

Year 5 Curriculum Overview 201920

RELIGION

From the heat of Ancient Greece to the dust of the Old Silk Road. The children in Year 5 have a roller coaster of a learning journey ahead of them! This guide highlights the skills and knowledge to be covered.

Creation We are all given gifts from God. How do we use them? What are our talents? How do our gifts make God known to others? Account of Adam and Eve and original sin. How has mankind been affected by this?

God's Covenants Why do we have rules in our lives? Are there any rules that may be different from one place to another? Where do the commandments come from? What is their purpose? What was Jesus' purpose on Earth?

Other Faiths. We live in a place where lots of people have different beliefs. How does Christianity come from Judaism? What are the similarities and differences between Christianity and some other faiths? Extended study of Islam

Religion

Becoming familiar with the covenants God made with his people and the New Covenant he has made us. Saints and their lives will inspire and we will develop a deeper understanding of prayer.

Inspirational People. To understand stories of people who have shown great love for others. What makes someone inspirational? Explore the lives of saints, how they make extraordinary decisions and enhance the lives of others. How are they like Jesus?

Life in the Risen Lord. Why did Jesus rise from the dead? When did he appear following his rising? Jesus is among us in different ways. How does prayer bring us closer to God? To know the Our Father and the Rosary.

Reconciliation. To know that sin is a failure of love and that when we sin we damage our relationship with God and others. God loves us and forgives us. We heal this relationship through the sacrament of Reconciliation. To know what happens and how our behaviour changes as a result

Weekly Liturgy and Prayer

Each Monday Mrs Hotchkiss will lead the children in liturgy and prayer. This usually takes place in the chapel and follows a theme (often something that has recently come to our attention during our learning or in response to events in the community and the wider world).

Throughout the liturgical year the children are introduced to Catholic prayers starting with "The Glory Be" and the Rosary in Autumn. Then working through and knowing the Beatitudes followed by the Corporal Works of Mercy

Together with the whole school and through our prayer life in class Hymns are sung. This year the children will encounter the school virtues which can be found on our school website. We will be set the mission of making these alive in our community

Each Wednesday we will share the Gospel (Wednesday Word) for the coming week and aspire to live out its message. The Wednesday Word leaflet will then come home to you to share as a family.

On Thursdays the children themselves will lead the class in prayer. Working together (in pairs) the children will follow a theme selecting: prayer, liturgy and song to share with us all.

SEAL (Social and Emotional Aspects of Learning) Supporting RE lessons and HRSE programme of Study

Autumn: **New Beginning** – Contributing to and shaping a safe community. Exploring and managing feelings and putting into practice shared models for calming down and problem solving.

Spring: **Relationships**—Knowing myself planning and setting realistic goals.

Summer: **Changes**— Understanding that all human experience positive and negative change. Empathy, motivation and managing feelings are at the heart of dealing with change. These social skills are further developed in lessons.

Year 5 **HRSE** Curriculum Overview 201920

HRSE– Human relationships and self education

“Knowing self is the beginning of all wisdom”- Aristotle

Theme 1:

Growing in love for myself and God

As we travel through Key stage 2 we will develop a deeper understanding of what is moral behaviour and be able to say why this is important for personal happiness and for a closer relationship with God

Pupils are growing to:

Understand that they can choose to have a friendship with God. Value themselves as a child of God, believing life is precious and their body is God's gift to them. Begin to be thankful for the gifts of God– **These aspects of the programme are covered in RE– the creation topic**

Understand that differences and similarities between people arise from a number of factors including family, culture ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (Equality Act 2010)- **These aspects of the programme are covered in our Class Novels, Shakespeare plays, Ancient Greeks, Other Faiths and the study of Islam and Bagdad 900.**

Pupils should build on their learning about the main body parts and internal organs– **This is covered during science and the study of the circulatory system.**

Pupils should learn how to keep their bodies healthy– **Studied during the “Heathy and Happiness” weeks**

Theme 2:

Growing in love for family, friends, faith and community

Learning how to live in relationships with others through experience and through following examples of fulfilling, happy relationships. These are with family, friendships and communities. To also grow in love of neighbour– how to be compassionate, kind and thoughtful. Further to this they will develop wisdom about positive and negative behaviour, what is bullying and abuse and to know when to ask for help, being brave and courageous. Appreciating finally that everyone is important and must be treated equally.

