMMARY – September to October 2010

SUBJECT: English

YEAR GROUP: 5

TEACHER: Monika Zabowka

Week	Learning objectives	Activities (in brief)
1	<p>NON-FICTION: DELVING INTO DICTIONARIES</p> <p>Select and evaluate a range of texts for clarity and quality of information.</p> <p>Use independent spelling strategies.</p> <p>Understand how words can be formed from longer words.</p>	<p>Use a variety of dictionaries and respond to non-fiction texts: <i>Portmanteau Words; I Say, I Say, I Say; A-Z of Computing; What Does It Really Mean?; Using a Dictionary; Words of the 1990s.</i></p> <p>Use different dictionaries and evaluate how useful they are.</p>
2	<p>NON-FICTION: DELVING INTO DICTIONARIES</p> <p>Understand how writing can be changed for different audiences and purposes.</p> <p>Use a range of dictionaries (thesauruses, quotations, idioms, dictionaries of slang, etc.) and understand their purposes.</p>	<p>Identify the audience and purpose for different types of dictionary.</p> <p>Use dictionaries confidently to check spellings, find out the definition of new words or find out about common phrases and sayings.</p> <p>Compile a dictionary with clear definitions written for a specific audience.</p>
3	<p>NARRATIVE: CHARACTER</p> <p>Identify information that the author has given about characters through dialogue, description, action, relationship between characters and student's own response.</p>	<p>Read four extracts from stories written by established authors: <i>Toothie and Cat, Licked, Krindlekrax &amp; Midnight for Charlie Bone.</i></p> <p>Explore the development of characters and discuss response to them.</p> <p>Examine authorial techniques used in character portrayal.</p> <p>Plan and write character sketches and new scenes for the stories read</p>
4	<p>NARRATIVE: CHARACTER</p> <p>Develop effective characters in own writing using description, dialogue and choosing vocabulary carefully.</p> <p>Know how to write dialogue and how it is set out and punctuated.</p> <p>Select words carefully to produce a particular effect in student's own writing.</p>	<p>Revise and extend work on verbs.</p> <p>Compare and use direct and reported speech.</p> <p>Investigate, collect and classify spelling patterns in pluralisation, construct rules for regular spellings.</p> <p>Explain the differences between synonyms – order synonyms to identify shades of meaning.</p> <p>Use adverbs to qualify verbs in writing dialogue + use a thesaurus to extend vocabulary.</p> <p>Use role-play to explore characters.</p>
5	<p>NARRATIVE: STRUCTURE</p> <p>Compare and discuss stories and record responses.</p> <p>Plan and write structured stories with a theme.</p> <p>Choose vocabulary carefully so that a reader</p>	<p>Read <i>Friend or Foe, Noughts and Crosses, The Next Event, Developing Story Openings</i> and respond to the stories, considering story structure, theme and how a writer can have an effect on a reader.</p> <p>Write a variety of story openings.</p> <p>Plan and write a story, drawing on personal experience, with the theme of making choices.</p> <p>Explore punctuation as an aid to the reader – apply to own writing.</p>

	can build a picture. Tell stories using notes about the structure.	Focus on connectives that show how time passes. Improve speech verbs and adverbs.
6	CLASSIC POETRY Explore the style of particular poets and explain what they like or dislike about it.	Read poems by two significant contemporary poets: Charles Causley and Judith Nicholls, <i>My Mother Saw a Dancing Bear</i> , <i>What Has Happened to Lulu</i> , <i>Leonardo</i> , <i>Tiger and Wolf</i> , <i>What on Earth</i> and <i>Wolf</i> . Respond to the poems, draw conclusions about the poets' style and make comparisons between the two.
7	CLASSIC POETRY Convey feelings, reflections or moods in a poem through the careful choice of words and phrases. Write metaphors from original ideas or similes.	Explore simile and metaphor and write poems about own feelings. Produce a class anthology of poems. Use independent spelling strategies, such as chunking into syllables. Examine the properties of words ending in vowels other than 'e'. Collect and classify a range of idiomatic phrases, clichés and expressions – compare, discuss and speculate about meanings.

