

At the Heart of our Learning in Year 5 -The Curriculum:

Here at Our Lady Star of the Sea we see education as a way of becoming more human as we grow to love ourselves, love each other and love Jesus Christ. We understand that Jesus challenges us to 'be perfect, as your heavenly Father is perfect', by the strength of our faith, hope, love and compassion. Therefore, we aspire to see ourselves and each other as 'precious in His eyes.' Our curriculum is steeped in opportunities for children to become Learned and Wise. It engages, provokes, supports and challenges children to become the best version of themselves. Human excellence is aspired to in developing: 'the qualities of mind and heart that will enable children to work with others for the good of all in the service of the Kingdom of God'. We are guided by our 16 virtues which challenge us to be better disciples of Christ. In providing a rich, broad, diverse and balanced curriculum, children are supported and challenged to develop spiritually, socially, emotionally, culturally, physically and academically. The curriculum is designed to take children on a deep journey, where they are actively engaged in every learning opportunity - growing to be curious about God's world, awakening the imagination and opening their eyes to new possibilities based in truth. All aspects of the child are nurtured to create independent learners who are resilient; we use our eight learning powers to develop excellence in learning nurturing a deep understanding about metacognition (how we learn). Out of this learning comes action - doing something here and now which, little by little, transforms the world. To be able to use our knowledge and understanding in this way we understand the importance of becoming wise. Having self-knowledge of our weaknesses, prejudices and misconceptions as well as our strengths, talents and loves. Therefore, through our curriculum we guide our children to become assessment literate and self literate, developing the key skills of evaluation and reflection. Our Curriculum is coherently planned; underpinned by our aims and sets out:

- ◆ A clear list of the breadth of topics covered in each subject area;
- ◆ The key concepts pupils should understand and master;
- ◆ Criteria for progression within the key concepts.

The daily practice of our learning and teaching policy demonstrates our commitment to giving all children the opportunity to master important key concepts and to achieve what they are capable of achieving. This curriculum overview for Year 5 is supported by hyperlinks to the progression planners managed by each subject leaders. The spider diagram for each term gives an insight into how the teacher/year group team, have integrated topics and subjects that complement one another making meaningful connections. We know that developing children's long-term memories is the key to effective learning and therefore key concepts will need to be repeated and revisited throughout the learning process. Our curriculum design is therefore underpinned by four main principles:

- ◆ Communication is at the heart of all learning and must be developed progressively.
- ◆ Learning is most effective with spaced repetition.
- ◆ Interleaving helps children to discriminate between topics and aids long-term retention.
- ◆ Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the four principles, we also understand that learning can be invisible in the short-term and that sustained mastery takes time. Repetition is important so that children can secure their knowledge into their long term memory. Therefore we regularly assess how well the children are retaining their prior learning and retrieving it.

Some of our content is subject specific, whilst other content is combined in a cross-curricular approach. Here is the colour coded key for each subject:

English	Maths	Religion /RHE	Science/STEM/DT	Computing	PE	History	Geography	Music	Art and Design	French	Diversity =
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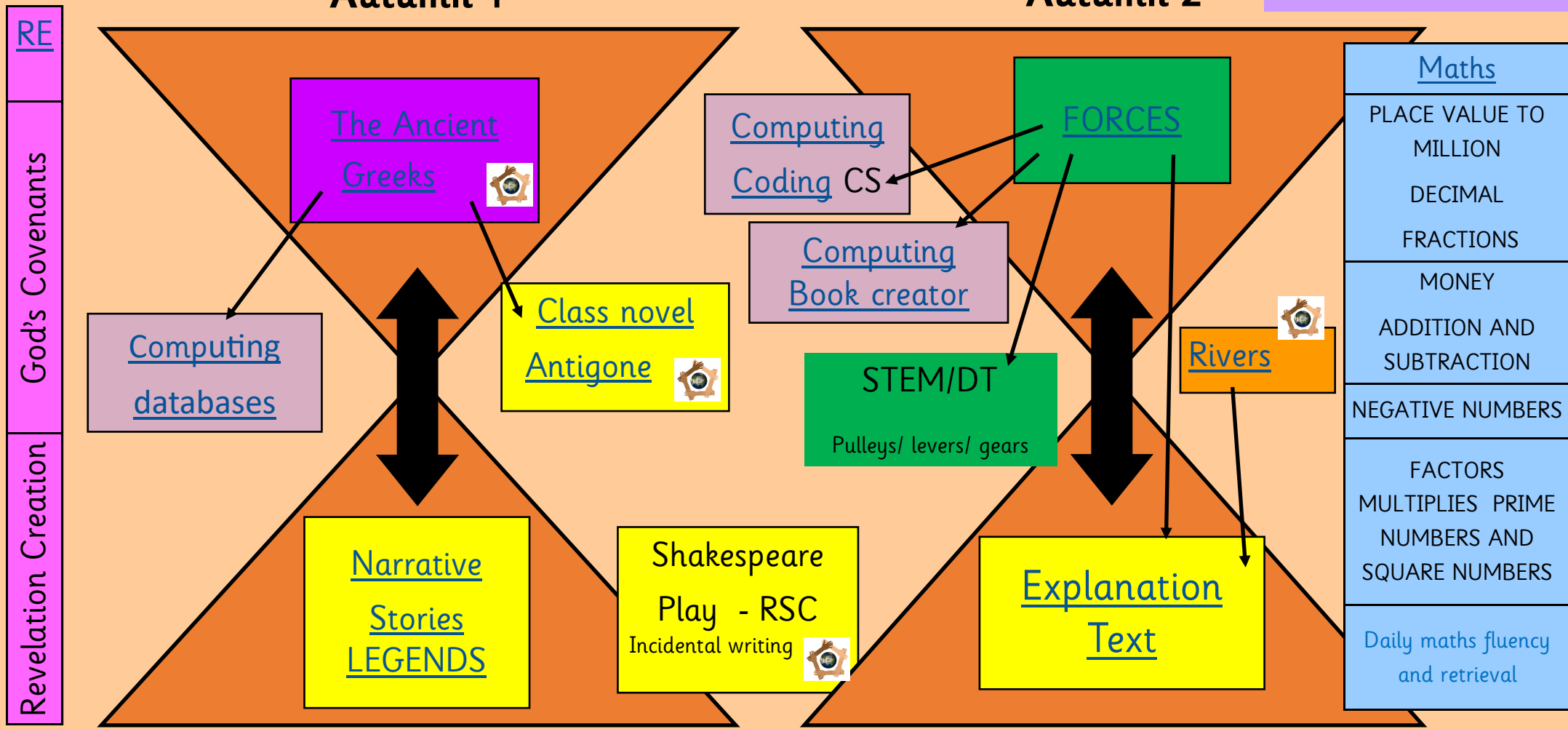
AUTUMN YEAR 5	SPRING YEAR 5	SUMMER YEAR 5
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Autumn 1

YEAR 5

Autumn 2



<u>PE</u>	Swimming	Rugby	Swimming	Netball/High Five
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<u>HRSE</u>	<u>Art and Design</u>	Music	<u>French</u>
Emotional wellbeing: Peer Pressure; Consent; Bodily Autonomy; Self Talk; Online safety KIDSAFE Lessons (safeguarding)	Drawing: Austrian Artist Hundertwasser Painting-Artists studied, Chris Ofili Derain and Matisse. S	Lancashire Music Service Wider Opportunities program All children learning an instrument	Unit 1: French Monster Pets Unit 2: Space Exploration in French