Pupils are grow to learn:

Forgiveness. How important it is in a relationship and Jesus' teaching. To grow in awareness of different types of family, that families have a shared responsibility for staying healthy and safe. To know that some relationships can be harmful and who to talk to. To judge what kind of physical contact is acceptable and unacceptable and how to respond. To realise the nature and consequence of discrimination (teasing bullying cyberbullying).

These aspects of the programme are covered in SEAL lessons, RE lessons, similar issues arise in the class novels and in Shakespeare.

To value the diversity of national, regional, religious and ethnic identities in the UK and beyond. Being part of a community means working together for common aims. They are part of a local, national and international community. Being part of a community means understanding the rights and responsibilities in that group and that rules and laws are made to protect. Rules have to change as situations change. **These aspects of the programme are covered in History and English lessons covering democracy, Trip to the Houses of Parliament. Cafod resources used in RE lessons**

Theme:3

Growing in love for my character and well-being

Pupils develop their self respect and self confidence as they grow to understand their emotional and physical development. Know they are unique, grow to appreciate diversity and respect others as equals. They have a sense of justice, knowing their rights and responsibilities. Have a growing sense of purpose about their lives.

Pupils have the opportunity to learn:

All people have worth and dignity as creations of God. All lives have purpose and we are all born equal. Prayer and reflection is a way of growing in understanding of self and God.—**covered in RE lessons.**

That being truthful, includes knowing when to keep a secret, when not to agree to this and when it is right to break a confidence or break a secret.—**Covered during our class novels- it is a regular theme.**

What positively and negatively affects their physical, mental and emotional health (including media).—**continual conversation– focus given during health and happiness week and on-line safety lessons**

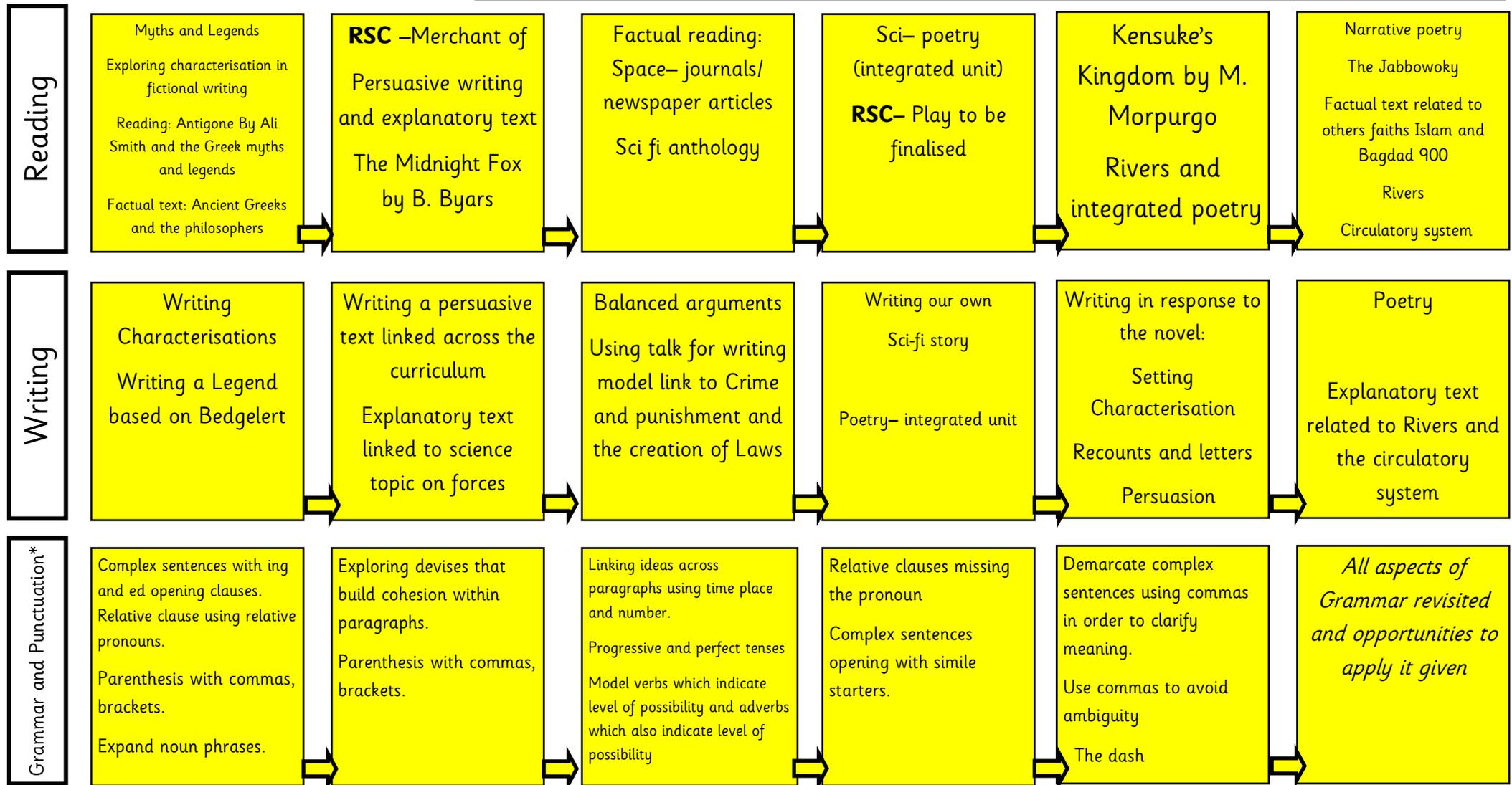
What puberty involves—**the girls will be working with the school nurse and staff in Yr 5.**

