

## English

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and books from other cultures and traditions.
- Identifying and discussing themes in and across a wide range of fighting.
- Preparing poems and plays to read aloud, showing intonation, tone and volume so that meaning is c to an audience.
- Maintain positive attitudes to reading and an understanding of what they read by:
- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books.
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## Computing

- Can create an accurate program to accomplish a given goal (include loops, logic gates, variables)
- Test and debug programs to accomplish a given goal

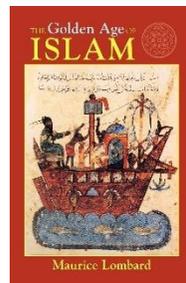
## Geography

- To use Google Earth to explore the location and physical characteristics of the Maya Civilisation.
- To use points of a compass to describe the geographic position and location of the Maya Civilisation
- To draw a sketch map showing key human and physical characteristics of the Maya civilisation
- To compare and contrast human and physical geography of the local area and Maya civilisation (use sketch maps provided by topic

## Science

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

### Year 5 Curriculum Overview



## Islamic Civilisation

## PSHE Living in the Wider World

- To be able to recognise and respond appropriately to a wider range of feelings in others
- To learn that their actions affect themselves and others
- To work collaboratively towards shared goals
- To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
- To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view

## Maths

- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- Compare and order fractions whose denominators are all multiples of the same number
- Identify, name and write equivalent fractions including tenths and hundredths
- Recognise mixed numbers and improper fractions and convert from one form to the other
- Read and write decimals as fractions
- Round decimals with two decimal places to the nearest whole number and to one decimal place
- Compare numbers with up to three decimal places
- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred'.

## History

- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

## RE

- To research the Christian denominations
- To compare the different Christian places of worship
- To understand that beliefs can be expressed in different ways

## Art

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- To learn about great artists, architects and designers in history.
- To explore and compare Islamic art with the work of Jean-Michel Basquia.