Spring 1

YEAR 5

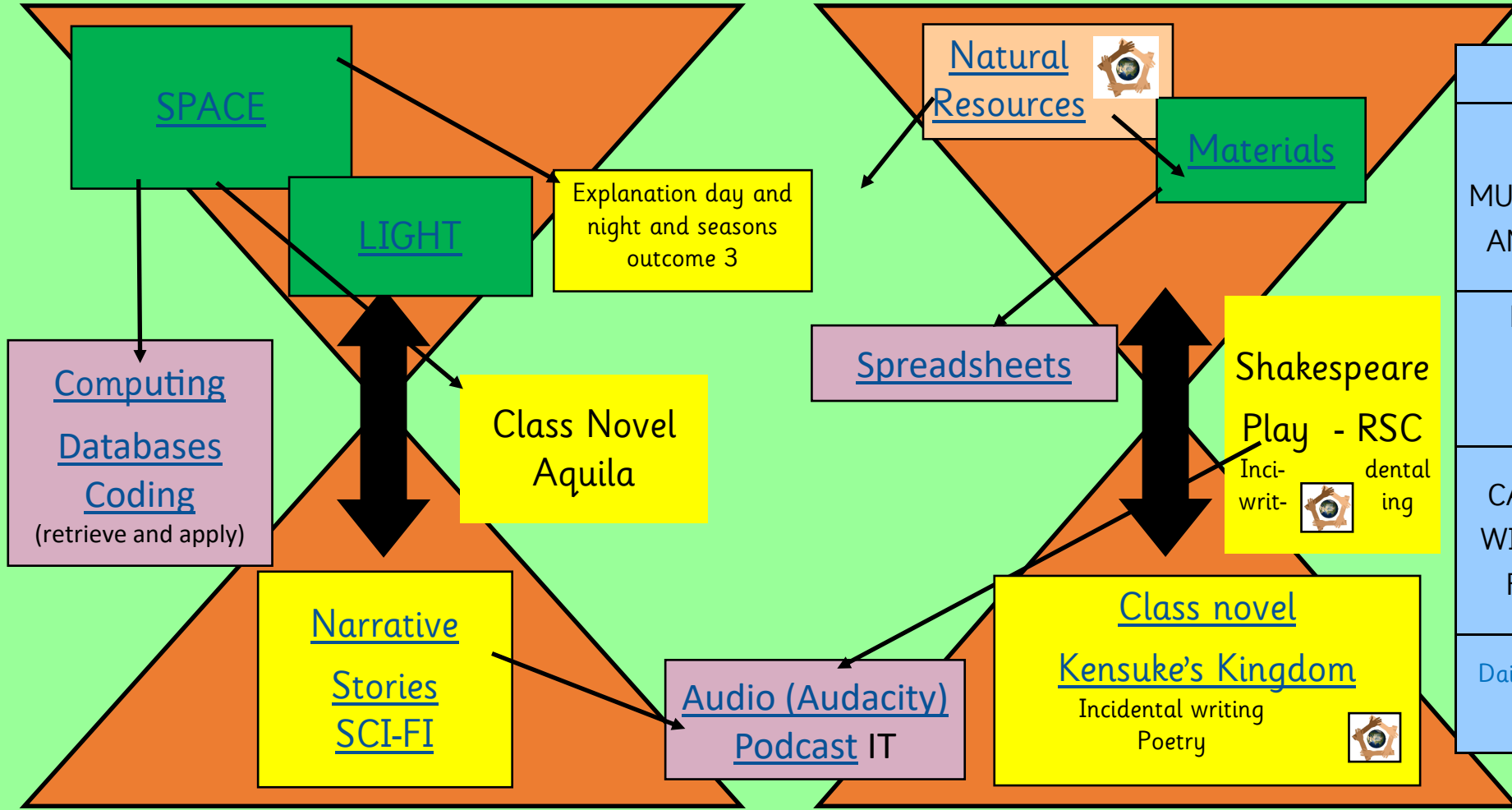
Spring 2

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RE

Reconciliation

Inspirational People



<u>Maths</u>
SHORT MULTIPLICATION AND DIVISION
PERIMETER AREA AND SCALING
CALCULATING WITH DECIMAL FRACTIONS
Daily maths fluency and retrieval

<u>PE</u>	Dance	Hockey	Gymnastics	Outdoor and Adventure
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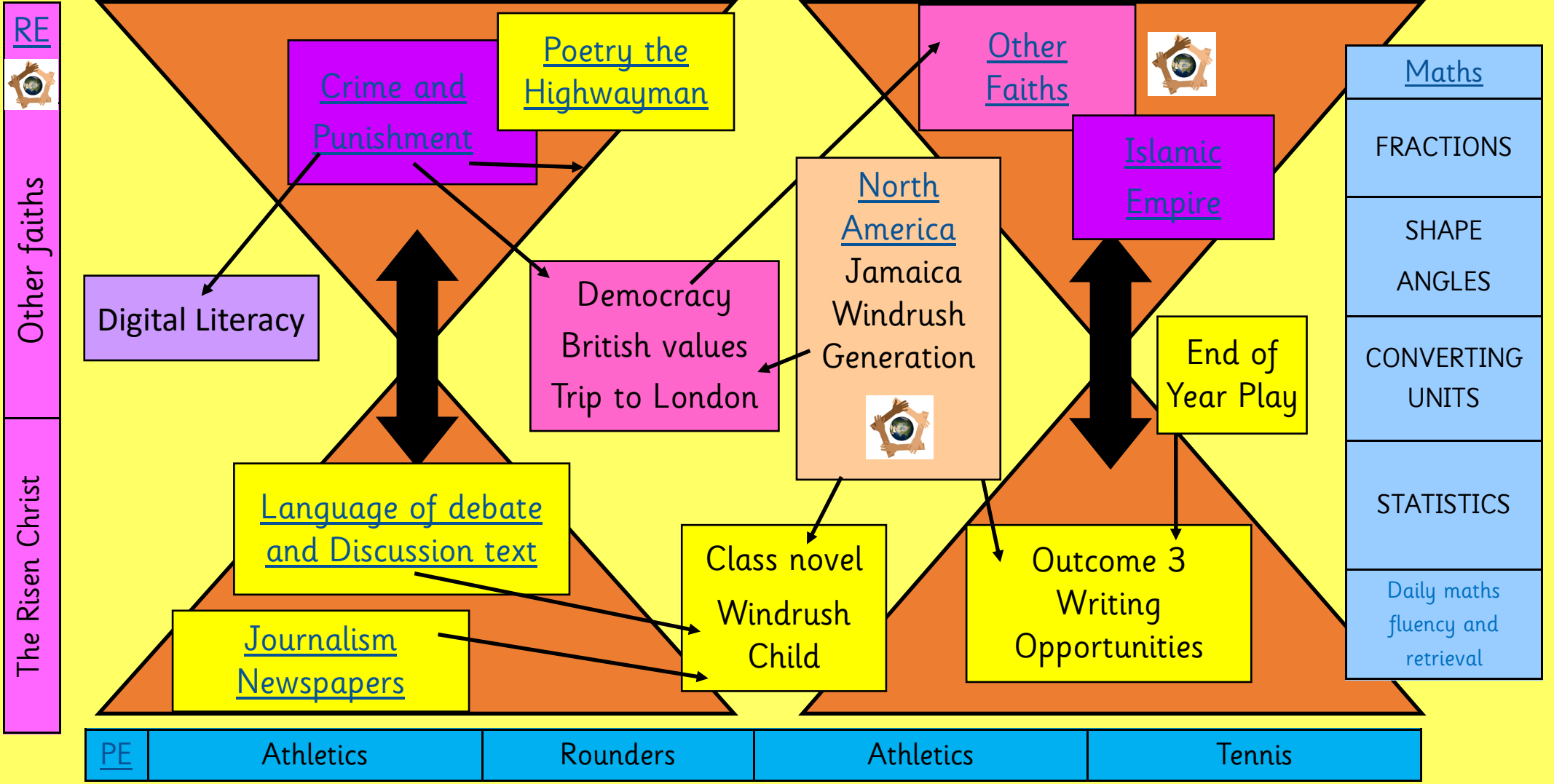
<u>HRSE</u> Gifts and Talents; Peculiar feelings; Making good choices: Giving assistance: Online safety	<u>Art Design</u> and <u>Design Technology</u> Cams Mechanism—spaceships Printmaking Artist Michael Rothenstien.	Music Lancashire Music Service Wider Opportunities program All children learning an instrument	<u>French</u> Unit 3: Shopping in France Unit 4: French speaking world
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ONLINE SAFETY

