

CURRICULUM MAP YEAR 5 MICHAELMAS



OLIVER HOUSE
SCHOOL

English

- The children will begin the year by studying the novel 'Friend or Foe'. They will explore the feelings of the main characters and infer what they may be thinking and feeling during their evacuation from London. They will be expected to find evidence and detail in the text to justify their views. They will write short and longer compositions about the content of the book and also make their own predictions about the plot. They will then compare this text with other, similar texts in the genre and explore standard and non-standard English by looking at different conversations between the characters. They will then move on to exploring figurative language while looking at the author's vocabulary choices.
- During the poetry unit, the children will discuss different poems and give reasons for their preferences. They will construct whole-class poems, evaluating and editing as they go. Further composition work will include drafting and writing a nonsense-writing poem and a free-verse poem. They will also prepare independent poems to read aloud.
- In the non-fiction unit, the children will explore which animal makes the toughest migration. They will read the interactive eBook, using the skills of skimming and scanning to find answers to questions and will use the organisational features of the eBook to find information. The children will revise and develop using relative clauses to present information clearly. In their writing task, children will plan and write a chronological report about a specific animal migration.

How to help...

- discuss and read other Michael Morpurgo novels and talk to your child about features of his texts, as well as asking them why they enjoy his books. Talk to them about World War II and ask them to write about what they know (from history lessons and from 'Friend or Foe'). Perhaps you could ask them to explore how writers use language for comic and dramatic effect
- investigate different poetic styles, drawing on similarities and differences between techniques and content
- read a variety of non-fiction texts with your child and suggest that they make their own non-fiction book about a topic that particularly interests them
- help to discuss, proof read and edit your child's writing for clarity and correctness with grammar and punctuation.

Computing

- Learn about effective Internet research. Children will carry out research on the topic of 'how do we use technology?'
- Use Microsoft Publisher to create posters about how we use technology. This will involve using text and other features of the software to create a colourful poster.
- Develop their coding skills by completing a range of projects using Kodu. Kodu is a new visual programming language made specifically for creating games. Children develop their understanding of coding in an enjoyable, interactive way.

How to help...

- Allow your child supervised access to your home computer so that they can carry out research on topics they are studying at school. Talk to them about how to effectively search for information on the Internet. <http://www.kidrex.org/> is a safe search engine for children to use.

Science

- In our 'Life Cycles' unit, the children will learn that plants and animals have life cycles and that reproduction is a part of this cycle. They will learn to recognise that each life cycle has distinct stages but that these can vary between species. They will plan and carry out investigations, as well as observe, measure and record the growth of animals and plants over time. The children will use secondary research to develop their understanding of life cycles in different species and will draw conclusions from their investigations, learning to present their conclusions in a variety of ways.
- In the 'Separating Mixtures' unit, the children will learn about the separation techniques of filtering, sieving and evaporation. They will use sieves to separate materials of different sizes and will learn that some substances (such as candyfloss) dissolve in water whilst others (such as dried herbs) do not. They will consolidate and apply their knowledge of the properties of solids, liquids and gases by separating different mixtures. Working scientifically, the children will formulate their own question about dissolving, before planning how they will answer it, predicting possible outcomes and carrying out a fair test. They will record their results in a table and graph, and interpret the results using evidence to support or refute their predictions.

How to help...

- trips to the Science Museum and conducting experiments at home, which specifically focus on the topics they will be covering this term
- they may wish to help you with gardening and to look after plants and flowers.

Geography

- List the main events in the water cycle.
- Use the index in an atlas to find rivers.
- List some features of a river's upper, middle and lower course.
- Describe how water erodes a riverbank and how deposition changes the shape of a river.
- List some ways that rivers are used, including advantages and disadvantages.
- Describe and locate a major dam.

How to help...

- encourage your child to carry out their own research into rivers.
- help your child to use an atlas and a globe to locate different rivers.
- Visit a river in the local area to look at the different physical features.

RE

- Children will learn about God as Creator, and about themselves as both physical and spiritual people. The topic will teach them that God has a plan for each of them and that they must try to follow His guidance and trust in Him always. They will learn about some of God's great helpers, including St. Francis of Assisi and St. Vincent de Paul, and be encouraged to reflect on the importance of the gifts that God has given them.
- In the second half of the term, the children will learn about God's Covenants. They will reflect on God's covenants with Abraham, Noah and Moses, as well as the Prophets' message. In addition to this, the children will think about their own part in the New Covenant.

How to help...

- ask your child whether they can recall the story of creation and reflect on the importance of it.
- share stories from the Bible and ask your child to summarise the main points.
- encourage them to pray 'The Rosary' during the month of October.
- discuss Pope Francis' recent encyclical 'Laudato si' with your child. Talk about how we have been given creation as a gift from God and we are called to help him look after it.
- encourage your children to develop the habit of asking God to help them see his plan for them clearly and to give them the courage to follow it.
- during Advent, help them to prepare for the gift of Jesus' coming.

Maths

- Throughout this term, children will be conducting mathematical investigations as well as practising exercises to develop their 'mathematical muscles'. Not only will they will improve their ability to solve calculations but will learn to become thinking mathematicians, able to spot patterns, think logically and prove rigorously. These tools will be developed across the following areas of mathematics:
 - (In number) Order and evaluate numbers up to 1 000 000; multiply and divide four digit numbers by two digit numbers; add and subtract fractions; convert between %, decimal and fraction; investigate negative numbers; solve word problems including mixed operations and scaling.
 - (In Geometry) Identify 3-D shapes and their properties, distinguish between regular and irregular polygons, identify various angles using rules and measurement; identify, describe and represent the position of a shape both in translation and reflection.
 - (In Measurement) Convert between units of measure and time, use metric/imperial equivalence, solve area and volume problems, apply appropriate scaling.
 - (In Statistics) Solve comparison, sum and difference problems from line graphs; read and interpret various tables.

