



# Year 5

## Salcombe Preparatory School

### Example Curriculum Plan

Subject	About the unit
<b>English</b>	<p><b>Comprehension:</b> The children will continue to hone their comprehension skills and broaden their vocabulary by studying a selection of extracts from fiction and non-fiction texts in So You Really Want To learn English Book 1. We aim to cover a chapter over a two week period focussing on the skills necessary for 11+, revising and reinforcing grammatical knowledge. <b>Grammar &amp; Punctuation:</b> We will look at capital letters, full stops, commas, nouns (common and) proper, collective abstract and compound), the use of speech marks, adverbs in speech and verbs. <b>Creative work:</b> This will be based on themes suggested by comprehension texts and wider reading as well as current affairs and cultural anniversaries and each assignment will have a particular grammatical/punctuation focus to help the children perfect their writing skills. One class reader per term will also provide a springboard for other activities.</p> <p>We will be introducing Shakespeare combined with creative exercises for the children suggested by the play and a visit by The Young Shakespeare Company to present the play accessibly for the children.</p> <p><b>Spelling:</b> Weekly spelling tests will be assigned.</p> <p><b>Reading:</b> The children are encouraged to read books from the library in conjunction with the class reader chosen from a selection of titles.</p>
<b>Maths</b>	<p>Recap place value (whole numbers and decimal numbers): expected to read and write whole numbers up to 100,000,000 or more in figures and words and know what each figure represents. Also, to partition, compare and order numbers, to round up and down numbers to the nearest 10, 100, 1000, 10000, 100000, 1000000, 10000000, etc and estimate. Ordering positive and negative integers and rounding numbers to one or two decimal places. Addition and subtraction of whole numbers and decimal numbers; mixed addition and subtraction; approximation to the nearest 10 and 100; obtaining approximate answers and using calculators. Multiplication and division of whole numbers and decimal numbers; multiplication and division by 10, 100 and 1000. Mixed operations, using brackets, BODMAS, word problems and number patterns. Measurements: estimating weight, height, length, time etc. of objects and events. Number properties: (even/Odd, Square/ cube numbers, factors and multiples, pair of factors, Prime numbers and factors, HCF/LCM, the divisibility rules. Shapes: recognising 2D shapes including in special triangles and symmetry, finding perimeter and area of the shapes given on a square grid, congruent shapes. Co-ordinates: reading/ plotting co-ordinates, drawing shapes, reflecting shapes, measuring angles. Direction and scale drawing: compass direction and scale drawing a route of a map. Mental arithmetic work - weekly.</p> <p>Data handling: Interpret pictograms, two way tables, Carrol diagram, Venn diagram, Frequency tables/ diagrams, finding averages and probability using frequency tables (basic probability knowledge). Meaning of fractions; equivalent fractions; mixed numbers and improper fractions; comparing and ordering fractions; simplifying fractions; relate fractions to division and their equivalent decimals; mixed addition and subtraction of fractions; adding and subtracting mixed numbers; multiplying fractions; multiplying mixed numbers; fractions of quantities; dividing by fractions; mixed multiplication and division; mixed operations and problems. Decimals- to understand decimal notation and place value. To add and subtract decimals. To multiply and divide decimals by 10, 100, 1000 etc and recognise the movement pattern of digits around the decimal point. To multiply decimals by decimals and divide decimals by whole numbers. Percentage: Children are expected to understand how to find percentage of a quantity, writing one quantity as a percentage of another, find VAT, solve real life problems and changing fractions to decimals and percentage and vice versa. There will be emphasis on techniques required to maximise performance in exams, with weekly practice of mental arithmetic and regular practice of past exam papers questions under time pressure.</p>



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<b>Science</b>	<p><b>LIFE PROCESSES:</b> In this unit children will be able to: identify the seven life processes in all living things (MRS NERG), recognise the life process in various activities, explain the life processes for both humans and plants, recognise and identify the main organs in the human body (heart, lungs, brain, kidneys, intestines, stomach), explain the job of the main organs and why they are important, understand the term adaptation, explain how and why living things have adapted to various habitats. Children will also learn that plants and animals reproduce as part of their life cycles and that there are distinct processes and stages. Children should understand that reproduction is important to the survival of the species. Children will recognise the stages of growth and development of humans (puberty).</p>
	<p><b>HUMANS AND OTHER ANIMALS:</b> In this unit children will learn the importance of a healthy, balanced diet and the nutrients that a body needs to stay healthy (Carbohydrates: Starches and sugars, proteins, vitamins, mineral salts and fibre). Children will investigate how our diets can affect teeth health and use their results to draw conclusions. Children will also learn the function of the organs in the human body and explain how these organs work and how diets, smoking and drugs (medicines) can harm the body. Promote healthy living.</p>
<b>ICT</b>	<p>The children delve straight into the third Learn to Code unit. Kodu is programming software where the children investigate working and programming in a 3D environment. The programme is free and can be downloaded at home for extra practise. The children are further encouraged to continue working on their keyboard skills using their Typing Tournament accounts.</p>
	<p>The second half of the Autumn term sees the children investigating Snap – a program similar to Scratch but with the versatility of the programmer being able to create its own blocks. This unit will be useful in the summer term project which looks at Cryptography.</p>
<b>Geography</b>	<p>Land Use Issues. Shopping as a land use. Types of places to shop. Why people use them and how they get there. Shopping Survey, results and conclusions. Saracens' Land Use Debate.</p>
	<p>Settlement. Early human settlement. Choice of site with regard to natural resources. Types of settlement. Settlement Growth.</p>
<b>History</b>	<p>The Tudors: Tudor life – clothes, homes, food / drink, Tudor streets, jobs, entertainment, medicine and education. Edward V1, Lady Jane Grey and Mary 1. Elizabeth and Mary Queen of Scots. Protestants and Catholics. Shakespeare. Crime and Punishment. The Spanish Armada.</p>
<b>Art</b>	<p>Pupils will investigate colour theory and the visual elements of Art and Design. Pupils will learn how various artists and designers have applied Colour Theory and the Visual Elements to their work. Pupils will draw and paint responses to colour theory and the Visual Elements Students will learn to weave according to colour scheme.</p>
<b>DT</b>	<p>Pupils will learn about built environments understanding how people build homes in response to their environment. Pupils will plan and draw a cardboard city and experiment with cardboard construction. Pupils will produce a Clay sculpture inspired by Anthony Gormley.</p>



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<b>French</b>	SCHOOL LIFE: naming school subjects, expressing and justifying opinions about school activities, describing the school building. Giving and responding to classroom instructions, naming the contents of my school bag and pencil case, saying "I have", asking "Can I have...?"
	Describing school uniform using a variety of adjectives. Describe a friend and a teacher (physical descriptions and character). Naming and describing after-school activities, frequency words, saying when and how often we take part in sports or clubs. Asking and telling the time.
<b>Music</b>	RECORDING AND MIXING-understanding the basics of music technology and writing short compositions to remixing. RAP-using poetry to transform into raps, and writing our own raps.
	THE BEATLES-Their history and their music. NOTATION AND MUSIC THEORY.
<b>PE</b>	Running and Fitness - 12 minute run. Improvement of cardiovascular fitness through the use of fun and varied running games. Gymnastics – flight and bridges
	Rugby: Demonstrating backwards and lateral passing techniques, avoiding tags, and keeping possession.
<b>Enrichment and PSHE</b>	Global Citizenship Democracy Migration SRE: Puberty Financial Capability Drugs and Alcohol education: Drugs Road Safety