Summer 1

YEAR 5

Summer 2



 <p><u>HRSE</u></p> <p>Loving neighbours; Catholic social teaching; Created to live in a community. Our Beautiful bodies and change</p>	<p><u>Art Design</u> and <u>Design Technology</u></p> <p>Food Technology</p> <p>Funky Furnishings</p>	<p>Music</p> <p>Lancashire Music Service</p> <p>Wider Opportunities program</p> <p>All children learning an instrument</p>	 <p><u>French</u></p> <p>Unit 5: Verbs in a French week</p> <p>Unit 6: Meet my French Family</p>
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Word Reading	Comprehension
<p>As above and: Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. Use suffixes to understand meanings e.g. <i>-ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably</i>. Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list - see word list on English Curriculum page)</p>	<p>As above and: Maintaining positive attitudes to reading Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. Recommend books to their peers with reasons for choices. Read books and texts that are structured in different ways for a range of purposes. Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends. Learn a wider range of poems by heart. Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. Understanding texts they read independently and those which are read to them Explain the meaning of words within the context of the text. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Check that the book makes sense to them and demonstrate understanding e.g. <i>through discussion, use of reading journals</i>. Demonstrate active reading strategies e.g. <i>generating questions to refine thinking, noting thoughts in a reading journal</i>. Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. Predict what might happen from information stated and implied. Through close reading of the text, re-read and read ahead to locate clues to support understanding. Explore themes within and across texts e.g. <i>loss, heroism, friendship</i>. Make comparisons within a text e.g. characters' viewpoints of same events. Distinguish between statements of fact and opinion within a text. Scan for key words and text mark to locate key information. Summarise main ideas drawn from more than one paragraph and identify key details which support this. Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation. Analyse the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries</i>. Identify how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech</i>. Evaluating the impact of the author's use of language Explore, recognise and use the terms metaphor, simile, imagery. Explain the effect on the reader of the authors' choice of language. Participating in discussion and debate Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Prepare formal presentations individually or in groups. Use notes to support presentation of information. Respond to questions generated by a presentation.</p>

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Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As above and:</p> <p>Create complex sentences by using relative clauses with relative pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</i></p> <p>Create complex sentences where the relative pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i></p> <p>Create and punctuate complex sentences using <i>ed</i> opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i></p> <p>Create and punctuate complex sentences using <i>ing</i> opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i></p> <p>Create and punctuate sentences using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i></p> <p>Demarcate complex sentences using commas in order to clarify meaning.</p> <p>Use commas to avoid ambiguity, e.g. <i>'Let's eat Grandma.'</i> and <i>'Let's eat, Grandma.'</i></p> <p>Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i></p> <p>Identify and use brackets to indicate parenthesis, e.g. in formal writing: <i>The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.</i></p> <p>Identify and use dashes to indicate parenthesis, e.g. in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice.</i></p> <p>Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly.</i></p>	<p>As above and:</p> <p>Planning</p> <p>Identify the audience and purpose.</p> <p>Select the appropriate language and structures.</p> <p>Use similar writing models.</p> <p>Note and develop ideas.</p> <p>Draw on reading and research.</p> <p>Think how authors develop characters and settings (in books, films and performances).</p> <p>Drafting and Writing</p> <p>Select <i>appropriate</i> structure, vocabulary and grammar.</p> <p>Blend action, dialogue and description within and across paragraphs.</p> <p>Use different sentence structures with increasing control (see VGP).</p> <p>Use devices to build cohesion (see VGP).</p> <p>Use organisation and presentational devices e.g. <i>underlining, bullet points, headings.</i></p> <p>Evaluating and Editing</p> <p>Assess the effectiveness of own and others' writing in relation to audience and purpose.</p> <p>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</p> <p>Ensure consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure consistent subject and verb agreement.</p> <p>Proofread for spelling and punctuation errors.</p> <p>Performing</p> <p>Use appropriate intonation and volume.</p> <p>Add movement.</p> <p>Ensure meaning is clear.</p>	<p>As above and:</p> <p>Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i>.</p> <p>Recognise and spell words ending in <i>-ant, -ance/-ancy, -ent, -ence/-ency.</i></p> <p>Recognise and spell words ending in <i>-able</i> and <i>-ible</i>.</p> <p>Recognise and spell words ending in <i>-ably</i> and <i>-ibly</i>.</p> <p>Recognise and spell words with the /i:/ sound spelt <i>ei</i> after <i>c</i>, e.g. <i>deceive, receive.</i></p> <p>Recognise and spell words containing the letter-string <i>ough</i>.</p> <p>To recognise and spell the suffixes <i>-al, -ary, -ic</i>.</p> <p>To spell further suffixes, e.g. <i>ll in full becoming l.</i></p> <p>Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn.</i></p> <p>To spell unstressed vowels in polysyllabic words.</p> <p>Develop self-checking and proof reading strategies.</p> <p>Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus.</p> <p>Spell words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below.</p>	<p>As above and:</p> <p>Write fluently using a joined style as appropriate for independent writing.</p> <p>Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. <i>printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.</i></p>

Please visit the "LEARN" page on the website and click on English. Here you will find a visual image of the writing process. This teaching sequence underpins new genres. Once a genre is mastered in one year group the children will revisit these during incidental writing opportunities in the following years. These writing tasks allow the children to retrieve their understanding of the genre—practice refine and improve.

The whole process /philosophy of teaching reading and writing are comprehensively covered in the English Policy (please see Learn page– English)

Year 5 Maths Curriculum Overview Our Lady Star of the Sea

Here at Our Lady Star of the Sea we have adopted and devised a “Teaching for Mastery” approach to the maths curriculum. Mastering maths means acquiring a deep, secure and adaptable understanding of the subject. Central to the development of mastery in our classrooms are the “five big ideas”- these have been drawn from research evidence, underpinning teaching for mastery. The diagram below is used to help bind these ideas together:

The focus of the *program of study* for maths is the mastery of concepts. Understanding is deeply embedded- children are able to reason, make connections and solve problems. At the heart of this is the *small steps* approach to concepts and the understanding that the whole class works together with the teacher– full engagement and participation. Topics are taught until mastered.



AUTUMN	SPRING	SUMMER
PLACE VALUE TO MILLION DECIMAL	SHORT MULTIPLICATION AND DIVISION	FRACTIONS
MONEY ADDITION AND SUBTRACTION	PERIMETER AREA AND SCALING	SHAPE ANGLES
NEGATIVE NUMBERS	CALCULATING WITH DECIMAL FRACTIONS	CONVERTING UNITS
FACTORS MULTIPLIES PRIME NUMBERS AND SQUARE NUMBERS		STATISTICS

Fluency of number and confidence with strategies is embedded through regular (almost daily) fluency exercises. During these short sessions children visit concepts being taught: presently; last week; last term; last year -spacing learning.

TTRockstars continued to be used to aid speed of mastery recall of table facts.