Keeping myself safe

Staying safe online. Firework safety. Dealing with peer pressure and learning to be assertive. Sun safety.

Year 5 English Curriculum Overview 201920

Speaking and listening: Speaking and listening skills are at the heart of every lesson due to the crucial link between spoken language and cognitive development. Through using language and hearing how others use it the children will be able to describe their world. They learn to use language as a tool for thinking collectively and alone. Language is modelled by the teacher but effective use and understanding of talking/ learning partner in every lesson gives the children the opportunity to self express and share learning.



*All aspects of grammar are constantly revisited throughout the year allowing for consolidation and application

Handwriting and presentation: Writing is fluent and joined in style. Pupil chooses to print when appropriate labels in science

Spelling. Spelling patterns and rules are explored see Year 5 spelling list. Prefixes dis/re/pre/mi/over are explored. Further to this words ending in able/ible and ably and ibly. Ei after c for deceive and receive. The letter string ough. Suffixes al, ary and ic. Full becoming ful when a suffix. Silent letters. Near Homophones. Command of a dictionary and thesaurus. Editing spelling in all aspects of writing

Number – number and place value	Number – addition and subtraction	Number – multiplication and division
<p>Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</p> <p><i>Count forwards and backwards in decimal steps</i></p> <p>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</p> <p>Read, write, order and compare numbers with up to 3 decimal places</p> <p><i>Identify the value of each digit to three decimal places</i></p> <p><i>Identify represent and estimate numbers using the number line</i></p> <p><i>Find 0.01, 0.1, 1, 10, 100, 100 and other powers of 10 more or less than a given number</i></p> <p>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>Multiply/divide whole numbers and decimals by 10, 100 and 1000</p> <p>Interpret negative numbers in context, count on and back with positive and negative whole numbers, including through zero</p> <p><i>Describe and extend number sequences including those with multiplication/division steps and where the step size is a decimal</i></p> <p>Read Roman numerals to 1000 (M); recognise years written as such</p> <p>Solve number and practical problems that involve all of the above</p>	<p><i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)</i></p> <p><i>Select a mental strategy appropriate for the numbers involved in the calculation</i></p> <p><i>Recall and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place)</i></p> <p><i>Derive and use addition and subtraction facts for 1 (with decimal numbers to two decimal places)</i></p> <p>Add and subtract numbers mentally with increasingly large numbers <i>and decimals to two decimal places</i></p> <p>Add and subtract whole numbers with more than 4 digits <i>and decimals with two decimal places</i>, including using formal written methods (columnar addition and subtraction)</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p><i>Solve addition and subtraction problems involving missing numbers</i></p>	<p><i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)</i></p> <p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>Recognise and use square (²) and cube (³) numbers, and notation</p> <p><i>Use partitioning to double or halve any number, including decimals to two decimal places</i></p> <p>Multiply and divide numbers mentally drawing upon known facts</p> <p>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</p> <p>Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</p> <p>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</p> <p><i>Use estimation/inverse to check answers to calculations; determine, in the context of a problem, an appropriate degree of accuracy</i></p> <p>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</p>
