



Stockport Grammar Junior School – Curriculum Information for Parents 2020-21
Year Five

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MATHEMATICS				<p>We will continue to practise the four rules of number in the context of money and contextual problems, choosing efficient strategies. We will revisit long multiplication and place value in decimals, including multiplying and dividing by 10, 100 & 1000. Work on factors and multiples will help secure the concept of equivalent fractions to enable calculations with fractions. We will start to look at percentages and how they link to decimals and fractions, as well as solving problems by finding percentages of amounts.</p> <p>Within Geometry, we will focus on calculating areas, perimeters and volume and revise the difference between one, two and three dimensions. We will finish by revising work on line graphs, comparison graphs and solve scaling problems involving fractions and measures. We will continue to practise times tables and mental maths skills weekly.</p>		

<p>ENGLISH</p>				<p>Children will be taught reading and writing holistically through text led learning. We will be focussing on 'Aquila' by Andrew Norriss as our main texts.</p> <p>Children will be exploring different genres of writing, including: information booklets, non-chronological reports, instructions and explanation. They will also produce a short story science fiction story.</p> <p>Children will learn how to shift the formality of their writing for effect. Activities will be done on a variety of punctuation, word types and other areas of grammar in order to improve writing effectively and descriptively using a range of sentence types.</p> <p>Children will benefit from a mixture of independent, paired and group tasks and they will continue to edit and improve their own work as well as peer assess their partners'.</p> <p>After half term, we will focus on Poetry, analysing a selection of poems with a structure. Children will be performing poems as well as writing poems of their own.</p>
<p>SCIENCE</p>				<p>In Science, children will compare the lifecycles of a mammal, an amphibian, an insect and a bird. They will look at how animals are endangered and how science is helping to stop this.</p> <p>They will name and explain the function of some parts of a flower (perfect and imperfect)</p>

				and describe the processes of pollination, fertilisation, seed dispersal and germination. Children will also describe the life processes of reproduction in some animals, including humans.		
HUMANITIES				<p>JOURNEYS - In the history unit, children will explore the question of why people go on a journey and look at five very different types of journey in depth. The journeys selected span from the Tudor Period to those undertaken today by refugees.</p> <p>In the geography unit, children will be investigating where everyday products come from and the journeys they take to our home. We will also take a look at trade links, the distribution of natural resources, including energy, food minerals and water.</p>		
ART/DESIGN TECHNOLOGY				We will continue to focus on the work of Matylda Konecka and complete our Polyprints. Next, we will complete a unit of work on 'Skyscrapers' looking at the structure of the world's tallest skyscrapers. We will then budget, plan, design and build our own skyscrapers.		
COMPUTING				<table border="1"> <tr> <td>Children will use computer software to develop computer programming skills.</td> <td>Children will investigate different ways in which we can communicate online.</td> </tr> </table>	Children will use computer software to develop computer programming skills.	Children will investigate different ways in which we can communicate online.
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<p>My Online Life: Throughout the year, the children will be thinking about all aspects of their online life and considering how to be safe and responsible while using the internet and technology.</p>						
R.E.				Children will continue with their focus on the Sikh faith. They will begin to show an awareness of similarities between religions:		

					<p>identify how religion is expressed in different ways.</p> <p>They will also begin to identify the impact religion has on believers' lives, describing some forms of religious expression.</p>
P.E/SWIM					<p>In swimming we will be working towards improving stroke technique and increasing stamina. Lastly, we will work towards improving competitive skills.</p> <p>Starts turns and finishes.</p> <p>PE will focus on Athletics. Children will learn about the various events they will compete in at sports day as well as developing techniques to help them run faster and further, throw and jump.</p>
GAMES					<p>Children will develop their batting, bowling and fielding skills through Cricket and rounders. They will experience testing their skills under pressure in game adaptations and house competitions.</p>
PSHE					<p>In PSHE, we will identify some of the ways in which we are different and unique, explain some of the elements which help us have a diverse community and describe strategies to overcome barriers and promote diversity and inclusion.</p> <p>We will look at some of the risks associated with smoking (physical, legal and social) and describe how smoking can affect your immediate and future health and wellbeing, as well as identify strategies and skills to resist any pressure to smoke.</p>

				In conjunction with science, we will learn about puberty and develop coping strategies to help with the different stages they will go through.		
FRENCH				<table border="1"> <tr> <td>French months/days/dates.</td> <td>Parts of the body and descriptions.</td> </tr> </table>	French months/days/dates.	Parts of the body and descriptions.
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MUSIC				<p>Year 5 will explore Music of the Baroque Period & The Early Classical Period as their focus for musical history and analysis. Through listening and performing pupils will learn about:</p> <ul style="list-style-type: none"> • musical ornamentation • Baroque and Classical composers • Specific musical works • Baroque and Classical style • The Early Classical orchestra and its development • The harpsichord - and why the piano replaced it <p>Pupils will also develop their understanding and knowledge of musical notation further, to include both pitch and rhythmic notation in the treble clef.</p> <p>Through musical games and class singing, pupils will continue to develop their confidence, singing voices and their general musicianship</p>		