SUBJECT: Maths

YEAR GROUP: 5

TEACHER: Monika Zabowka

Week	Learning objectives	Activities (in brief)
1	Place value, ordering and rounding Using a calculator	Read and write whole numbers in figures and words, and know what each digit represents. Recognize and extend number sequences formed by counting from any number in steps of constant size, extending beyond zero when counting back. For example: count on in steps of 25 to 1000, and then back. Develop calculator skills and use a calculator effectively.
2	Understanding $\times$ and $\div$ Mental calculation strategies ( $\times$ and $\div$ ) Pencil and paper procedures ( $\times$ and $\div$ )	Multiply and divide any positive integer up to 10000 by 10 or 100 and understand the effect (e.g. $9900 \div 10$ , $737 \div 10$ , $2060 \div 100$ ). Learn by heart all multiplication facts up to $10 \times 10$ . Use closely related facts (e.g. multiply by 19 or 21 by multiplying by 20 and adjusting; develop the $\times 12$ table from the $\times 10$ and $\times 2$ tables). Partition (e.g. $47 \times 6 = (40 \times 6) + (7 \times 6)$ ). Use the relationship between multiplication and division. Use known facts and place value to multiply and divide mentally.
3	Money and 'real life' problems Making decisions and checking results, including using a calculator	Solve simple problems using ideas of ratio and proportion ('one for every...' and 'one in every...'). Choose and use appropriate number operations to solve problems, and appropriate ways of calculating: mental, mental with jottings, written methods, calculator.

		<p>Explain methods and reasoning, orally and in writing.</p> <p>Develop calculator skills and use a calculator effectively.</p> <p>Check with the inverse operation when using a calculator.</p> <p>Check with an equivalent calculation.</p>
4	<p>Fractions, decimals and percentages</p> <p>Ratio and proportion</p> <p>Use fraction notation, including mixed numbers, and the vocabulary numerator and denominator.</p>	<p>Change an improper fraction to a mixed number (e.g. change <math>\frac{13}{10}</math> to <math>1\frac{3}{10}</math>).</p> <p>Recognize when two simple fractions are equivalent, including relating hundredths to tenths (e.g. <math>\frac{70}{100} = \frac{7}{10}</math>).</p> <p>Order a set of fractions such as 2, <math>2\frac{3}{4}</math>, <math>1\frac{3}{4}</math>, <math>2\frac{1}{2}</math>, <math>1\frac{1}{2}</math>, and position them on a number line.</p>
5	<p>Fractions, decimals and percentages</p> <p>Ratio and proportion</p> <p>Use decimal notation for tenths and hundredths.</p>	<p>Order a set of numbers or measurements with the same number of decimal places.</p> <p>Round a number with one or two decimal places to the nearest integer.</p> <p>Relate fractions to their decimal representations: that is, recognize the equivalence between the decimal and fraction forms of one half, one quarter, three quarters and tenths and hundredths (e.g. <math>\frac{7}{10} = 0.7</math>, <math>\frac{27}{100} = 0.27</math>).</p>
6	<p>Handling data</p> <p>Use a calculator</p>	<p>Solve a problem by representing and interpreting data in tables, charts, graphs and diagrams, including those generated by a computer, for example: bar line charts, vertical axis labelled in 2s, 5s, 10s, 20s or 100s, first where intermediate points have no meaning (e.g. scores on a dice rolled 50 times), then where they may have meaning (e.g. room temperature over time).</p> <p>Find the mode of a set of data.</p>
7	<p>Shape and space</p> <p>Reasoning about shapes</p> <p>Recognize properties of rectangles.</p>	<p>Classify triangles (isosceles, equilateral, scalene), using criteria such as equal sides, equal angles, lines of symmetry.</p> <p>Make shapes with increasing accuracy.</p>

SUBJECT: Science

YEAR GROUP: 5

TEACHER: Monika Zabowka

Week	Learning objectives	Activities (in brief)
1	<p>Know that to stay healthy we need an adequate and varied diet.</p> <p>Know that foods can be categorized into food groups.</p>	<p>Introduction to the unit: Keeping Healthy</p> <p>Know your foods</p>
2	<p>Develop an understanding about healthy diet.</p> <p>Know that to stay healthy we need an adequate and varied diet.</p>	<p>The link between diet and health.</p> <p>Vitamin C and scurvy.</p> <p>Eat well, eat wisely, keep healthy</p> <p>Food guide pyramid</p>

3	Know that we need to exercise to stay healthy and maintain our muscles. Understand that exercise makes muscles and the heart work harder.	How did you exercise yesterday? Exercise and health
4	Learn that the heart is a muscle that pumps blood around the body. Learn that the heart and lungs are protected by the ribs.	Fact File: The Heart Find out about your heart
5	Appreciate that blood circulates through the heart twice for every one journey round the body. Learn how to measure the pulse and relate it to heart beat. Understand that repeat readings of pulse are needed for reliable results.	Heart hopscotch  Pulse rates Finding and measuring the pulse with repeated readings.
6	Develop skills in considering evidence presented as a line graph. Research how smoking can affect health. Reinforce knowledge of what is in cigarette smoke.	How does the time you exercise affect your pulse rate? Exercise and fitness  What is in cigarette smoke? Smoking and health
7	Develop an awareness of everyday drugs and learn that too much of any one of them can affect our health. Be aware that health can be affected by sunbathing.	Everyday drugs Safe sun care and sunbathing. Topic Assessment

