

**Churchfields Primary School**  
**Curriculum overview**  
**Year 5**

Curriculum Area	Spring 1	Crucial Knowledge
<b>English</b>	<p><b>Entertainment narrative</b>  <b>Clockwork - (2 weeks)</b></p> <p><b>Entertain classic text:</b>            Shakespeare (Twelfth night)</p> <p><b>Persuade:</b>            Non-fiction campaign speech            Letter</p> <p><b>Narrative poetry</b>            Highwayman</p>	<p><b>Inverted commas</b> “ ” shows words being spoken. Goes high above letters.</p> <p><b>Apostrophe</b> ‘ shows belonging or two words shortened (contraction) goes high</p> <p><b>Contraction</b> two words put together and made shorter using an apostrophe ‘ where the removed letters were - <b>they will = they’ll</b> above letters</p> <p><b>Conjunction</b> a word to connect phrases and sentences</p> <p><b>Preposition</b> tells the position, time or way of something of <i>under, until, with sadness</i></p> <p><b>Determiner</b> a word to give context to a noun (<i>the, a, this</i>)</p> <p><b>Clause</b> a group of words containing a <u>noun</u> and a <u>verb</u> <b>the hungry dog ran</b></p> <p><b>phrase</b> a group of words that does <u>not</u> have a verb but tells information (<i>the hungry dog</i>)</p> <p><b>Extended Knowledge:</b></p> <p><b>auxiliary verbs</b> are verbs that help a main verb to show <u>when</u> something has happened (I <b>have</b> eaten the cake),</p> <p><b>modal verbs</b> are auxiliary verbs which show the chance of something happening or wanting it to happen</p> <p><b>Expanded noun phrases</b> is a phrase which adds more information about the noun by adding one of more adjectives.</p> <p><b>co-ordinating conjunction</b> words to join two clauses when the clauses make sense on their own and are equally important <b>For And Nor But Or Yet So</b></p> <p><b>sub-ordinating conjunction</b> words to joins two clauses when one clause is more important (often one clause doesn't make sense on its own) <b>I SAW A WABUB</b>  <i>If since as when although while after before until because</i></p> <p><b>independent clause</b> a clause which makes sense on its own can form a complete sentence (sometimes called the main clause)</p> <p><b>dependent clause</b> a clause which gives information but doesn't make sense on its own, it cannot be a sentence on its own</p> <p><b>relative clause</b> a clause which doesn't make sense on its own and uses a relative pronoun (<i>e.g. who, which, that</i>)</p> <p><b>sub-ordinating clause</b> a clause which uses a sub-ordinating conjunction and joins an independent clause and is less important (often the sub-ordinating clauses doesn't make sense on its own)</p> <p><b>Fronted adverb/adverbials</b> adverbs and adverbials that are used at the start of a sentence.</p> <p><b>adverbials</b> does the same job as an adverb but uses more than one word to give information about how, when or where</p> <p><b>Paragraph</b> a section of writing made up of one or more sentences grouped together about one main subject.</p> <p><b>Parenthesis</b> word, phrase or clause inserted into a sentence to add extra information.</p>

# Maths

Multiplication and Division

**X Multiplication:** groups of

- Multiplication is sometimes called multiplying.
- It is 'groups of', the same as repeated addition.
- $5 \times 3$  is
- or  $5 + 5 + 5$

**÷ Division:** splitting into parts

- Splitting in to equal parts is also 'fair sharing'.
- For example:  
12 treats between 3 dogs is 12

Fractions

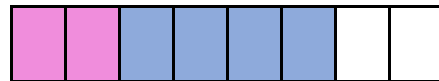
**Fraction:** part of a whole (  $\frac{1}{2}$  ,  $\frac{3}{4}$  )

- The bottom number (denominator) is the total number of parts.
- The top number (numerator) is how many parts being used (looked at).
- Some fractions can be the same (equivalent) to other fractions. E.g.  $\frac{2}{4} = \frac{1}{2}$

**Adding fractions:**

- Only add the top number (numerator).
- *If the bottom number is the same, it stays the same.*

$$\frac{2}{8} + \frac{4}{8} = \frac{6}{8}$$



- If the bottom number isn't the same, find a new number that relates to both denominators.

$$\frac{1}{3} + \frac{1}{4} = \frac{4}{12} + \frac{3}{12} = \frac{7}{12}$$

**Subtracting fractions:**

Decimals  
and  
percentages

- Only subtract the top number (numerator).
- *If the bottom number is the same, it stays the same.*

$$\frac{4}{8} - \frac{2}{8} = \frac{2}{8}$$

- If the bottom number isn't the same, find a new number that relates to both denominators.

$$\frac{1}{3} - \frac{1}{4} = \frac{4}{12} - \frac{3}{12} = \frac{1}{12}$$

An **improper fraction** is a fraction where the numerator (top number) is bigger than the denominator (bottom number). It means the value is more than one whole one.

A **mixed number** is where you have a whole number and a fraction combined. Eg  $1\frac{1}{2}$  - one and a half.

**Decimals:** smaller than one

- A decimal is a value smaller than one
- A decimal is shown to the right of a decimal point
- A decimal point is a dot showing that a value smaller than one is to follow
- For example: 0.42 shows four tenths and two hundredths
- Tenths are ten parts of one whole.
- Hundredths are one hundred parts of one whole.

