



## Year 5 Term 4 Curriculum Overview

| General   |   |  |  |   |                                  |   |  |  |  |
|---|---|--|--|---|----------------------------------|---|--|--|--|
| Organisation ( <i>setting goals, using diaries</i> ), Group work skills, Leadership skills (Leading into Silver Certificate)  |   |  |  |   |                                  |   |  |  |  |
| English   |   |  |  |   | Mathematics                      |   |  |  |  |
| <b>Informational texts Structure</b><br><b>Informative Reports</b><br>Reports<br><b>STRUCTURE:</b><br>Paragraphs: Topic sentence and supporting details<br>Headings & Sub- headings<br><b>LANGUAGE FEATURES</b><br>Technical Language<br>Action verbs<br>Factual adjectives<br><b>VISUAL LITERACY</b><br>Photographs<br>Diagrams<br>Maps<br>Graphs and Tables<br>Captions |   | <b>GRAMMAR</b><br>Sentence structure<br>Using apostrophes<br>Types of conjunctions and using them in complex sentences<br>Punctuation of sentences<br>Parts of speech<br><br><b>Reading strategies</b><br>Fact/Opinion<br>Predicting<br>Compare and contrast<br>Cause and effect<br>Visualising<br>Summarising |  | <b>Spelling</b><br>Phonemic approach sound waves units 21-28<br><br>Homophones<br>Homographs<br>Prefixes<br>Suffixes<br>Antonyms<br>Synonyms<br>Contractions<br>Verb tense  |                                  | <b>Number and Algebra</b><br>Lattice method of multiplication<br>Percentages using a calculator<br>Financial plans and record<br>Decimal addition to hundredths<br>Decimal subtraction to hundredths<br>Multiplication 3-digit x 2-digit (revision)<br>Division 3-digit ÷ 1-digit (revision)<br>Backtracking (revision)<br>Equivalent fractions (revision)<br><b>Measurement and Geometry</b><br>Measure angles 0o-180o<br>Enlargement properties of shapes<br>Perimeter of rectangles (revision)<br><b>Recall</b><br>Multiplication and Division facts |  | <b>Statistics and Probability</b><br>Interpreting data<br>Discrete date<br>Line graphs<br>Dot plots (revision)<br>Column graphs (revision)<br><br><b>Problem solving strategies</b><br>Guess and check<br>Find smaller parts of a large problem<br>Work backwards<br><br><b>Mental computation strategies</b><br>Revision:<br>Factors and multiples<br>Known fact generates new fact<br>Halving strategy (Division)<br>Doubling and halving (Multiplication) |  |
| Health and Physical Education   |   | HASS<br>Humanities<br>and Social<br>Sciences   | Science  | Italian   | Technologies                     |   | The Arts   |  |  |
| Health  | Physical  |  |  |   | Design                           | Digital   | Music  | Visual Art   |  |
| Bounce<br>Back<br>PERMA<br>Protective<br>Behaviours   | Athletics games<br>Long Jump<br>Long Distance<br>Running<br>Short distance<br>running<br>Throwing for<br>distance<br>Throwing and<br>catching with large<br>and small balls<br>Hockey<br>Football<br>Evaluating personal<br>performance | <b>Geography</b><br>Factors that<br>Shape the<br>Human and<br>Environmental<br>Characteristics<br>of Places<br><b>Civics and<br/>citizenship</b><br>Democracy<br><b>Inquiry skills</b><br>Questioning<br>and<br>Researching<br>Analysing   | <b>Biological<br/>Science</b><br>Desert<br>Survivors<br><br><b>Inquiry<br/>Skills</b><br>Questioning<br>Predicting<br>Planning<br>Conducting | Description of<br>dream house or<br>futuristic house<br>Express<br>activities during<br>free time and<br>sport<br>Express<br>likes/dislikes of<br>foods and drinks<br>Adjectives and<br>phrases to<br>describe food<br>and drinks | Plan, Design<br>and<br>Construct | Taught in<br>Semester 1   | <b>Elements of<br/>music</b><br>(rhythm, tempo,<br>pitch, dynamics,<br>form, timbre)<br><b>Composition</b><br>(use of symbols,<br>notation,<br>improvisation)<br><b>Performance<br/>skills &amp; audience<br/>behaviour</b><br><b>Responses to<br/>music</b> | Develop processes and<br>techniques, focusing on the<br>elements of:<br>- Line, colour (contrast), shape,<br>(symmetry), texture, space<br>(simple perspective), colour Value<br>Use visual arts terminology to<br>identify and describe how the<br>elements are used in artworks.<br>Use of different materials, media<br>and technologies.<br>Study different artists, styles and<br>cultures.<br>Self-Reflection<br>Artist Response                       |  |