



New City Primary School Subject Overview
Core Curriculum Overview Year 5
Autumn Term One 2017 - 2018

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<u>Text/Focus</u>	Narrative Classic Text Harry Potter and the Philosopher's Stone	Narrative Classic Text Harry Potter and the Philosopher's Stone	Narrative Classic Text Harry Potter and the Philosopher's Stone	Recounts Space News Life in Space	Recounts Space News Life in Space	<u>Assessment Week</u>	Recounts Space News Life in Space
<u>Grammar</u>	Punctuation including brackets, dashes or commas to indicate parenthesis.	Adjectives	Verbs and Adverbs	Vocabulary appropriate for formal writing	Bullet points	<u>Assessment Week</u>	Bullet points
<u>Spellings</u>	Adding suffixes beginning with vowels to words ending -fer	Words with silent letters	Homophones and other words that are often confused	Words ending in - able and -ible	Spelling words	<u>Assessment Week</u>	Spelling words
<u>Comprehension</u>	AF2 Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.	AF3 Deduce, infer or interpret information, events or ideas from texts.	AF4 Identify and comment on the structure and organisation of texts including grammatical and presentational features at text level	AF6 Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.	AF6 Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.	<u>Assessment Week</u>	AF6 Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.
<u>Writing</u>	Identify the audience for purpose of writing. Describe settings, character and plot.	Note and develop initial ideas. Describe atmosphere. Integrate dialogue	Assess effectiveness of own writing. Propose changes to grammar, vocab and punctuation.	Note and develop initial ideas, drawing on reading and research. Select appropriate grammar.	Use further organisational devices to structure the text. Proof read for spelling and errors	<u>Assessment Week</u>	Use further organisational devices to structure the text. Proof read for spelling and errors

<p><u>Mathematics</u></p>	<p><u>Place Value</u> Place value Terms - positional, multiplicative, additive, base10 Place Value to 1 000 000 and hundredths</p>	<p><u>Place Value</u> Link place value to measurement with practical activities within length, mass, capacity, volume</p> <p>Ordering and comparing, Greater than, less than, equals</p>	<p><u>Fractions:</u> Fractions - link to division and decimal place value (10th, 100th), whole part relationships</p> <p>Link to percentages /100 and make explicit links with fractions, decimals & percentages;</p>	<p><u>Addition and Subtraction skills</u> <u>Mental calculation</u> Mental Calculation - partitioning, doubling, halving, number pairs, multiples of 10 and adjusting, using known number facts, bridging through 10, counting on and counting back</p>	<p><u>Working towards written method - addition</u> Written methods for addition and subtraction, whole numbers, subtraction to check and vice versa (inverse)</p>	<p><u>Assessment Week</u></p>	<p><u>Working towards written method - subtraction</u> Written methods for addition and subtraction, including decimals</p> <p>Measures of length, cm and mm, mass kg and g, capacity, l and ml, practical activities and problem solving</p>
<p><u>Computing</u> <u>We are game developers.</u></p> <p><u>Online Safety</u></p>	<p>To design a game using a story board template.</p>	<p>To create and source game assets.</p>	<p>To create a prototype of a game.</p>	<p>To debug the game script.</p>	<p>To test the game.</p>	<p>To review and evaluate the game.</p>	<p>To publish the game with a set of instructions.</p>
<p><u>Science</u></p>	<p><u>Life of Animals and Plants</u></p> <p>To research the life and work of Sir David Attenborough.</p> <p>To identify and classify living things.</p>	<p><u>Life of Animals and Plants</u></p> <p>To explain what a life cycle is.</p> <p>To compare the life cycles of animals and plants</p>	<p><u>Life of Animals and Plants</u></p> <p><u>Investigation</u></p> <p>To observe changes over time.</p> <p>To predict outcomes of an investigation.</p>	<p><u>Life of Animals and Plants</u></p> <p>To compare the lifecycle of a mammal to the life cycle of an insect.</p> <p>Or</p> <p>To compare the lifecycle of a bird to the life cycle of an amphibian.</p>	<p><u>Life of Animals and Plants</u></p> <p><u>Investigation</u></p> <p>To observe changes over time.</p> <p>To record outcomes.</p> <p>To conclude investigation with proof.</p>	<p><u>Assessment Week</u></p>	<p><u>Life of Animals and Plants</u></p> <p>To describe the process of reproduction in some plants and animals.</p>