How to help...

- Practise multiplication tables daily; play number games and complete number puzzles; encourage your child to tell the time using an analogue clock/watch; support your child as they complete their homework; inform your class teacher of any difficulties or misconceptions; online maths such as (Mathletics, Abacus, BBC KS2 bitesize)

Music

- have a general introduction to the elements of music
- play and perform in solo and ensemble contexts, using their voices and musical instruments with increasing accuracy, fluency, control and expression
- begin to understand the elements of songwriting and compose a Christmas carol
- In Choir; they will begin rehearsals for the 9 lessons and carols; learn about breathing and diction; deepen in their sense of performance, discover the enriching value of working with others, and the importance of following the conductor.

How to help...

- listen to plenty of differing types of music at home.
- Encourage fixed music practice times for those learning instruments and to facilitate playing with other instrumentalists in group work.

PE/Games

Year 5 and 6 Boys

- Children will... continue to develop team participation and sportsmanship, and understanding rules and officiating. The focus during this term is football. As well as the skills aspect of the sport, children will learn the importance of positive communication, team shape and organisation and roles and responsibilities of different positions.

Year 5 and 6 Girls

- Children will... continue to develop team participation and sportsmanship and understanding rules and officiating. The focus during this term is netball. As well as the skills aspect of the sport, children will learn the importance of positive communication, team shape and organisation and roles and responsibilities of different positions.

How to help...

- Encourage children to join after school clubs in or outside of school. Playing or watching these sports with your children is great way to further develop skills and deepen understanding. Additionally, organising a group of children to play together once a week is a great way to keep skills sharp and build friendships.

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Latin

- Children will learn about the Romans in England; Roman towns, their expertise and influence on Britain. They will begin to deepen in their understanding of English grammar as a forerunner to translating Latin texts and learn about the historical context of the language, its development, and word derivation. Introduction of noun gender and adjectival agreement will resonate with their knowledge of Spanish. Children will start with the irregular verb to be and be introduced to Latin via a family whom we know to have been based near Hadrian's wall at the Roman site of Vindolanda. Excavation and artefacts at the site have given enough information to create a scheme – Minimus – based on the inhabitants of this settlement.

How to help...

- Help children to learn new vocabulary and talk about Latin words used in everyday life (e.g. monuments; at Mass; in expressions: 'exempli gratia' 'et cetera'...)

Spanish

- Children will: This term, the children are going to describe their personality using new adjectives. They will also learn how to conjugate regular verbs and some of the main irregular verbs in sentences.

How to help...

- online exercises at www.aprenderespanol.org
- it will be very useful if you can encourage your child to revise all the vocabulary that they are learning during the lessons, on a weekly basis.

History

- Children will be learning about WWII. The children will find out when the war occurred and why, and will also discover the effect that this had on everyday life. They will learn about evacuees and why there was a need for people to be evacuated and will also find out about the day to day life of those living during the war. Comparisons will be made between life during the war and life today when children experience some of the struggles that those living through the war experienced.

How to help...

- Visit the Imperial War Museum with your children - this will provide your child with an amazing breath of information and knowledge.
- Encourage your child to talk to any family members or friends who lived through the war and hear and understand their accounts of the event.

Art/DT

- In the first part of the term, children will study the life and works of William Morris. They will explore the arts and crafts movement and how mass production came about. They will look at print technique as well as wallpaper and textile design. Children will study natural design and how this played an important role in the works of William Morris. They will design and print using a printing block in the style of William Morris.
- In the second half of the term, children will be exploring different cities around the world and looking at their skylines. They will re-create their own using 3D art as well as using tools such as palette knives to create effects. Throughout this scheme of work children will be introduced to some fabulous artists and their styles and techniques.

How to help...

- Talk to children about the different textures and patterns that are around your home. Discuss how items can be mass produced, limited edition or custom handmade and how this can affect value.
- Show children abstract and traditional art and ask them how each piece of work makes them feel.
- Allow children to research artists that create 3D art. Encourage children to look at the different skylines around the world and discuss why they are so different.
- Visit Fashion and Textile Museum in Bermondsey

Critical thinking

- Children will be exploring the key thinking skills of questioning, information skills, deduction, creative thinking and communication. With the aim of using all of these skills in our curriculum lessons. We will also start to use metacognition – the ability to think about how we are thinking. This work will also be complemented by undertaking non-verbal reasoning exercises.

How to help...

- ask them about what they have undertaken in their critical thinking lessons and what they might have learnt.
- discuss instances in your life/career where you have needed to think outside of the box to resolve a problem that at first seemed insurmountable.
- work through puzzles in magazines or children's newspapers.
- encourage the children to look for patterns in the environment and everyday life, as well as spotting anomalies and finding reasons for them.
- Support them with their non-verbal assignments.

Character Education

- try to be a grateful person
- show gratitude towards their parents
- show gratitude to their teachers
- show gratitude to God
- be grateful for their friends
- be positive when things are hard.

How to help...

- Say thank you
- Smile
- Write a letter to thank someone
- Do a kind act in return
- Not complain, but be appreciative
- Find something good to praise in people
- Keep account of a new blessings each day
- Go the extra mile

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