YEAR 5

CATECHETICAL FORMULAS

SEE PAGE 69 CD2012

• **THE BEATITUDES**

MATTHEW 22:37

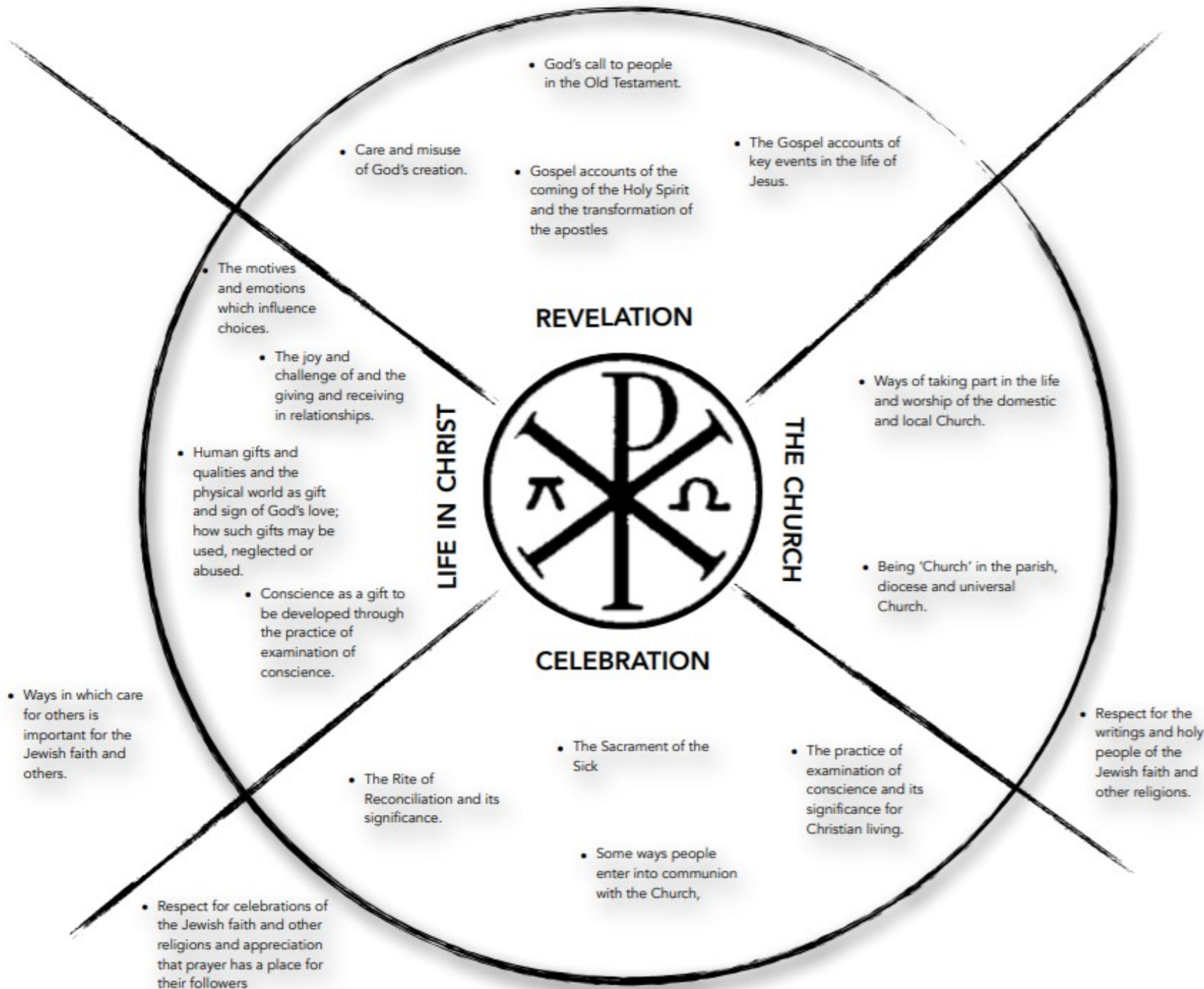
• **THE CORPORAL WORKS OF MERCY**

CCC 2447



DIOCESE OF LANCASTER
EDUCATION SERVICE

What are we to teach?



Forces	Light/Astronomy	Materials	Circulatory systems/Animals
<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the object</p> <p>Gravity can act without direct contact between the Earth and an object.</p> <p>Pupils might find out how scientists such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.</p> <p>There are different types of forces (push, pull, friction, air resistance, water resistance, magnetic forces, gravity) which have different effects on objects</p> <p>Identify the effects friction including: air resistance, water resistance that act between moving surfaces (causing things to slow down)</p> <p>The effects of friction, air resistance and water resistance can be reduced or increased for a preferred effect.</p> <p>Friction, air resistance and water resistance can be useful or unwanted.</p> <p>More than one force can act on an object simultaneously (either reinforcing or opposing each other).</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>	<p>Describe the movement of the Earth, and other planets, relative to the Sun and each other in the solar system. Describe the movement of the Moon relative to the Earth. Describe Sun/Earth/Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night. The Earth spins once around its own axis in 24 hours, giving day and night. The Earth orbits the Sun in one year.</p> <p>We can see the Moon because the Sun's light reflects off it.</p> <p>The Moon orbits the Earth in approximately 28 days and changes to the appearance of the moon are evidence of this.</p> <p>Use the Earth's movement in space to explain the apparent movement of the sun across the sky.</p> <p>The Sun appears to move across the sky from East to West and this causes shadows to change during the day.</p> <p>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.</p> <p>Explore how pupils ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus.</p> <p>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.</p> <p>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).</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Irreversible:</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, and the action of acid on bicarbonate of soda (producing a gas / fizzing).</p> <p>Explore changes that are difficult to reverse, for example, burning, rusting and other reactions</p> <p>Find out about how chemists create new materials Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton.</p> <p>Reversible:</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Changes can occur when different materials are mixed.</p> <p>Some material changes can be reversed and some cannot.</p> <p>Recognise that dissolving is a reversible change.</p> <p>Distinguish between melting and dissolving.</p> <p>Mixtures of solids (of different particle size) can be separated by sieving.</p> <p>Mixtures of solids and liquids can be separated by filtering if the solid is insoluble (un-dissolved).</p> <p>Evaporation helps us separate soluble materials from water.</p> <p>Changes to materials can happen at different rates (factors affecting dissolving, factors affecting evaporation – amount of liquid, temperature, wind speed).</p> <p>Freezing, melting and boiling changes can be reversed (revision from YR4).</p>	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>The heart is a major organ and is made of muscle.</p> <p>The heart pumps blood around the body through vessels and this can be felt as a pulse.</p> <p>The heart pumps blood through the lungs in order to obtain a supply of oxygen.</p> <p>Blood carries oxygen/essential materials to different parts of the body.</p> <p>During exercise muscles need more oxygen so the heart beats faster and our breathing and pulse rates increase.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (in the long term and short term).</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Animals are alive; they move, feed, grow, use their senses, reproduce, breathe/ respire and excrete.</p> <p>An adequate, varied and balanced diet is needed to help us grow and repair our bodies (proteins), provide us with energy (fats and carbohydrates) and maintain good health (vitamins and minerals).</p> <p>Tobacco, alcohol and other 'drugs' can be harmful.</p> <p>All medicines are drugs, not all drugs are medicines.</p>

