

Rosh Pinah Curriculum Overview Autumn Term 2019

Year Group: 5

Teachers: Mrs Levinson, Mrs Levy, Mrs Feingold, Mrs Sasto, Rabbi Hirsch, Mrs Anderson, Miss Rosettenstein, Miss Nicholson (PE)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
MATHEMATICS	<p>Induction Week (2 days)</p> <p>Understand place value in 5-digit numbers by creating 5-digit numbers, placing them on a number line and solving place value additions and subtractions.</p> <p>Order and compare 5-digit numbers and say a number between.</p> <p>Use column addition to add two 4-digit numbers with answers > 10000</p> <p>Sustain a line of enquiry, make and test a hypothesis</p>	<p>Add and subtract 2-digit numbers mentally; choose a strategy for solving mental additions or subtractions; solve word problems</p>	<p>Understand place value in decimal numbers; multiply and divide numbers with up to two decimal places by 10 and 100; multiply and divide by 0 and 100; add and subtract 0·1 and 0·01; multiply and divide by 4 by doubling or halving twice; use mental multiplication strategies to multiply by 20, 25 and 9</p>	<p>Revise converting 12-hour clock times to 24-hour clock times; find a time a given number of minutes or hours and minutes later; calculate time intervals using 24-hour clock format;</p>	<p>Revise converting 12-hour clock times to 24-hour clock times; find a time a given number of minutes or hours and minutes later; calculate time intervals using 24-hour clock format;</p>	<p>Measure lengths in mm and convert to cm; find perimeters in cm and convert cm to m</p>	<p>Solve subtraction using a written method for 3-digit – 3-digit numbers and for 4-digit numbers; use counting up (Frog) as a strategy to perform mental subtraction; find change from a multiple of ten pounds using counting up</p>		<p>End of unit assessment</p>	<p>Recognise which numbers are divisible by 2, 3, 4, 5, 6, 9 and 25 and identify multiples; find factors; recording results systematically and finding all factors of a given number; compare and place fractions on a line; find equivalent fractions and reduce them to their simplest form</p>	<p>Use mental strategies to multiply and divide multiples of 10 and 100; use a written method to multiply 3-digit and 4-digit numbers by 1-digit numbers and estimate answers, divide 3-digit numbers by 1-digit numbers using a written method and express remainders as a fraction and solve division word problems</p>	<p>Use a protractor to measure and draw angles in degrees; recognise, use terms and classify angles as obtuse, acute and reflex; recognise that angles on a line total 180° and angles round a point total 360°; identify and name parts of a circle including diameter, radius and circumference; draw circles to a given radius using a pair of compasses; relate angles to turns, and recognise that a 360° angle is a complete turn; use angle facts to solve consider events from the perspective of one of the narrative's minor characters problems related to turn</p>	<p>Use a protractor to measure and draw angles in degrees; recognise, use terms and classify angles as obtuse, acute and reflex; recognise that angles on a line total 180° and angles round a point total 360°; identify and name parts of a circle including diameter, radius and circumference; draw circles to a given radius using a pair of compasses; relate angles to turns, and recognise that a 360° angle is a complete turn; use angle facts to solve consider events from the perspective of one of the narrative's minor characters problems related to turn</p>	<p>Place numbers to 100 000 and decimals up to two places on a line, round numbers to the nearest 10, 100 and 1000 and decimals up to two places to the nearest whole number; compare and order numbers with up to two decimal places; reduce fractions to their simplest form; know and recognise equivalent fractions and decimals to half, tenths and fifths</p>	<p>Revise mental and written addition and subtraction strategies, choose to use a mental strategy or written method to solve addition and subtraction, choose to solve word problems involving multiplication and division questions including 2- and 3-digit by 1-digit and 2-digit by 2-digit using a mental or a written method, use mathematical reasoning to work out a function, identify the operation being used on numbers, understand that addition and subtraction are inverse operations multiplication and division, use function machines</p>	<p>Consolidation and end of unit assessment</p>

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ENGLISH	<p>Princess' Blanket by Carol Ann Duffy</p> <ul style="list-style-type: none"> To be able to write from the perspective of a character in a story To respond to images in a powerful picture book To consider what motivates the actions and choices of individuals in different situations To use art as a stimulus for writing. <p>Possible Writing Outcomes</p> <ul style="list-style-type: none"> Note taking Written argument Newspaper article Poetry Write a commentary Letter Script writing Story writing. 	<p>The Adventures of Odysseus by Marcia Williams</p> <ul style="list-style-type: none"> To explore the context of a narrative. To explore the characteristics of key characters in a narrative. To explore in-depth a key action in a narrative To consider events from the perspective of one of the narrative's minor characters. To consider different perspectives of the same event. To debate and argue a point. To retell the events of a story and use evidence from the text. To write a short myth narrative. <p>Possible Writing Outcomes</p> <ul style="list-style-type: none"> Information posters Letters Annotated storyboards Diaries Speeches Notes for a debate Story writing Newspaper articles.
SCIENCE	<p>Materials</p> <ul style="list-style-type: none"> To identify the properties of a range of materials and explain their uses To plan comparative or fair tests and then take accurate measurements and make accurate observations To explore making and separating mixtures To use relevant scientific language to explain their ideas To classify changes as reversible or irreversible To report and present findings from enquiries. 	<p>Let's Get Moving! - Friction</p> <ul style="list-style-type: none"> To explain some of the effects of gravity To plan, carry out and explain fair tests To observe a variety of forces that slow things down To set up, carry out and make sense of a variety of investigations To be able to explain how levers, pulleys, springs and gears transfer force and motion To design and make machines that use levers, pulleys, springs and gears.
HISTORY		<p>What did the Greek do for us? - Ancient Greece</p> <ul style="list-style-type: none"> To know and understand significant aspects of the history of the wider world, including the nature of ancient civilisations To study Ancient Greek life and achievements, and their influence on the western world To learn about the legacy of Greek culture and the impact of this legacy on later periods in British history, including the present day To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.
GEOGRAPHY	<p>Is our country changing? - Geography of the UK</p> <ul style="list-style-type: none"> To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and understand how some of these aspects have changed over time To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom To use maps, atlases, globes and digital/computer mapping to locate countries and describe features To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	
ART		<p>Ancient Greek art work</p> <ul style="list-style-type: none"> To use a range of materials to investigate narratives and scenes on Ancient Greek amphorae.
DT	<p>Inventions that changed the World!</p> <ul style="list-style-type: none"> To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose To understand how key events and individuals in design and technology have helped shape the world. 	