<p>Number – fractions, decimals and percentages</p>	<p>Geometry – properties of shapes</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p>Identify 3-D shapes from 2-D representations</p> <p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>Draw given angles, and measure them in degrees (°)</p> <p>Identify:</p> <ul style="list-style-type: none"> - angles at a point and one whole turn (total 360°) - angles at a point on a straight line and half a turn (total 180°) - other multiples of 90° 	<p>Measurement</p>
<p>Recognise mixed numbers and improper fractions and convert from one form to the other</p> <p>Read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$)</p> <p><i>Count on and back in mixed number steps such as $1\frac{1}{2}$</i></p> <p>Compare and order fractions whose denominators are all multiples of the same number (<i>including on a number line</i>)</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>Add and subtract fractions with denominators that are the same and that are multiples of the same number (<i>using diagrams</i>)</p> <p>Write statements > 1 as a mixed number (e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$)</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>Recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal</p> <p><i>Solve problems involving fractions and decimals to three places</i></p> <p>Solve problems which require knowing percentage and decimal equivalents</p> <p>$\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and fractions with a denominator of a multiple of 10 or 25</p>	<p>Geometry – position and direction</p> <p><i>Describe positions on the first quadrant of a coordinate grid</i></p> <p><i>Plot specified points and complete shapes</i></p> <p>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</p>	<p><i>Use, read and write standard units of length and mass</i></p> <p>Estimate (<i>and calculate</i>) volume ((e.g., using 1 cm³ blocks to build cuboids (including cubes)) and capacity (e.g. using water)</p> <p><i>Understand the difference between liquid volume and solid volume</i></p> <p><i>Continue to order temperatures including those below 0°C</i></p> <p>Convert between different units of metric measure</p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>Measure/calculate the perimeter of composite rectilinear shapes</p> <p>Calculate and compare the area of rectangle, use standard units square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes</p> <p><i>Continue to read, write and convert time between analogue and digital 12 and 24-hour clocks</i></p> <p>Solve problems involving converting between units of time</p> <p>Use all four operations to solve problems involving measure using decimal notation, including scaling</p>
	<p>Statistics</p> <p><i>Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes)</i></p> <p>Complete, read and interpret information in tables and timetables</p> <p>Solve comparison, sum and difference problems using information presented in all types of graph including a line graph</p> <p><i>Calculate and interpret the mode, median and range</i></p>	

Year 5 Science and Computing Curriculum Overview 201920

Science

“Science, my lad, is made up of mistakes, but they are mistakes which it is useful to make because they lead little by little to the truth.” Jules Verne

Forces

Gravity– learning that unsupported objects fall towards the Earth because of the force of Gravity acting between the Earth and the falling object. Investigating air resistance, water resistance and friction that act on a moving surface. Investigate Levers, pulleys and gears which allow a smaller force to have a greater effect.