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	Exploring and observing	Grouping and classifying	Questioning	Research	Modelling	Collaborating
	<p><i>UKS2 - developing a deeper understanding of a wide range of scientific ideas and encountering more abstract ideas</i></p> <p><i>LKS2 - developing their own ideas and their understanding of the world around them</i></p>	<p><i>UKS2 - Compare and contrast a variety of examples linked to UKS2 PoS</i></p> <p><i>LKS2 - Compare and contrast a variety of examples linked to LKS2 PoS</i></p>	<p><i>UKS2 - asking their own questions about scientific phenomena</i></p> <p><i>LKS2 - asking relevant questions</i></p>	<p><i>UKS2 - summarise research from a wide variety of sources and recognising that scientific ideas change and develop over time</i></p> <p><i>LKS2 - finding things out using a wide range of secondary sources of information</i></p>	<p><i>using dance, drama or a visual aid to represent science in the real world</i></p>	<p><i>interacting effectively as part of a group</i></p>
Year 6	<p>Use correct scientific knowledge and understanding and relevant scientific language to discuss their observations and explorations (linked to Y6 PoS)</p> <p>Identify changes that have occurred over a very long period of time (evolution) and discuss how changes have impacted the world</p> <p>Explore more abstract systems / functions / changes / behaviours and record their understanding of these</p>	<p>Recognise the importance of classification to the scientific world and form a conclusion from their sorting and classifying</p> <p>Compare and contrast more complex processes, systems, functions (e.g. sexual and asexual reproduction)</p> <p>Construct a classification key / branching database using more than two items</p> <p>Compare and contrast things beyond their locality and discuss advantages/disadvantages, pros/cons of the similarities and differences</p> <p>Use <i>research*</i> to identify and classify things</p> <p>Use classification systems, keys and other information records [databases] to help classify or identify things.</p>	<p>Recognise scientific questions that do not yet have definitive answers (linked to Y6 PoS)</p> <p>Refine a scientific question to make it testable</p> <p>i.e. Ask a testable question which includes the change and measure variables - e.g. <i>what would happen to ... if we changed ...?</i></p> <p>e.g. <i>What affect would we have on ... if we ...?</i></p> <p>e.g. <i>How would exercise affect the pulse rate?</i></p> <p>Use observations to suggest a further (testable or research) question.</p> <p>Independently ask a variety of scientific questions and decide the type of enquiry needed to answer them</p>	<p>Research how scientific ideas have developed over time and had an impact on our lives.</p> <p>Use evidence from a variety of sources to justify their ideas</p> <p>Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact.</p> <p>Interview people to find out information</p>	<p>Make / perform and use their own versions of simple models to describe and explain scientific ideas</p> <p>(e.g. circulatory system drama, periscopes to explain how light travels, burglar alarm to explain components in a circuit)</p>	<p>Propose their own ideas and make decisions with agreement in a group</p> <p>Support, listen to and acknowledge others in the group</p> <p>Check the clarity of each other's suggestions</p> <p>Build on / add to someone else's idea to improve a plan or suggestion</p> <p>Understand that it is okay to disagree with their peers and offer a reasons for their opinion</p>
Year 5	<p>Use their developing scientific knowledge and understanding and relevant scientific language and terminology to discuss, communicate and explain their observations</p> <p>(incl. more abstract ideas from Y5 PoS (e.g. friction, air resistance, forces, Earth and space, reversible and irreversible changes).</p> <p>Evaluate their observations and suggest a further test, offer another question or make a prediction</p> <p>Observe (including changes over time) and suggest a reason for what they notice</p>	<p>Suggest reasons for similarities and differences</p> <p>Compare and contrast things beyond their locality and use these similarities and differences to help to classify</p> <p>(<i>melting compared with dissolving, etc.</i>)</p> <p>Use secondary sources of information to identify and classify.</p> <p>Decide which sources of information (and/or equipment and/or test) to help identify and classify</p>	<p>Recognise scientific questions that do not yet have definitive answers. (linked to Y5 PoS)</p> <p>Refine a scientific question so that it can be tested e.g. 'What would happen to... if we changed...?'</p> <p>Decide whether their questions can be answered by researching or by testing</p> <p>Independently ask their own scientific questions taking some ownership for finding out the answers</p>	<p>Find out how scientific ideas have changed/ developed over time (linked to Y5 PoS)</p> <p>Articulate and explain findings from their research using scientific knowledge and understanding</p> <p>Make decisions about which information to use from a wide range of sources</p>	<p>Perform / create simple models to exemplify scientific ideas using scientific terminology where appropriate</p> <p><i>simple lever and pulley mechanisms</i></p> <p><i>Models for the solar system</i></p> <p><i>Day and night models</i></p>	<p>Propose their own ideas and make decisions with agreement in a group</p> <p>Support, listen to and acknowledge others in the group e.g. Yes. I prefer that one too</p> <p>Check the clarity of each other's suggestions e.g. are you saying you think this one is a herbivore?</p> <p>Build on / add to someone else's idea to improve a plan or suggestion</p> <p>Understand that it is okay to disagree with their peers and offer a reasons for their opinion</p>
Year 4	<p>Suggest their own ideas on a concept and compare these with what they observe / find out.</p> <p>Use observations to suggest what to do next</p> <p>Discuss ideas and develop descriptions from their observations using relevant scientific language and vocabulary (from Y4 PoS)</p> <p>Observe and record relationships between structure and function or between different parts of a processes (linked to Y4 PoS)</p> <p>Observe and record changes /stages over time (linked to Y4 PoS)</p>	<p>Make a simple guide to local living things.</p> <p>Use guides or simple keys to classify / identify [animals, flowering plants and non-flowering plants].</p> <p>Use their observations to identify and classify</p> <p>Begin to give reasons for these similarities and differences.</p> <p>Record similarities as well as differences and/or changes related to simple scientific ideas or processes or more complex groups of objects/living things/ events</p> <p>(e.g. <i>evaporation and condensation, different food chains, different electrical circuits</i>)</p>	<p>Ask/raise their own relevant questions with increasing confidence and independence that can be explored, observed, tested or investigated further</p> <p>Ask questions such as 'What will happen if...?' or 'What if we changed...?' (linked with Y4 PoS)</p> <p>Choose/select a relevant question that can be answered [by research or experiment / test].</p>	<p>Make decisions about which information to use from a wide range of sources and make decisions about how to present their research</p> <p>Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.</p>	<p>Make a visual representation or a model of something to represent something they have seen or a process that is difficult to see.</p> <p>Suggest their own ideas on a concept and compare these with models or images</p>	<p>Make some decisions about an idea within a group (e.g. <i>I think we should find out by testing...</i>)</p> <p>Increasingly support, listen to and acknowledge others in the group</p> <p>Build on / add to someone else's idea to improve a plan.</p> <p>Understand that it is okay to disagree with their peers and offer reasons for their opinion</p>

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Our Lady Star of the Sea SCIENCE KEY SKILLS YEAR 5

Considering Results and Conclusions






	Planning and testing	Using equipment and measure	Communicating	Describing results and looking for patterns	Explaining Results	Trusting Results
	UKS2 - using different types of scientific enquiry making decisions about and explaining choices for testing LKS2 - making decisions about and setting up simple practical enquiries, comparative tests and fair tests	UKS2 - increasing complexity and increasing accuracy and precision make their own decisions about the data to collect LKS2 - making accurate measurements and gathering data	Reporting findings, recording data, presenting findings Read, spell and pronounce scientific vocabulary correctly linked to the relevant Yr Grp	UKS2 - Looking for patterns analysing functions, relationships and interactions more systematically LKS2 - Describing their findings/ results	UKS2 - draw conclusions based on / supported by evidence LKS2 - reporting on findings saying why something happened	UKS2 - comment on how reliable the data is LKS2 - suggest improvements for further tests
Year 6	Predict what a graph might look like before collecting results Make a hypothesis where they say how one thing will affect another and give a reason for their suggestion with a developing understanding of the scientific concept Identify variables to change, measure and keep the same in order for a test to be fair Independently plan investigations and explain planning decisions Decide when it is appropriate to carry out a fair test investigation, comparative test or alternative	Decide whether to repeat any readings and justify the reason for doing so Make their own decisions about what measurements to take (and begin to identify the ranges used). Make, and act on, suggestions to control/reduce risks to themselves & others Use equipment fit for purpose to take measurements which are increasingly accurate and precise Decide the most appropriate equipment to use to collect data	Articulate understanding of the concept using scientific language and terminology when describing abstract ideas, observations and findings (linked to the Y6 PoS) Record data and results of increasing complexity using scientific diagrams and labels, recognised symbols, classification keys, tables, bar and line graphs, and models. Make decisions about how to present and explain their findings through talk, in written forms or in other ways (e.g. using technology)	Spot unexpected results that do not fit the pattern (anomalies) Identify patterns in results collected and describe them using the change and measure variables (causal relationships) (e.g. as we <i>increased the number of batteries the brightness the bulb increased</i>)	Identify evidence that refutes or supports their ideas Independently form a conclusion which draws on the evidence from the test (linked to Y6 PoS) Use scientific language and terminology (linked to Y6 PoS) to explain why something happened	Be able to suggest reasons for unexpected results (anomalies) Describe how to improve planning to produce more reliable results Say how confident they are that their results are reliable and give a reason
Year 5	Carry our fair tests and other investigations with increasing independence Suggest more than one possible prediction and begin to suggest which is the most likely. Justify their reason with some knowledge and understanding of the scientific concept Make decisions about which variables to change, measure and keep the same (linked to the appropriate units in the Y5 PoS) Make most of the planning decisions for an investigation. Recognise when it is appropriate to carry out a fair test .	Make their own decisions about what observations to make or measurements to use and how long to take them for (recognising the need for repeat readings on some occasions). Take measurements using a range of scientific equipment with increasing accuracy and using more complex scales / units Identify possible risks to themselves and others and suggest ways of reducing these Choose the most appropriate equipment and make accurate measurements	Use their developing scientific knowledge and understanding and relevant scientific language and terminology to communicate more abstract concepts (linked to Y5 PoS) Present and explain their findings through talk, in written forms or in other ways (e.g. using technology) for a range of audiences / purposes Record data and results of increasing complexity using different formats e.g. tables, annotated scientific diagrams, classification keys, graphs and models Make decisions about the most appropriate way of recording data	Describe straightforward patterns in results linking cause and effect e.g. using <i>er...er</i> or the word 'more' (e.g. <i>the longer, thinner shapes move through the water more quickly OR the larger the wings, the longer it takes the spinner to fall</i>) Look for / notice relationships between things and begin to describe these. Comment on the results and whether they support the initial prediction .	Use their scientific K&U and appropriate scientific language and terminology (linked to Y5 PoS) to explain their findings and data and answer their initial question Draw a valid conclusion (explain <i>why</i> it happened) based on their data and observations (from Y5 PoS)	Begin to recognise how repeated readings improve the reliability of results Compare results with others and comment on how reliable they are
Year 4	Carry out simple fair tests with increasing confidence investigating the effect of something on something else (linked to Y4 PoS). Start to make their own decisions about the most appropriate type of science enquiry they might use to answer scientific questions (<i>is a fair test the best way to investigate their question?</i>). Make a prediction based on the knowledge acquired from previous explorations / observations and apply it to a new situation Explain their planning decisions and choices Make some of the planning decisions about what to change and measure/observe. Begin to recognise when a fair test is necessary.	Begin to identify where patterns might be found and use this to begin to identify what data to collect Make more of the decisions about what observations to make, how long to make them for and the type of equipment that might be used. Recognise obvious risks and how to keep themselves and others safe Learn how to use new equipment, such as data loggers & measure temperature in degrees Celsius (°C) using a thermometer. Collect data from their own observations and measurements, using notes/simple tables/standard units Make accurate measurements using standard units [and more complex units and parts of units] using a range of equipment and scales	Record findings using relevant scientific language and vocabulary (from Y4 PoS), including discussions, oral and written explanations, notes, drawings (annotated), pictorial representations, labelled diagrams, tables and bar charts [where intervals and ranges agreed through discussion], displays or presentations Begin to select the most useful ways to collect, record, classify and present data from a range of choices Make decisions on how best to communicate their findings in ways that are appropriate for different audiences	Notice/find patterns in their observations and data. (Describe the effect of something on something else) (e.g. <i>as I lengthen the ruler I notice that the pitch gets lower</i>) With some independence, analyse results / observations by writing a sentence that matches the evidence i.e. deciding the important aspect of the result and summarising in a conclusion (e.g. <i>metals tend to be good conductors of electricity</i>)	Begin to develop their ideas about relationships and interactions between things and explain them Use relevant scientific language and vocabulary (from Y4 PoS) to begin to say/explain <i>why</i> something happened	Use results to suggest improvements, new questions and/or predictions for setting up further tests Compare their results with others and give reasons why results might be different

