



St Mary's

Catholic Primary School and Nursery

Classroom Monitor Objective Overview

Year 5 - Autumn 1

Local Study – Cheshire: The Only way is Cheshire

Local visit: Fieldwork up and down Dane Bank Avenue

Visit from Snugbury's Ice Cream

<p><u>English - Reading</u> Word Reading</p>	<ul style="list-style-type: none"> • Read aloud and understand the meaning of new words they meet.
<p><u>English - Reading</u> Comprehension</p>	<ul style="list-style-type: none"> • Read poems aloud and perform, communicating clear meaning to an audience • Predict what might happen from details stated and implied. • Identify and discuss themes and conventions in and across a wide range of writing.
<p><u>English-</u> Spoken language</p>	<p>At a level appropriate to Year 5:</p> <ul style="list-style-type: none"> • Consider and evaluate different viewpoints, attending to and building on the contribution of others. • Articulate and justify answers, arguments and opinions • Participate in discussions • Use relevant strategies to build their vocabulary.
<p><u>English -</u> Handwriting</p>	<ul style="list-style-type: none"> • Ensure appropriate handwriting.
<p><u>English - Writing</u> Spelling</p>	<ul style="list-style-type: none"> • Use further prefixes and suffixes. • Use a range of strategies to spell accurately. • Use a thesaurus.
<p><u>English - Writing</u> Composition A balanced argument A poem</p>	<ul style="list-style-type: none"> • Select appropriate form for audience and purpose. • Select appropriate grammar and vocabulary. • Note and develop initial ideas for writing • Use a wide range of devices to build cohesion within paragraphs • Always proof-read writing for errors and effectiveness • Perform their own compositions
<p><u>English - Writing</u> VGP</p>	<ul style="list-style-type: none"> • Begin to use more advanced sentence punctuation. • Use devices to build cohesion • Use adverbs
<p><u>Mathematics</u> Number - Place Value</p>	<ul style="list-style-type: none"> • Understand and use place value to at least 1,000,000. • Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. • Use and interpret negative numbers. • Read Roman numerals to 1000 and years written in Roman numerals.
<p><u>Mathematics</u> Addition & Subtraction Statistics</p>	<ul style="list-style-type: none"> • Add and subtract whole numbers with more than 4 digits. • Solve addition and subtraction and multi-step problems. • Solve comparison, sum and difference problems using information presented in a line graph. • Complete, read and interpret information in tables.
<p><u>History</u> Local area- Crewe + Nantwich History of school</p>	<ul style="list-style-type: none"> • Discuss the impact of significant historical events, people and places in their own locality. • Analyse sources of information for accuracy, usefulness and relevance.
<p><u>Geography</u> Local area Crewe/school: Field work- land use up</p>	<ul style="list-style-type: none"> • Follow a route on a small scale map. • Use a range of maps to plan the quickest route and find alternatives.



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and down Dane Bank Avenue- mapping/surveys	<ul style="list-style-type: none"> • Use photographs and measurements to create an accurate map of an area. • Make a simple thematic map based on own data. • Locate the world's continents/countries • Use longitude and latitude as a guide to a location on an atlas. • Use the 8 points on a compass. • Make a scale drawing using scales based around powers of 10.
Design and Technology Snugbury's Ice-cream business- talk	<ul style="list-style-type: none"> • Evaluate existing products in relation to their purpose and audience. • Collect feedback from others to find out how to improve a product. • Explore impact of well known designers and inventors' products. • Understand that some foods are seasonal and give examples. • Design products that are innovative and appeal to individuals or groups. • Estimate amount of ingredients to an appropriate level of accuracy.
Art & Design Field sketching- outside/observational drawing	<ul style="list-style-type: none"> • With pencil, can control perception of distance. • Replicate images by well-known artists • Use pastel/charcoal with increasing control
Music	<ul style="list-style-type: none"> • Compose a soundscape (busy road/city) • Layer sounds to create effects • Lead a group in a performance.
Computing Spreadsheets Unit 5.3	<ul style="list-style-type: none"> • Combine a variety of software to accomplish given goals on a range of digital devices. • Design and create systems that accomplish given goals • Analyse and evaluate information and data
PE Outdoor: Hockey Indoor: Dance	<ul style="list-style-type: none"> • In a game, select the most appropriate person to pass to and the style of pass to use. • Hit a ball into space to help increase score within a game. • Dribble a ball in different directions and avoid obstacles. • Help other members of team to find space within a team game. • Use a range of attacking and defending skills when playing a team game. • Perform dance actions with control and expression. • Choose own dance steps and movements and then develop them into a routine. • Choreograph short routines to portray a particular mood or style.



