

Term 4 Curriculum Overview

Year 5

	Mathematics	Reading	Writing	Concept
Week 1 Oct 2	Unknown Quantities Measurement	Literature and Author Study Text Structure and Language Features Decoding Comprehension	Voice Conventions: Spelling	<p>Science - Biological Science & Earth and Space Sciences</p> <p><i>I understand the Earth is part of a system of planets orbiting around a star (the Sun).</i></p> <p><i>I understand that sudden geological changes or extreme weather conditions can affect Earth's surface.</i></p> <p><i>I understand that living things have structural features and adaptations that help them to survive in their environment.</i></p> <p><i>I can communicate ideas and processes using evidence to develop explanations of events and phenomena and to identify simple cause-and-effect relationships.</i></p>
Week 2 Oct 9	Unknown Quantities Measurement	Literature and Author Study Text Structure and Language Features Decoding Comprehension	Voice Conventions: Spelling	
Week 3 Oct 16	Unknown Quantities Measurement	Literature and Author Study Text Structure and Language Features Decoding Comprehension	Voice Conventions: Spelling	
Week 4 Oct 23	CAMP	CAMP	CAMP	
Week 5 Oct 30	Transformations and Symmetry Number Patterns: Factors and Multiples	Literature and Author Study Text Structure and Language Features Decoding Comprehension	Voice Presentation Conventions: Spelling	
Week 6 Nov 6	Transformations and Symmetry Number Patterns: Factors and Multiples	Literature and Author Study Text Structure and Language Features Decoding Comprehension	Presentation Conventions: Spelling	
Week 7 Nov 13	Transformations and Symmetry	Literature and Author Study Text Structure and Language Features Decoding Comprehension	Presentation Conventions: Spelling	
Week 8 Nov 20	Learning Cycles for this week will be decided upon by the Collaborative Teaching Team and will be dependent upon student need. All core learning cycles will have been completed by this time and learning will be determined based on student data.	Learning Cycles for this week will be decided upon by the Collaborative Teaching Team and will be dependent upon student need. All core learning cycles will have been completed by this time and learning will be determined based on student data.	Presentation Conventions: Spelling	
Week 9 Nov 27			Learning Cycles for this week will be decided upon by the Collaborative Teaching Team and will be dependent upon student need. All core learning cycles will have been completed by this time and learning will be determined based on student data.	
Week 10 Dec 4				
Week 11 Dec 11				

Where a learning cycle appears for the first time, students will generally undertake some form of pre-assessment. This may be in the form of an online test, a 'quick check', an academic game or another form of student work sample.

Where learning cycles are outlined to be completed is where post-testing is likely to occur.

Teaching teams also engage with formative assessment throughout learning cycles with students.

Term 3 Curriculum Overview: Mathematics

Year 5

	Essential Learning	Learning Targets
Week 1 - 3	Unknown Quantities: Students find unknown quantities in number sentences using all four operations.	→ I can use equivalent number sentences involving addition and subtraction to find an unknown. → I can use addition and subtraction to solve problems involving unknown quantities. → I can use equivalent number sentences involving multiplication to find an unknown quantity. → I can use equivalent number sentences involving division to find an unknown quantity.
	Measurement: Students use appropriate units to calculate measurement including length, area, volume, and capacity.	→ I can choose an appropriate formal unit to measure length, area, volume, capacity and mass. → I can calculate the volume and capacity of rectangular prisms using centimetre cubes. → I can calculate the area of a rectangle using formal means. → I can calculate the perimeter of a rectangle. → I can explain the attribute of perimeter as the distance around a shape or object.
Week 5 - 7	Transformations and Symmetry: Students identify and describe transformations and symmetry of two-dimensional shapes.	→ I can identify rotational symmetry of 2D shapes. → I can identify line symmetry within 2D shapes. → I can describe translations, reflections, and rotations of 2D shapes. → I can enlarge familiar 2D shapes and compare the properties of the enlarged shape with the original shape.
	Number Patterns (factors and multiples): Students can follow mathematical algorithms and continue and create number patterns involving fractions and decimals using addition and subtraction.	→ I can identify and describe factors and multiples of whole numbers and use them to solve problems (<i>all other learning targets for this Essential Learning were covered earlier in the year</i>).