YEAR 5 COMPUTING & ONLINE SAFETY CURRICULUM

COMPUTER SCIENCE

INFORMATION TECHNOLOGY

DIGITAL LITERACY

	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 8
COMPUTING OBJECTIVES	<p>Unit 5.1 Coding</p> <p>Children can plan an algorithm modelling the sequence of traffic lights. Children can create and use functions in their code to make their programming more efficient. They know some ways that text variables can be used in coding.</p>	<p>Unit 5.2 Online Safety</p> <p>Children critically about the information that they share online both about themselves and others. They know they can tell a trusted adult if they are upset by something online. Children think critically about what they share online, even when asked by a usually reliable person to share something.</p>	<p>Unit 5.3 Spreadsheet</p> <p>Children can create a formula in a spreadsheet to convert m to cm. Children can apply this to creating a spreadsheet that converts miles to km and vice versa. They can use a spreadsheet to model a real-life situation.</p>	<p>Unit 5.4 Databases</p> <p>Children understand the different ways to search a database. Children can create their own database on a chosen topic. They understand how to word questions so that they can be effectively answered their database.</p>	<p>Unit 5.5 Game Creator</p> <p>Children can review and analyse a computer game. They can recognise what makes a good game. They can design the setting for their game so that it fits with the selected theme. Refine and evaluate.</p>	<p>Unit 5.6 3D Modelling</p> <p>Children know what the 2Design and Make tool is for. They can explore how to edit the polygon 3D models to design a 3D model for a purpose. Children can refine one of their designs to prepare it for printing.</p>	<p>Unit 5.7 Concept Maps</p> <p>Children can make connections between thoughts and ideas. They can see the importance of recording concept maps visually. They understand: 'concept maps', 'stage', 'nodes' 'connections'.</p>	<p>Unit 5.8 Word Processing with Microsoft Word</p> <p>Children know what a word processing tool is for. Children know how to add text and images to a word document. Explore tables, bullet points and shapes.</p>
ONLINE SAFETY OBJECTIVES	<p>AUP - what is our class code of conduct for keeping safe online?</p>		<p>Malware – including definitions of trojans and viruses. Key resource BBC Bitesize</p> <p>How can we keep our devices clean?</p>			<p>Keeping personal information safe.</p> <p>Gaming and personal information and grooming. Using media channels such as YouTube – inappropriate content/ age appropriateness /viral videos. Safe Social Networking.</p>		
ADDITIONAL RESOURCES	<p>In order to support the delivery of the computing curriculum, a number of resources are used.</p>							

	DEVELOPING SKILLS	APPLICATION OF SKILLS ATTACKING & DEFENDING	APPLICATION OF SKILLS: LINKING ACTIONS AND SEQUENCES OF MOVEMENT	EVALUATING SUCCESS
Invasion Games <div style="border: 1px solid black; padding: 5px; width: fit-content;"> YEAR 5 Games focus Hockey Netball Tag Rugby Cricket </div>	The children should have mastered all FMS taught in KS1 and continue to develop a broader range of skills using different sports. Chest bounce, shoulder pass, catching, push pass, kicking, shooting. Bowl underarm / overarm. Strike a ball (rounders / cricket). Catch a small ball. Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control.	Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games. To apply skills in some net/wall and striking and fielding situations.		Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others performances. Explain how to keep possession and describe how they and others have achieved it. Identify what they do best and what they find difficult. Explain the tactics and skills that they are confident with and use well in games.
Dance <div style="border: 1px solid black; padding: 5px; width: fit-content;"> Greek Mythology Space </div>	Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance. To use simple choreographic principles to create motifs. To compose dances by using, adapting and developing steps, formations and patterning from different dance styles. To explore, improvise and combine movement ideas fluently and effectively.		Compose motifs and plan dances creatively and collaboratively in groups. To perform more complex dance phrases that communicate character and narrative. Perform in a whole class performance.	Recognise their own and others strengths, explaining why a performance in good. Identify what aspects of their dance that needs improving and say how they could go about improving them.
Gymnastics	Travelling Focus on developing quality of travelling actions both on feet and hands and feet. Shape Explore a range of symmetrical and asymmetrical actions. Perform movements that are mirrored and/or matched. Balance Focus on developing balances on 1,2,3 or 4 points and large body parts. Counter balance with a partner. Counter tension with a partner. Rolling - as KS1 Jumping - Jump with shapes in the air. ½ turn jump. Handle apparatus - Perform different combinations of actions and perform these with a change of speed, level or direction. Develop tension, extension and transfer of weight in their actions		To create and perform longer sequences of actions (6-8) with a partner in a range of activities such as gymnastic activities. Work cooperatively with a partner and small group. Perform actions on the floor then from floor to apparatus,	Recognise their own and others strengths, explaining why a performance in good. Identify what aspects of their sequence that needs improving and say how they could go about improving them.
OAA	Follow a simple course using eight points of the compass and mark on a map the position of a ground. Record information accurately at the control marker. Plan effectively to visit as many control markers in the time allowed. To run safely with a map around a simple orienteering course.			

