



St Mary's
Catholic Primary School and Nursery

Classroom Monitor Objective Overview
Year 5 – Spring 1
Theme: Glorious Greeks

<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 • Recommend books that they have read, giving reasons • Make comparisons within and across books • 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 • Identify how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language • Discuss books; explain their understanding and justify their views
<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. • Articulate and justify answers, arguments and opinions. • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Speak audibly and fluently with an increasing command of standard English • 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 • Use a wide range of devices to build cohesion within paragraphs • Use further organisational and presentational devices • Always proof-read writing for errors and effectiveness
<u>English - Writing</u> VGP	<ul style="list-style-type: none"> • Use the perfect form of verbs • Use relative clauses • Begin to use more advanced sentence punctuation • Use verb prefixes • Use devices to build cohesion • Understand and use grammatical terminology accurately and appropriately
<u>Mathematics</u>	<ul style="list-style-type: none"> • Use formal written calculation methods to multiply and divide • Understand and use equivalent fractions • Recognise and use mixed numbers and improper fractions • Add and subtract fractions • Multiply proper fractions and mixed numbers by whole numbers
<u>History</u>	<ul style="list-style-type: none"> • Examine artefacts and explain what they show us about that time in history.



St Mary's

Catholic Primary School and Nursery

	<ul style="list-style-type: none"> • Make links between events and changes; giving reasons for them and explaining the result. • Place events, people and changes into correct periods of time and in chronological order.
<u>Geography</u>	<ul style="list-style-type: none"> • Locate the world's continents/countries
<u>Design and Technology</u>	<ul style="list-style-type: none"> • Select the appropriate tools to follow a given recipe to make a savoury dish. • Estimate amount of ingredients to an appropriate level of accuracy. • Understand how different foods are produced in different areas of the world. • Understand that some foods are seasonal and give some examples.
<u>Art & Design</u>	<ul style="list-style-type: none"> • With coloured pencil, can layer colours • Use pens to record minute detail. • Create layers of paint to add detail to background colours. • Create different effects with paint.
<u>Music</u>	<ul style="list-style-type: none"> • Begin to explore reasons for composers' tempo choices. • Pick out details within a piece and recall these details from memory. • Compare pieces thinking about texture, structure, timbre and dynamics. • Explain how the music of the past reflected the society of the time.
<u>Computing</u> Data bases unit 5.5	<ul style="list-style-type: none"> • Search for information on a data base • Combine a variety of software to accomplish given goals on a range of digital devices • Appreciate how search results are ranked
<u>PE</u> Outdoor: Tag Rugby	<ul style="list-style-type: none"> • Choose the most appropriate throw to use within a game. • Call out for a catch in a game showing they know they are in the best place. • In a game, select the most appropriate person to pass to and the style of pass to use • 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.

Classroom Monitor Objective Overview

Year 5 – Spring 2

Theme: Does it Really Matter?

<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 • Recommend books that they have read, giving reasons • Identify and discuss themes and conventions in and across a wide range of writing • Make comparisons within and across books • 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 • Discuss and evaluate how authors use language • Discuss books; explain their understanding and justify their views
<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.



St Mary's

Catholic Primary School and Nursery

	<ul style="list-style-type: none"> • Articulate and justify answers, arguments and opinions. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Speak audibly and fluently with an increasing command of standard English • Gain, maintain and monitor the interest of the listener(s). • Consider and evaluate different viewpoints, attending to and building on the contributions of others.
<u>English - Handwriting</u>	<ul style="list-style-type: none"> • Ensure appropriate handwriting.
<u>English - Writing Spelling</u>	<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 Composition</u>	<ul style="list-style-type: none"> • Note and develop initial ideas for writing • Select appropriate grammar and vocabulary • Use a wide range of devices to build cohesion within paragraphs • Always proof-read writing for errors and effectiveness • Perform their own compositions
<u>English - Writing VGP</u>	<ul style="list-style-type: none"> • Use expanded noun phrases • Use modal verbs and adverbs • Begin to use more advanced sentence punctuation • Convert nouns or adjectives into verbs using suffixes • Use verb prefixes • Use devices to build cohesion • Understand and use grammatical terminology accurately and appropriately
<u>Mathematics</u>	<ul style="list-style-type: none"> • Multiply proper fractions and mixed numbers by whole numbers • Understand and use decimal place value. • Understand and use percentages
<u>Science</u> States of Matter	<ul style="list-style-type: none"> • With prompting, plan scientific enquiries, controlling variables where necessary • Take measurements, repeating as necessary • Record data • Suggest further comparative or fair tests • Report and present findings from enquiries • With prompting, identify that not all results may be trustworthy • Suggest how evidence can support conclusions • Compare and group together everyday materials on the basis of their properties • Understand how solutions are formed and separated • Understand how to separate mixtures • Use comparative and fair tests to explain reasons for particular uses of everyday materials • Understand and demonstrate reversible and irreversible changes
<u>Design and Technology</u>	<ul style="list-style-type: none"> • Design products that are innovative and appeal to individuals or groups. • Use applique to decorate by gluing or stitching. • Collect feedback from others to find out how to improve a product.



St Mary's

Catholic Primary School and Nursery

<u>Art & Design</u>	<ul style="list-style-type: none">• Replicate images by well-known artists• With pencil, can control perception of distance• Use pastel/charcoal with increasing control
<u>Music</u>	<ul style="list-style-type: none">• Sing expressively combining dynamics, tempo and pitch.• Take part in three-part harmonies and descants.
<u>Computing</u> Online safety unit 5.2	<ul style="list-style-type: none">• Understand the importance of using technology safely, respectfully and responsibly• Identify a range of ways to report concerns about content and contact• Solve problems in writing programs by decomposing them into smaller parts
<u>PE</u> Outdoor: Netball Indoor: Dance	<ul style="list-style-type: none">• Choose the most appropriate throw to use within a game.• Call out for a catch in a game showing they know they are in the best place.• In a game, select the most appropriate person to pass to and the style of pass to use• 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.