Earth and Space and Light

Exploring the movement of the Earth, and the other planets, relative to the Sun in the Solar system. Make i-movies in which the movement of the moon relative to the Earth is explained, including an understanding of day and night and the apparent movement of the sun across the sky. Changes to shadow length over a day or changes to sunrise and sunset times over a year are evidence supporting the movement of the Earth. Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because the light that travels from light sources to our eyes or from light sources to objects and then to our eyes (and represent this in simple diagrammatic form). Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Reversible and Irreversible changes

Compare and group materials based on their scientific properties. Dissolving and solutions, finding out how to recover a substance from a solution. Apply knowledge and understanding of solids liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Investigate mixtures that are irreversible and explain that some changes result in the formation of new materials, for example rust, carbon or the release of gas.

The Circulatory System

Investigate and identify the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way the body functions. Investigate the ways in which nutrients and water are transported within animals including humans.

Computing

“Whether you want to uncover the secrets of the universe or you want to pursue a career in the 21st century, basic computer programming is an essential skill to learn.”

Working scientifically: In year 5 the children are taught the following practical scientific methods, processes and skills while investigating the above topics:

- Plan different types of scientific enquiries to answer questions (devised by the children) - recognising and controlling variables where necessary.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeated readings when appropriate.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Use test results to make predictions to set further comparative tests.
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of a degree of trust in results– oral and written form.
- Identify scientific evidence that has been used to support or refute ideas and arguments

Children make their own decisions about what to test what to observe and what to measure. They make decisions about how to present findings. They use scientific language to justify their scientific ideas.

Aims:

To understand the fundamental principles of computing: abstraction, logic, algorithms and data representation.
To analyse computational problems (repeated practise).
Use technology to solve problems
To be responsible competent and creative users of information technology

Programming

Engage in logo based problem solving activities that coding procedure: predict test and modify– use output commands

Movie making

Presenting learning creatively through this medium:
Shakespeare
Political broadcast
Scientific explanations

Select software independently

PowerPoint presentations using hyperlinks– identifying a specific audience.
Using Excel and text ease to present data in science

Online safety

All children take part in a termly online safety day.
Children learn to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns and content

Year 5 Art/DT Music and PE Curriculum Overview 201920

Drawing Artist Hundertwasser.

Developing an image using acetate. Layered images on top of one another. Observational drawings of still life e.g fruit and vegetables. Drawing from the imagination and exploring scale and the negative image.

Printmaking Artists Chris Ofilli, Derain and Matisse. Self portraits in this style, layering paint. Fauvist painting strong and bold, unrealistic abstract images. Mixing colours on the page. Black outlines. Pattern

Derain and Matisse. Self portraits in this style, layering paint. Fauvist painting strong and bold, unrealistic abstract images. Mixing colours on the page. Black outlines. Pattern

Food Technology

Healthy and safety. Hygiene and healthy living. Food Groups. Investigating flour and biscuits. Recipe for a healthy biscuit and investigation of different types of pastry

Art and DT

"There are two things in the painter, the eye and the mind; each of them should aid the other... in the eye by looking at nature, in the mind by the logic of organized sensations which provides the means of expression." Paul Cezanne

DT Cams. Explore cams.

Make cam system. (focused practical task) . Plan and design a moving toy. Make assess, remodel, decorate, test, evaluate. Theme: Space

3D

Artist Alberto Giacometti. Drawing human form. Sculpture in his style. Use of wire and Mod-Roc. Metallic paints for decoration. Slab clay pots

Painting Press print in three colours. A three stage reduction printing process. Use of primary colour only. Frame making for displaying prints

Press print in three colours. A three stage reduction printing process. Use of primary colour only. Frame making for displaying prints

Physical Education *"To see young people growing in physical skills, self-confidence and self-worth is a truly enriching experience. Nowhere in school is it more visible than in P.E."* Duncan Goodhew,

Games: Tag Rugby, Hockey and Hi 5.

Children work as part of a team, encouraging, collaborating, communicating, understanding and empathising. Knowing that success and failure are essential attributes of all physical activity which should be embraced and celebrated.

Outdoor Pursuits

Opportunities to test their creative ability to use and apply their skills in familiar and unfamiliar situations.

Their leadership potential to inspire others through using their own skills to coach, support, challenge and empower.

Athletics:

Jumping, Throwing and Running

Their understanding of competition and the impact it can have on improving their own skill development through a healthy positive mental attitude.