Our Lady Star of the Sea - Progression of Historical Knowledge and Skills Year 5

Historical Enquiry		
Ancient Greece	Crime and Punishment 1066– onwards	Early Islamic civilisation Baghdad 900
<p>How can we know so much about the Ancient Greeks who lived 2500 years ago? Theseus and the Minotaur: Is there any evidence for the legend? What can we work out about everyday life (men and women– differences)? Why was Athens s able to be so Strong in 5th and 6th century BC. What happened at the battle of Marathon? The mystery unravelled? How we can interpret Marathon in different ways. What were the consequences of the Athenians victory at Marathon? How were the Greeks Great? What did the Greeks do for us?</p>	<p>How do we know what punishment was like 800 years ago? What does the legend of Robin Hood tell us about medieval justice? How did crimes and punishments change between 1500 and 1750? Were women treated differently (witches)? Why did so much change happen in crime and punishment in the 19th century? Has the way we catch and punish criminals improved over the last 100 years?</p>	<p>Why should we study early Islamic civilisations in school today? How was the Islamic civilization able to spread so far so quickly? What can we learn about early Islamic civilisation from the way they set up the capital Baghdad? What was so special about Baghdad in its Golden Age? Just how amazing was daily life for rich people in Islamic cities like Baghdad and Cordoba Which of the early Islamic achievements has the most impact on our lives today?</p>

Knowledge of:			Understanding of:				
Constructing the past	Sequencing the past / Chronology	Historical Terms	Continuity and Change	Cause and Effect	Significance and Interpretation	Historical Enquiry	Using sources as Evidence
<p>Identifying the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history: - beliefs /philosophy - culture and pastimes</p> <p>Building an understanding of post-1066 Britain through crime and punishment from 1066– introducing the historical periods in order</p> <p>Comparing Baghdad 900 with learned civilisations: - location/settlements/belief - culture and pastimes -travel and exploration</p> <p>Exploring the reasoning for similarities/differences between each civilisation.</p>	<p>Placing the Ancient Greeks into the wider context of historical chronology.</p> <p>Placing Early Islamic Civilisations (Baghdad 900) into chronological context and in direct comparison with Anglo Saxon and Viking Britain.</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations.</p>	<p>Using phrases and words to describe the passing of time and context of civilisations e.g. 'duration', 'period', 'era', 'concurrent', 'chronology', 'context', 'the duration of..' and 'continuing on from..'. Using words and phrases to describe events and people from the past – e.g. 'farmer-warrior', "philosopher" 'democracy', 'Christianity', "Islamic" 'myth', 'legend', 'global', 'invader' "smuggler" 'interpretation', 'viewpoint' and 'bias'.</p>	<p>Identifying the continuities and changes of Greek achievements and inventions from then to now through: Greek periods Minoan to Alexander - beliefs/settlement (different city states and the geography of Greece - culture and pastimes -society / philosophy/democracy.</p> <p>Exploration of change and continuity in the types of crimes committed and subsequent punishments. Equally how changes in history led to different types of crime and in turn punishments.</p> <p>How the spreading of faith led to change across Islamic empire</p>	<p>Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, science, language and sport</p> <p>Identifying the effects and influence of Baghdad's advances in trade, medicine etc. The silk road</p> <p>The influence King James had on crime due to his beliefs</p>	<p>Interpret the achievements of Baghdad 900 and make a judgement on their significance.</p> <p>How significant was the victory at battle of Marathon.</p> <p>Interpret the significance of the Greek's achievements on the Western world.</p>	<p>Independent selection of sources to provide evidence.</p> <p>Making independent decisions using a range of evidence to justify thinking.</p>	<p>Using sources to interpret viewpoints, including bias.</p> <p>Identify why viewpoints differ and why bias might skew these viewpoints - Greeks first to record their own history</p> <p>Identify why the amount of written primary sources varies depending on individual time periods – Greeks/Anglo-Saxons/ medieval times. Why so much evidence is missing for the Islamic empire</p>

Communication	Post cards from Greece (different city states)	Diary from a Victorian Prisoner	Letter home from an Anglo Saxon Britain visitor to Baghdad from
	Miltiades's diary form the Battle of Marathon Persuasive letter/persentation from the Greatest Greeks	Newspaper reports for the Highwayman/witch trial	

Our Lady Star of the Sea Geography Year 5 overview

Year 5	Location Knowledge and Place Knowledge	Human and Physical Geography	Geographical skills Enquiry and investigation	Geographical skills Interpreting a range of data	Geographical skills Communicating geographical	Geographical skills Fieldwork	Exploring: maps and plans-positional play.
North America	Name significantly more places around the world. Locate topical places.	What is a Primate city? Difference between the terms cosmopolitan and metropolitan	Investigate the countries that make up North America. Compare climates within North America. Investigate major physical and human features (wonders of NA). Investigate capital cities– complete research. Ask why is that happening in that place?	Interpret climate data	Create an independent presentation on one of the States in the USA Writing opportunity: Write and perform radio adverts for tourist destinations in North America		Revisit the Continents and oceans and seas Time zones introduced
Rivers	Name some rivers of the UK and the major rivers of the world.	Recognise and explain patterns in physical and human features of a river. Understand some of the processes and changes which influence these patterns, settlement flood and erosion.	Revisit the water cycle (Year 4 science). Investigate how rivers erode, transport and deposit materials. Set enquiry into why rivers are so important - the jobs they do. Investigate pollution. Set up an enquiry for one famous river. Know some of the physical features of a river-from source to mouth.	DEEP: Agree or disagree: Speed of river flow and deposition are closely linked.	Extended writing opportunities—using pictures of the River Ribble. Write a letter of complaint about pollution. Deep: Do you agree: Bridges are sometimes more than just a functional construction?	Complete fieldwork on the River Brock - cross sections Flow speed and levels of pollution.	Locate rivers in UK Locate major rivers across the world Grid referencing
Natural Resources		Demonstrate an understanding of resources and how some resources provide energy and how this is changing and why? Explain export and import	Investigate the natural resources of the UK and how they are used– make the link between NR and energy. Investigate the production of: wood, steel, glass, concrete. Set up water enquiry – will we run out?	Interpreting data on global impact of energy use.	Pros and Cons of energy production—discussion text Mind maps of natural resources		Trade routes - atlas work * in science “Space” and novel “Kensuke’s Kingdom” pupils explore time zones latitude and longitude and the tropics



Our Lady Star of the Sea Art and Design Year 5 overview of Key Skills *for further detail (lessons and tasks) see the schools Suffolk Scheme*

Drawing	Print Making	3-D	Textiles
<p>Drawing . Creating Hundertwasser inspired buildings picture, adding an acetate layer then in marker pen drawing linear on top (layered imaging). Observational drawing Fruits and vegetables, looking for the markings and light. Drawing from imagination, what COULD be inside those fruits etc. Negative drawing, white on black and black on white. Using chalk and charcoal self portraits in the Auerbach style.</p>	<p>Printmaking Artist Michael Rothenstien. Reduction Block Printing. Planning a suitable design, flowers, boats etc. Split into thirds. One third yellow, one red and one blue. Each week we carve the third into the press print foam Adding the next layer the following week until all three are added. This builds up the finished print.</p>	<p>3D Artist Alberto Giacometti. Drawing of the human form, proportion. Create a statue in the style of Giacometti. Using wires, masking tape, mod roc plaster and clay to build up a human form. Decorated with metallic paint. This takes four weeks. Clay slab vases with a coloured inlay. If time, paper tissue bowls.</p>	<p>Painting Artists studied, Chris Ofili Derain and Matisse. Self portrait in Ofili style using paints close to his colours with added texture. Using an acetates layer paint over the portrait in his style. Fauvist painters Matisse and Derain, strong, bold, unrealistic colours. Abstract images. Mixing colours while painting straight onto the page. Black outlines. Wallpaper patterns , continue and change in pattern and colour.</p>

