

Maths

Place value:

- Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.
- Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.
- Round any whole number to a required degree of accuracy.
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.

Addition and subtraction:

- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
- Add and subtract numbers mentally with increasingly large numbers.
- Solve problems involving addition and subtraction.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Science – Evolution & Inheritance

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- To develop research skills and interpret data.
- To recognise that observations can be used to support ideas.
- To collect and present data in a variety of ways.

R.E – God

- Identify characteristics of a god
- Explain connections between biblical texts and Christian ideas of God
- Express Christian views of God creatively
- Make connections between Bible texts and what Christians believe about God through how churches are designed
- Investigate how ideas about love, holiness and forgiveness relate to issues of their own lives and the world today

Year 5 and 6 – Owl Curriculum Overview Term 1 and 2 2018-2019



Creative Curriculum (History/Geography) – Go Wild in Africa!

- I can find out how the kingdom of Benin developed
- I can find out about some important events in Africa's history
- Explain the religious beliefs of the people of ancient Benin.
- I can describe what the people of Benin believed in
- Understand why the art of Benin challenged the world's perceptions of African art.
- Replicate traditional Benin art using sculpting techniques.
- I can examine and evaluate different sources of evidence about Benin and say what they can teach us about Benin culture.
- Identify where the continent of Africa is located and what countries are situated in Africa
- Understand the challenges on Africa's economy and how they make their money with trade

English – Journey to Jo'burg by Beverley Naidoo

- Plan through discussing similar writing; analysing structure, vocabulary and grammar and use to create their own plan
- Explore and use their own techniques to note their ideas, drawing on research where necessary
- Perform compositions, using appropriate intonation, volume and movement
- Use expanded noun phrases precisely to add detail across a piece of writing e.g. using prepositions, adverbs for manner and how much (very/likely/almost)
- Use relative clauses beginning with who, which, where, when, whose and that
- Use embedded clauses
- Add detail and create specific effects to engage the reader through crafting a range of sentence structures and lengths
- Proof-read and edit their writing in relation to the Y5 grammar and spelling expectations
- Plan through discussing similar writing; analysing structure, vocabulary and grammar and use to create their own plan

ICT – Basic skills/multi-media

- To create a multi-media presentation
- To evaluate and apply IT skills to solve problems.
- To begin to write simple computer programmes in order to solve problems.

PSHE – Being me in my world

- I can identify my goals for this year, understand my fears and worries about the future and know how to express them
- I know that there are universal rights for all children but for many children these rights are not met
- I understand that my actions affect other people locally and globally
- I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities

P.E – Football/Dance

- To become familiar with using the ball with both feet.
- To learn how to shoot with a stationary ball.
- To develop a sense of rhythm and improve coordination.
- To be able to remember and repeat a sequence.