Term 3 Curriculum Overview: Reading

Year 5

	Essential Learning	Learning Targets
Week 1 - 7	Literature and Author Study: I can describe how authors depict elements of their texts, including how language features influence interpretations, and explain my own responses.	<ul style="list-style-type: none"> → Identify parts of fictional texts that relate to or reference: <ul style="list-style-type: none"> ◆ Particular cultures or are of cultural significance ◆ Historical moments, events or figures ◆ Social conventions, norms or contexts → Examine fictional texts, and identify: <ul style="list-style-type: none"> ◆ Different viewpoints about the same event, setting or character ◆ How the author has portrayed different viewpoints ◆ How different interpretations about the same person or event may occur → Explain my understanding of the above points in a written or verbal response (citing specific examples and evidence from the text)
	Text Structure and Language Features: I can identify and explain a text's structure and language features.	<ul style="list-style-type: none"> → Understand how texts vary in purpose, structure and topic → Understand how texts vary in degree of formality → Explain how the organisation of texts (into chapters, headings, subheadings, home pages and subpages for online texts and according to chronology or topic) can be used to predict content and assist navigation → Show how ideas and points of view in texts are conveyed through the use of vocabulary → Analyse how the text structures and language features used in: <ul style="list-style-type: none"> ◆ Imaginative texts ◆ Informative texts ◆ Persuasive texts are used to meet the purpose of the text.
	Decoding: I can use a range of strategies, including word parts, syllables and spelling patterns, to decode and spell new words.	<ul style="list-style-type: none"> → Use banks of known words to decode and clarify words. → Use syllabification to decode and clarify words. → Use spelling patterns to decode and clarify words. → Use word origins to decode and clarify words. → Use base words to decode and clarify words. → Understand how prefixes and suffixes can help to decode and clarify words.
	Comprehension: I can use a variety of strategies to interpret, analyse and evaluate information and structural features from a variety of texts.	<ul style="list-style-type: none"> → Analyse information <ul style="list-style-type: none"> ◆ Predict ◆ Summarise ◆ Analyse ◆ Critique ◆ Infer → Integrate and link ideas from a variety of texts <ul style="list-style-type: none"> ◆ Make connections ◆ Synthesise ◆ Use Information ◆ Infer → Interpret structural features <ul style="list-style-type: none"> ◆ Identify and explain structural features such as: headings, chapters, headings, subheadings, table of contents etc. ◆ I can apply text processing strategies (such as monitoring meaning, skimming and scanning) to ensure my reading sounds right and makes sense

Term 3 Curriculum Overview: Writing

Year 5

	Essential Learning	Learning Targets
Week 1 - 5	<p>Voice: The tone and tenor of the piece – the personal stamp of the writer, which is achieved through a strong understanding of purpose and audience.</p>	<ul style="list-style-type: none"> → I clearly reveal who I am throughout my writing; my reader can sense the person behind the words and can connect/interact with me as the author. → I can establish a consistent tone within my writing that adds interest to the message and is appropriate for the purpose and audience. → I can create narrative/imaginative writing pieces that are honest, personal and engaging; that make the reader think about and react to my ideas and point of view. → I can develop and explain a point of view about a text, showing a strong commitment to the topic; demonstrating why my reader needs to know about the topic or why they should care.
Week 5 - 8	<p>Presentation: The physical appearance of the piece.</p>	<ul style="list-style-type: none"> → I use handwriting efficiently in both formal and informal situations. → I am developing my own handwriting style that is legible and becoming fluent. → I consistently show control and consideration over how I select, and where I place visual, audio and print elements. → I demonstrate automaticity when using keyboarding and screen functions on my device.
Week 1-8	<p>Conventions - Spelling: When writing, students demonstrate understanding of grammar and sentence types, and they select specific vocabulary and use accurate spelling and punctuation.</p>	<ul style="list-style-type: none"> → I can explain how words are spelt using a combination of strategies and knowledge (including: morphemic, visual, phonological, etymological and orthographic knowledge.) → I can correctly spell irregular plurals (mice) → I can correctly spell words with less common silent letters (e.g. subtle, pneumonia) → I can correctly spell words that share the same letter pattern but have different pronunciations (the 'ou' in journey, your, tour and sour)