**Percentage:** part of a 100

- Per cent means out of 100
- % this symbol means percent
- 40 means 40 out of 100
- 11 means 11 out of 100

<b>Science</b>	Animals including Humans	<p><b>Animals including humans Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Lifecycle of a human: fertilisation, prenatal, infancy, childhood, adolescence, early adulthood, middle adulthood, late adulthood, death</li> </ul> <p><b>Animals including humans Extended Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <u>Fertilisation</u>: The male and female sex cells fuse together</li> <li>• <u>Prenatal</u>: The cells develop and grow into a foetus inside the mother's uterus. After around nine months, the baby is born.</li> <li>• <u>Infancy</u>: Rapid growth and development. Children learn to walk and talk.</li> <li>• <u>Childhood</u>: Children learn new skills and become more independent.</li> <li>• <u>Adolescence</u>: The body starts to change over a few years (puberty). The changes occur to enable reproduction during adulthood. Much more independent.</li> <li>• <u>Early adulthood</u>: The human body is at its peak of fitness and strength.</li> <li>• <u>Middle adulthood</u>: Ability to reproduce decreases. There may be hair loss or hair may turn grey.</li> <li>• <u>Late adulthood</u>: Leading a healthy lifestyle can help to slow down the decline in fitness and health which occurs during this stage.</li> <li>• <u>Death</u>: usually occurs in old age (but not always). Elderly people are more vulnerable to infection and diseases which are difficult for them to recover from.</li> <li>• Puberty is the physical stage of development between childhood and adulthood.</li> <li>• The average life expectancy for a human in the UK is around 80 years old.</li> </ul>
<b>Computing</b>	Coding	<p>Year 5 – Important Information</p> <ul style="list-style-type: none"> <li>• Selection</li> <li>• Real-life examples Each day we make choices depending on certain things. This is what is meant by selection. For example, if it rains in the morning I will wear my coat to school, otherwise I won't. Other examples include: if I have crisps in my lunchbox, I will eat these after my sandwich.</li> <li>• Selection in coding Just like in real-life, selection in coding refers to instructions such as if ... then or if ... else. For example, in a quiz we might have: if 'true' is entered, increase score by 1. Selection means decisions about what the program does depend on whether or not certain conditions are met.</li> <li>• Selection in Scratch</li> </ul> <p><b>Crucial Knowledge</b></p>

**Selection** - decisions in which what the program does depends on whether or not certain conditions are met

**Condition** – if something happens, eg if...then

**Operation** – what the program does

**Loop** – action repeated over and over

Geography

Africa

**CHURCHFIELDS PRIMARY SCHOOL**

## Year 5 – Africa A Continent of Contrasts

### CRUCIAL KNOWLEDGE

- R: Africa is made up of many different biomes and landscapes
- Africa has a very hot climate
- Africa is one of the continents of the world – it is not a single country
- Famine is where people have limited food and can lead to starvation
- Some parts of Africa experience famine
- Africa consists of rich urban and poor rural areas

### EXTENDED KNOWLEDGE:

- Deforestation has erased nearly all (90%) of West Africa's rainforests
- The Sahara Desert and Mount Kilimanjaro can be found in Africa
- Kinshasa and Johannesburg are urbanised cities in Africa
- Most people are employed in farming (agriculture)
- Africa can experience extreme drought
- Drought is long periods of no rain

Art and Design

Crucial Knowledge

		Georgia O'Keefe is a Modernist artist 1887-1986	Colour can express mood and mix colour according to the mood that is required.
		Brown is made by blending all three primary colours	Colour can divide foreground from background.
		Sketchbooks are important for experimenting and planning a piece of work.	There are a range of painting techniques & materials- eg. powder/ poster paint, flicking, dripping, splattering.
<b>RE</b>	Judaism	<p>Jewish believers have a special prayer. This prayer is prayed every day in the morning and the evening. The prayer is called the Shema. Jewish holy day is called Shabbat and is Friday evening to Saturday evening. Jews will visit the synagogue</p> <p style="text-align: center;">Jewish symbols include the star of David, a kippah and a tefillin.</p>	
<b>PSHE</b>	Living in the wider world.	<p><u>Belonging to a community</u> We continue to build on children's understanding of their role in their community. We continue to explore how they can contribute to the communities they are part of, and open discussions about different volunteer work that children could take part in to benefit those around them.</p>	
<b>MFL</b>	Spanish	<p>Welcome Children are able to say and write:</p> <ul style="list-style-type: none"> <li>· Hello</li> <li>· Goodbye</li> <li>· my name is</li> <li>· I am ? years old</li> <li>· I feel</li> </ul> <p>They can also ask and write the questions:</p> <ul style="list-style-type: none"> <li>· How are you?</li> <li>· Whats your name?</li> <li>· How old are you?</li> </ul> <p><b><u>Key vocab</u></b> – Hola, Buenas Dias, Buenos Noches, Buenos Tardes, Adios My name is – Me llamo, Mi Nombre How are you – Como estas / Que tal</p>	

		<p>I am feeling Estoy feliz, triste, cansado, enferma, asi-asi, aburrido, tengo hambre</p> <p>Numbers, Los numeros (1-20) Cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciseis, diecisiete, dieciocho, diecinueve, veinte</p> <p>How old are you? Cuantos anos tienes</p> <p>Tengo I am</p>
<b>GPS</b>	Parenthesis	<p>Recap: adverbs</p> <p><b>Extended Knowledge:</b> modal verbs, expanded noun phrases, relative clauses</p> <p>Parenthesis: word, phrase or clause inserted into a sentence to add extra information</p>
<b>DT</b>		n/a
<b>PE</b>	VIP	External provision
<b>Music</b>	Music teacher	External Provision
<b>History</b>	Recap	Romans and Saxons
<b>Visits</b>		Residential Winmarleigh Hall Lancaster