SUBJECT: History

YEAR GROUP: 5

TEACHER: MONIKA ZABOWKA

Week	Learning objectives	Activities (in brief)
1	Learn about the location, climate and terrain of Greece. Place the ancient Greek civilization in time.	Ancient Greece- introduction. Locate Greece and its place in the Mediterranean using a modern atlas and map. Color a flag of Greece.
2	Learn that the ancient Greeks had their own written alphabet and language. Recognize the similarities and differences between the English and Greek alphabets.	Greek Alphabet (chart) Alphabet search. Secret Messages: A Greek Code Mystery
3	Infer information about Greek merchant ships	The Greeks at sea

	and lifestyle from artifacts and maps	Make 'My Count to Ten in Greek' books.
4	Learn what is meant by democracy. Develop an understanding of some of the ideas of people living in Athens and Sparta.	The cities (Reading passage) Role-play: how Athenians and Spartans react to the news that the Persian army have invaded.
5	Know what the Parthenon is and its importance. Know how the Parthenon was build.	The Parthenon. Read/discuss a chapter. Design a system of pulleys or gears to move a heavy load. Compare local places of worship with those of the ancient Greece.
6	Examine the agora and the shops in the ancient Greece. Identify differences and similarities	Markets and Shops. Discuss what the agora was. 'In what ways would a shopping trip for an Ancient Greek be different than trip to a shopping center now'. Make a list of things you can buy now and not then
7	Identify the main characters and events of a key battle . Understand that the battle may be interpreted in different ways and why this is so. Realize that modern events may have connections with the past	Read about the Battle of Marathon. Calculate or estimate how far it was from Marathon to Athens, and make the connection with the modern athletic event. Recount the story of the battle from the point of view of either an Athenian or a Spartan.

SUBJECT: Religious Education

YEAR GROUP: 5

TEACHER: Monika Zabowka

Week	Learning objectives	Activities (in brief)
1	Encounter the idea of suffering, and recognize that an understanding of suffering is central to the beliefs of Buddhism	Exploring feelings (response to poster). Creating a 'thought poem'. Stepping stones – instructions on how to be happy.
2	Learn who the Buddha was and about the origins of his teachings. Place events chronologically. Compare Buddhism to other known religions.	Who was the Buddha? The childhood of the Prince. Events from Buddha's childhood that influenced his later teachings.
3	Recall events from Buddha's life.	Read about Buddha's life and the Four Sights that caused Buddha to think deeply about the suffering in the world.
4	Understand what Enlightenment is. Know what a symbol is.	Buddha's life – The Bodhi Tree and Enlightenment. Discuss the six years of hardship and the meaning of the Enlightenment.
5	Know what the Four Noble Truths are.	The Four Noble Truths of the Dharma.
6	Explore symbols of Buddhism. Compare/contrast major beliefs to personal	The Dharma. The Four Noble Truths of the Dharma.

	experiences.	
7	Learn how the religion started	Buddha's disciples. First messengers of Truth. Who made up the Sangha? Pajapati becomes the first nun.

SUBJECT: Design & Technology

YEAR GROUP: 5

TEACHER: Monika Zabowka

Week	Learning objectives	Activities (in brief)
1	Generate decorative design based on personal preferences.	Design and make personalized <i>Time Capsule Tubes</i> and a class capsule.
2	Observe and record both movement and shape.	Look at examples of cam mechanisms and explain how they control movement in a selection of moving toys.
3	Create a viable design for a moving toy that incorporates a cam mechanism.	Design and then cut out shapes from construction paper, fold and assemble them to build a moving mechanism model.
4	Construct 3D shapes from nets.	Construct a moving Halloween scene using cam, gear, lever or pulley mechanisms.
5	Produce decorative effects on card.	Construct a moving Halloween scene using cam, gear, lever or pulley mechanisms.
6	Explore and understand simple moving mechanisms. Make simple mechanical components.	Evaluate the model against the initial design criteria and suggest ways of improving the finished product.
7	Make simple mechanical components.	Evaluate the model against the initial design criteria and suggest ways of improving the finished product.