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Classroom Monitor Objective Overview

Year 5 - Autumn 2

Theme: Circle of Life

Local visit: Chester Zoo

<u>Classroom Monitor Objective Overview</u> <u>Year 5 - Autumn 2</u> Theme: Circle of Life Local visit: Chester Zoo	
<u>English - Reading</u> Word Reading	<ul style="list-style-type: none"> • Read aloud and understand the meaning of new words they meet. •
<u>English - Reading</u> Comprehension	<ul style="list-style-type: none"> • Read and discuss an increasingly wide range of texts for a range of purposes • Identify and discuss themes and conventions in and across a wide range of writing • Use a range of strategies to understand books they read • Draw inferences and justify with evidence • Predict what might happen from details stated and implied • Retrieve and summarise information from texts, identifying key details
English- Spoken language	<p>At a level appropriate to Year 5:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers. • ask relevant questions to extend their understanding and knowledge. • use relevant strategies to build their vocabulary. • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • gain, maintain and monitor the interest of the listener(s).
<u>English -</u> Handwriting	<ul style="list-style-type: none"> • Ensure appropriate handwriting.
<u>English - Writing</u> Spelling	<ul style="list-style-type: none"> • Use further prefixes and suffixes • Spell some words with 'silent' letters • Use a range of strategies to spell accurately • Use a thesaurus
<u>English - Writing</u> Composition	<ul style="list-style-type: none"> • Select appropriate form for audience and purpose • Note and develop initial ideas for writing • Select appropriate grammar and vocabulary • Increase effectiveness of narrative writing • Use a wide range of devices to build cohesion within paragraphs • Always proof-read writing for errors and effectiveness
<u>English - Writing</u> VGP	<ul style="list-style-type: none"> • Use expanded noun phrases • Use relative clauses • Begin to use more advanced sentence punctuation • Use devices to build cohesion • Understand and use grammatical terminology accurately and appropriately
<u>Mathematics</u> Number -	<ul style="list-style-type: none"> • Understand and use multiples, factors and prime numbers • Multiply and divide mentally, including by 10, 100 and 1000 • Recognise and use square and cube numbers and their notation • Solve comparison, sum and difference problems using information presented in a line graph • Complete, read and interpret information in tables, including timetables • Find the perimeter of composite rectilinear shapes • Calculate, compare and estimate area



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<u>Science</u>	<ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some plants and animals • Describe the changes as humans develop to old age • Take measurements, repeating as necessary • Record data
<u>Design and Technology</u>	<ul style="list-style-type: none"> • Understand what different affects food types have on the body
<u>Art & Design</u>	<ul style="list-style-type: none"> • Create layers of paint to add detail to background colours. • Create different effects with paint
<u>Music</u>	<ul style="list-style-type: none"> • Compose melodic and rhythmic phrases. • Reflect on own composition's dynamics, tempo and timbre. Begin to explore reasons for composers' tempo choices. • Evaluate others' work thinking about texture, structure, timbre and dynamics. • Sing expressively combining dynamics, tempo and pitch. • Perform own compositions from memory. • Perform own rhythmic and melodic patterns on an instrument
<u>Computing</u> Coding Unit 5.1	<ul style="list-style-type: none"> • Work with variables. • Solve problems in writing programs by decomposing them into smaller parts Use selection and repetition in programs • Simulate physical systems • Explain how some simple algorithms work and detect and correct errors in them. • Design and create systems that accomplish given goals
<u>PE</u> Outdoor: Orienteering Indoor: Gymnastics	<ul style="list-style-type: none"> • Plan a simple orienteering trial for others to complete • Read a wide variety of map symbols and use a compass when following a given route. Plan ideas of how to solve a problem before attempting it. • Decide if verbal or non-verbal communication is the most effective choice when solving problems. Take the lead within a group challenge and give clear instructions to others. • Evaluate own and the team's performance and suggest improvements • Perform actions in and out of rolls. • Lead others in a stretching routine to prepare for gymnastics. Perform a range of balances with a high level of control and accuracy. • Hold different positions when balancing and use different shapes to express a given theme/mood. Create sequences that have changes of speed and level. • Select the most appropriate ways to travel from one balance to another.