

Curriculum Outline, Class 4.

Summer 2018.

English: **bold = year 5 only.**

- Speaking and listening: listen to and discuss a variety of books; prepare texts to read aloud and perform showing understanding; discuss challenging words, **figurative language** and phrases and build own vocabulary and sentence structure; ask reasoned questions about texts; participate in discussions about texts, **identifying themes and conventions; prepare presentations about what they have read.** Compose and rehearse sentences orally building a rich and varied vocabulary.
- Word reading: apply spelling rules and strategies to independent reading; independently seek to augment their own vocabulary whilst reading – look / ask about definitions.
- Comprehension (ongoing): develop / maintain positive attitude to reading across a variety of genres including a variety of poetry; read for both understanding and pleasure; understand characters' feelings and motives and seek evidence for this in the text; predict developments in a plot; be able to summarise plots; understand how punctuation is used to clarify thoughts. Understand what he / she reads by identifying how language, structure and presentation contribute to meaning to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials. Retrieve and record information from non-fiction over a wide range of subjects. **Distinguish between fact and opinion.** Regular timed comprehensions? Expand vocabulary by finding the meaning of new words in their reading using a dictionary etc and discussing effects of words which capture the reader's imagination and ask questions to improve own understanding.
- Spelling: use first three or four letters to find definition of a word in the dictionary; write sentences from memory dictated by the teacher using learned spelling and punctuation rules; **spell words with silent letters; use a thesaurus.**
- Writing: use a variety of genres to express themselves across the curriculum
- plan, draft, organise, write, check, evaluate and perform their own work by: **identifying the audience for and purpose of the writing, using other similar writing as models for his / her own;** discussing writing similar to that which he / she is planning to write in order to understand and learn from its structure; discussing and recording ideas **developing initial ideas, drawing on reading where necessary.**; composing and rehearsing sentences orally; organising paragraphs around a theme; creating settings, characters and plot with consideration for the audience and purpose, **considering how authors have developed characters and settings in what the class have read, listened to or seen performed; describing settings, characters and atmosphere and integrating dialogue to convey character;** using simple organisational devices; **using devices to build cohesion within a paragraph eg then, after that, this, firstly;** assessing the effectiveness of his / her own and others' writing and suggest improvements; **selecting appropriate grammar and vocabulary; précising longer passages; ensuring mostly consistent and correct use of tense throughout a piece of writing and ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing;** proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials; **using adverbials of**

time, place and number (eg later, nearby, secondly) or tense choices eg he had seen her before; Proof-reading for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation, use of the comma for fronted adverbials and **use of brackets, dashes or commas to indicate parenthesis;** use of commas to clarify meaning or ambiguity.; **using further organisational and presentational devices to structure text and to guide the reader eg headings, bullet points, underlining.**

- vocabulary and grammar: use learned spelling, punctuation and grammar in their writing; apply their reading experience to their writing; **Use brackets, dashes or commas to indicate parenthesis; use commas to avoid ambiguity; understand the terminology – modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.**

Maths:

Geometry – property of shapes.

- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- Identify acute and obtuse angles and compare and order angles up to two right angles by size. **Know angles are measured in degrees, estimate and compare acute, obtuse and reflex angles.**
- **Draw given angles and measure them in degrees.**
- **Identify angles at a point and one whole turn (total 360 degrees); angles at a point on a straight line and a half turn (total 180 degrees) – other multiples of 90 degrees.**
- Identify lines of symmetry in 2D shapes presented in different orientations.
- Complete a simple symmetric figure with respect to a specific line of symmetry.
- **Identify 3D shapes including cubes and other cuboids, from 2D representations.**
- **Use the properties of rectangles to deduce related facts and find missing lengths and angles.**
- **Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.**

Geometry:

- Describe positions on a 2D grid as co-ordinates in the first quadrant.
- Describe movements between positions as translations of a given unit to the L/R or up / down.
- **Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.**
- Plot specified points and draw sides to complete a given polygon.

Measurement:

- Find the area of rectilinear shapes by counting squares. **Calculate and compare the area of rectangles (including squares) and including standard units, square cm (cm²) and sq. m and estimate the area of irregular shapes.**

- **Estimate volume (for example using cm³ blocks) and capacity (for example using water).**
- Estimate, compare and calculate different measures, including money in pounds and pence.
- Read, write and convert time between analogue and digital 12 and 24 hour clocks.
- Solve problems involving converting from hours to minutes, minutes to seconds, years to months and weeks to days. **Solve problems involving converting between units of time.**
- **Use all four operations to solve problems involving measure (eg mass, volume, money) using decimal notation, including scaling.**

Statistics:

- Interpret and present discrete and continuous data using appropriate graphical methods including bar charts and time graphs.
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs (**including line graphs**).
- **Complete, read and interpret information in tables, including timetables.**

Revision.

Science:

Plants:

- Identify and describe the functions of different parts of flowering plants: roots, stems / trunks, leaves and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from the soil and room to grow) and how they vary from plant to plant.
- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Living things and their habitats:

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Recognise that environments can change and that this can sometimes pose dangers to living things.
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.

Geography:

- Investigate which aspects of human activity can affect the local environment (the school).

- Examine the impact of noise / litter on the school environment.
- Devise a questionnaire to investigate pupils' experience of these aspects.
- Use data handling skills to analyse and record their findings.

History:

- How the Greeks were educated; who was educated; language and maths; impact on the modern world.
- Food – what the Greeks ate.
- Trading and transport: how the Greeks traded; who with and what for; transport (triremes).
- Clothes: what the Greeks wore.
- Everyday life: living as a Greek.
- Art: container paintings.
- Inventions – famous inventors and philosophers and their inventions etc – how these affect modern life.

French:

- Food and drink: vocabulary for food – using c'est combien?
- Buildings: names of buildings.
- Weather: types of weather.
- Home: furniture (dans la chambre, il ya...)
- School : lessons and rooms.

DT / Art :

- Create a decorated container.
- Identify a purpose for a container.
- Look for clues from modern or older containers for key aspects which make it practical / aesthetically pleasing.
- Design and make own container.
- Decorate.
- Assess.

Games:

- Athletics: develop running, jumping, throwing and hurdling skills.
- Cricket / rounders: Develop bat and ball, fielding, throwing, decision-making skills.

RE: with Mrs Dodge.

Music: with Mrs Marvell-Stewart.