Dance Dance Theme for Year 5: Greek Mythology and Space. During these lessons the children will develop a language to describe the compositional features of dance. Improvise freely on their own and with others. Translate ideas from a stimuli into movement. Think about the narrative. Reflect and evaluate to seek improvement in every lessons

Gymnastics Acrobatic gymnastics is the focus for Year 5. creating floor and apparatus sequences with others which include acrobatic balances. These balances will include: part-weight bearing, counter-tension and counter balance. These are included in a 8 part sequence. The skills to evaluate, analyse and reflect on their own personal development and be able to communicate and appraise effectively in order to improve their own and the performance of others are included in all lessons

Music

In the words of Abba: "Thank you for the music, for songs we're singing, thanks for all the joy they're bringing".

Autumn Term:

Focus songs:

"I'll be there" by Michael Jackson

Skills revisited:

"living on a prayer" by Bonjovi:

Music skills covered in relation to the song focus:

Listening appreciation and analysis, performing (FGA), improvising, composing and notation (using the stave and placing FGA)

Spring Term:

Focus songs:

"Make you feel my love" Adele

Oriental music

Music skills covered in relation to the song focus:

Listening appreciation and analysis, performing improvising, composing and notation

Notes CDEGA

Summer Term:

Focus songs: POP

"Happy"

Extended work on Oriental music.

The School Play is in Full swing!

Year 5 History and Geography Curriculum Overview 201920

Geography

“What is our knowledge worth if we know nothing about the world that sustains us, nothing about natural systems and climate, nothing about other countries and cultures?”- Jonathon Parritt, Forum for the Future

Location Knowledge

River topic:

The children locate and name the key topographical features of the UK.

Trade topic:

The children explore land use patterns in the UK and in North America

While reading the class novel *Kensuke's Kingdom* the children will be introduced to the positions of latitude, longitude and the hemispheres.

While studying the “Earth and Space “ in science the children will explore the time zones as they explore webcam footage across the world.

Place Knowledge

Trade topic:

During these lessons the children will explore North America.

Investigating a state each and presenting their findings. The class investigate land use types of settlement, economic activity, physical and human features, population and climate.

Map atlases and globes used

Human and Physical Geography

While reading the class novel *Kensuke's Kingdom* and the history topic “Bagdad 900” the children will explore trade and trade links. Understand the difference between primary and secondary resources and how these are distributed around the world. The children will be able to explain the distribution of energy, water, food and minerals.

Map atlases and globes used

Geographical skills and Fieldwork

River fieldwork-

Using measurements and a graphs to plot the shape of the river bed

Use digital technology to work out the speed of the river

Use observation to identify while “puddling” whether the river is clean and supports life.

*Eight point compass, grid references and ordnance survey are used during outdoor pursuit lessons and maths (space and shape)

Ancient Greece

Through historical enquiry and examination of evidence the children will seek to understand more clearly the nature of this Ancient civilisation. In particular the children will learn how the Greeks have influenced our lives today. The children will explore how many of our words derive from Greek and how the great Greek thinkers shaped the way we think. Further to this, the children will explore Greek inventions and how they are still used today. Links between political and cultural history will be explored as the children learn about democracy.

The children will begin to have a understanding of empire, civilisation, parliament and peasantry and how this terms apply historically and today.

History

“History cannot give us a program for the future, but it can give us a fuller understanding of ourselves and our common humanity, so that we can better face the future.” Robert Penn Warren

Crime and Punishment

The children are challenged to Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Bagdad AD 900

Together with the study of Islam in RE the children will place in context the rise of Bagdad AD 900. How it's prominence on Silk Road made this city the centre for trade (see geography above). The children will make comparisons between this non-European civilisation and Britain in AD 900. The children will begin to see how present day is not reflected in the past. Bagdad was the centre of trade, advances in medicine and mathematics. It had a central library and was the centre for learning and tolerance. The city contained gardens and parks, government building and hospitals. It sat on the Tigris and the boats brought trade from far away. Although Islamic law ruled, many different people of different religions lived together.