



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>English - Reading Word Reading</p> | <ul style="list-style-type: none"> • Read aloud and understand the meaning of new words they meet. |
| <p>English - Reading 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>English- 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>English - Handwriting</p> | <ul style="list-style-type: none"> • Ensure appropriate handwriting. |
| <p>English - Writing 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>English - Writing 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>English - Writing VGP</p> | <ul style="list-style-type: none"> • Begin to use more advanced sentence punctuation. • Use devices to build cohesion • Use adverbs |
| <p>Mathematics 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>Mathematics 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>History 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>Geography 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. |



St Mary's

Catholic Primary School and Nursery

| | |
|--|--|
| 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. |



St Mary's
Catholic Primary School and Nursery

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 |
| <u>English-</u> 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 |



St Mary's
Catholic Primary School and Nursery

| | |
|---|---|
| <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. |