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COMPUTING	<p>Databases</p> <ul style="list-style-type: none"> • To learn how to search for information in a database • To contribute to a class database. <p>Success Criteria</p> <ul style="list-style-type: none"> • Children understand the different ways to search a database. • Children can search a database in order to answer questions correctly • Children have designed an avatar for a class database. • Children have successfully entered information into a class database. 							<p>Databases</p> <ul style="list-style-type: none"> • To create a database around a chosen topic. <p>Success Criteria</p> <ul style="list-style-type: none"> • Children can create their own database on a chosen topic • Children can add records to their database • Children know what a database field is and can correctly add field information • Children understand how to word questions so that they can be effectively answered using a search of their database. 						
	<p>Netball</p>													
PE	<p>Composer study on Leonard Bernstein. Looking at his style, influences and pieces.</p> <p>Chagim songs</p>							<p>Tag Rugby</p>						
MUSIC	<p>Listen and Appraise the Fresh Prince of Bel Air and other Hip Hop tunes.</p> <ul style="list-style-type: none"> • To learn and build knowledge and understanding about the interrelated dimensions of music • To perform and share. 													
SRE/ PSHE														
IVRIT	Introduction	Unit 15 Daily routine and telling the time	Unit 15 Daily routine and telling the time	Unit 15 Daily routine and telling the time	Unit 15 Daily routine and telling the time	Revision Unit 15 Daily routine and telling the time								
JS	Introduction to Ellul and customs of the month	Parasha- Ki Teitze – Respecting the feelings of people	Parasha- Ki Tavo – Knowing there are consequences to our actions	Chumash- Unit 7 To understand what we can learn from the behaviour and actions of בָּקָר and שֶׂנֶּה	Chumash- Unit 7 To understand what the בָּקָר is: Why does בָּקָר want the בָּקָר? Why doesn't בָּקָר want it?	Chumash- Unit 7 To understand how עִזּוֹ reacts to the selling of the בָּקָר	Chumash- Revision Unit 7 Shmini Atzeret and Simchat Torah Understanding of laws and customs od Shmini Atzeret and Simchat Torah	Unit 16 Shopping (At the Greengrocer)	Unit 16 Shopping (At the Greengrocer)	Unit 16 Shopping (At the Greengrocer)	Unit 16 Shopping (At the Greengrocer)	Unit 16 Shopping (At the Greengrocer)	Revision Unit 16 Shopping (At the Greengrocer)	Unit 16 Shopping (At the Greengrocer)
				Rosh Hashanah- Understanding of laws and customs of Rosh Hashanah	Yom Kippur- Understanding of laws and customs of Yom Kippur	Sukkot- Understanding of laws and customs of Sukkot	Parasha- Ha'azinu – Knowing that everyone can learn Torah	Chumash- Assessment Unit 7 Parasha- Noach – Working together Achdut	Chumash- Unit 8 To understand how בְּקָר creates the right conditions in which to bless עִזּוֹ.	Chumash- Unit 8 To understand why בְּקָר is determined that בְּקָר should get the בְּקָר from בְּקָר.	Chumash- Unit 8 To appreciate the refined nature of בְּקָר in the way he behaves and speaks to his father	Chumash- Unit 8 To appreciate why בְּקָר gives the בְּקָר to בְּקָר from בְּקָר.	Chumash- Unit 8 To appreciate why בְּקָר gives the בְּקָר to בְּקָר.	Chumash- Unit 8 Revision.
				Parasha- Nitsavim – Keeping the Torah keeps the Jewish people alive	Parasha- Vayeilech – Being a good leader	Parashat Lech Lecha – Keeping away from bad influences	Parashat Vayera – Belief in Hashem	Parasha- Chayei Sarah Integrity (Decency and fairness in business dealings)	Parashat Vayera – Belief in Hashem	Parasha- Chayei Sarah Integrity (Decency and fairness in business dealings)	Parasha- Vayetsei Making a difference - פָּנָה	Parasha- Vayishlach Respect for humankind (Citizenship)	Parasha- Vayishev Sensitivity	

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