Year 5	<u>Produce creative work and exploring their ideas and recording experiences</u>	<u>Know about great artists, craft makers and designers– understand historical and cultural development of the art form</u>	<u>Become proficient in drawing, painting, sculpture and other art and craft techniques</u>	<u>Evaluate and analyse creative works using the language of art, craft and design</u>
	<i>Investigate a range of starting points for their work, and choose which idea to develop further.</i>	<i>Critically analyse the styles of artists, craft makers or designers and use this to inform their own work.</i>	<i>Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques to work creatively e.g. adapting the style of an artist to create their own effect.</i>	<i>Use appropriate language when comparing ideas, methods and approaches in their own and others' work.</i>
	<i>Record their thoughts and experiences in a sketch book / 'ideas journal', and annotate these in order to aid the development of their ideas.</i>			
	<i>Explain how they are developing their ideas as they work, and use language appropriate to the chosen art form.</i>	<i>Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation.</i>	<i>Are confident when working with a wide range of tools and materials to create different effects. Graphic filter</i>	<i>Describe what they think and feel about their own and others' work and how this might influence their designs.</i>
	<i>Use creative thinking to adapt an initial idea, e.g. experiment with alternative colour palette.</i>			<i>Use sketch book /'ideas journal' to evaluate and adapt their work as their ideas develop; make annotations in their books to show their ongoing evaluations and how they might develop their work further.</i>

Listening	Speaking and pronunciation	Reading and Writing	Grammar	
<p>Listening and gisting information from an extended text using language detective skills such as cognates</p> <p>Listening and following the sequence of a story, song or text including some unfamiliar language</p>	<p>Forming a question in order to ask for Information</p> <p>Presenting factual information in extended sentences including justification</p> <p>Rehearsing and recycling extended sentences orally</p> <p>Planning and presenting a short descriptive text</p>	<p>Recognising features of different text types</p> <p>Using a range of language detective strategies to decode new vocabulary including context and text type</p> <p>Reading and adapting a range of different format short texts</p>	<p>To know that I can use parce que (because) to extend my sentence and give a justification</p> <p>To know some language detective strategies such as: recognising cognates and near cognates, guessing words by the layout of the page and using the words from before and after the unknown word to help</p> <p>To know that I can use il y a to mean 'there is' or 'there are'</p> <p>To know that there is no possessive apostrophe in French but that to say 'my mother's father' the French would say Le père de ma mère (the father of my mother)</p> <p>To know that the word order is sometimes different in French compared to English</p> <p>To know that metaphors and similes are also used in French and that a metaphor is when we say an object <i>is</i> another object and that a simile is when we liken an object to another</p>	<p>Correct use of definite and indefinite article depending on gender and number of noun, and including partitive article for 'some'</p> <p>Applying placement and agreement rules for adjectives</p> <p>Recognising and applying verb endings for present regular 'er' verbs</p>
<p>Matching unknown written words to new spoken words</p> <p>Recognising blends of sounds and selecting words to recognise common spelling patterns</p>	<p>Using intonation and gesture to differentiate between statements and questions</p> <p>Making realistic attempts at pronunciation of new, vocabulary</p> <p>Listening and repeating key phonemes with care applying pronunciation rules</p>	<p>Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words</p> <p>Using contextual clues and cues to gist and make predictions about meanings</p> <p>Gisting information from an</p>	<p>To know that there are clues in the words for the multiples of 10, eg cinquante - 50</p> <p>To know that the pattern of building larger numbers changes beyond 70 by adding the teen numbers to 60, eg soixante-dix (70), soixante-onze, soixante-douze</p> <p>To know that the word for 80 means 'four twenties' - quatre-vingts, and numbers up to 100 are built by continuing to count on from quatre-vingt, e.g. quatre-vingt-neuf (89) quatre-vingt-dix (90), quatre-vingt-onze (91)</p> <p>To know that the French use guillemets << >> in the same way that the speech marks are used in English</p>	<p>Exploring verbs in infinitive form</p> <p>Learning and using some high frequency irregular verbs e.g. to have, to be, to go</p> <p>Using comparative language</p>
<p>Adapting a story and retelling to the class</p> <p>Using adjectives with correct placement and agreement</p>	<p>Using existing knowledge of vocabulary and phrases to create new sentences</p> <p>Completing a gapped text with key words/phrases</p>	<p>Using existing knowledge of vocabulary and phrases to create new sentences</p> <p>Completing a gapped text with key words/phrases</p>	<p>To understand that French verbs take different forms. To know that the infinitive is the basic form of a verb which in English is usually expressed as 'to [do something]' (e.g. 'to run') To know that there are three different endings for French verbs in the infinitive form: those that end -er, those that end -ir and those that end -re To know that the ending of regular -er verbs changes to go with the subject pronoun. To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be) To know how to conjugate the verbs avoir (to have) and être (to be)</p>	
		<p>Writing a short text using word and phrase cards to model or scaffold</p> <p>Using different adjectives, with correct positioning and agreement</p> <p>Using language of metaphor and comparison</p>	<p>To know that I can compare nouns by placing plus / moins and que around the adjective of comparison (e.g. Neptune est plus grande que Mercure)</p> <p>To know that de translates as 'of' or 'some' and know that it changes when coupled with le to become du (not de le) and when coupled with les to become des (not de les) To know that when using à (to) and then the direct article à + le = au (eg. Au nord)</p> <p>To know that there are usually four forms of an adjective to describe- a noun that is singular masculine, a noun that is singular feminine, a noun that is plural masculine and a noun that is plural feminine</p> <p>To revise that adjectives of size go before the noun and adjectives of colour go after the noun</p> <p>To know that when a singular noun begins with a vowel, the possessive adjective ma is difficult to pronounce, so mon is used (e.g. mon ami / mon amie)</p>	

HRSE-

Human Relationships and Sex Education

To gain a deeper understanding of the Program of Study delivered for this essential learning—it is necessary to visit the HRSE learning page on our website. The link is below. Here you will find the HRSE school policy and essential links to TEN TEN the Catholic platform which we are using to support the teaching of HRSE. You will also find links to Kids Safe—a program we use to support the safeguarding aspect of this area of the curriculum. The link below takes you out of this document

[HRSE—WEBSITE PAGE](#)



Our Lady Star of the Sea design technology Year 5 overview of Key Skills and Projects

Mechanism	Textile	Food
<p>CAMS</p> <p>Use a technical vocabulary appropriate to the project</p> <p>Use CAMs system (see science curriculum Year 5 for work on pulleys gears and levers)</p>	<p>Funky furnishings</p> <p>Use the correct vocabulary appropriate to the project.</p> <p>Create 3-d products using pattern pieces and seam allowances.</p> <p>Understand pattern layout</p> <p>Decorate textiles appropriately (often before joining components).</p> <p>Pin and tack fabric pieces together</p> <p>Join fabrics using over sewing—back stitch blanket stitch or machine stitching (close supervision)</p> <p>Combine fabrics to create more useful properties.</p> <p>Make quality product.</p>	<p>Cheese scones, Short crust pastry– Quiche and Banana Bread</p> <p>Prepare mainly savoury dishes using their own selection of ingredients—taking into account their nutritional value, properties and sensory characteristics.</p> <p>Weigh and measure using scales</p> <p>Select and prepare foods for a particular purpose.</p> <p>Work hygienically and safely.</p> <p>Develop understanding of eating healthily (Eatwell plate) and apply to their ingredient choices.</p> <p>Use a range of cooking techniques</p> <p>Join and combine a widening range of ingredients.</p> <p>Know where the ingredients are grown and processed.</p> <p>Consider influence of chefs e.g. Jamie Oliver</p>
	<p style="text-align: center;">DESIGNERS Iconic British textile designers</p>	

DESIGN	MAKE	Evaluate
<p>List tools needed before starting the activity.</p> <p>Plan the sequence of work e.g. using a storyboard.</p> <p>Record ideas using annotated diagrams.</p> <p>Use models, kits and drawings to help formulate design ideas.</p> <p>Combine modelling and drawing to refine ideas.</p> <p>Devise step by step plans that can be read/followed by someone else.</p> <p>Use exploded diagrams and cross-sectional diagrams to communicate ideas.</p> <p>Sketch and model alternative ideas.</p> <p>Decide which design idea to develop.</p> <p>Use and understand the importance of CAD</p>	<p>Make prototypes.</p> <p>Develop one idea in depth.</p> <p>Use research information to inform decisions.</p> <p>Produce detailed lists of ingredients/components/materials and tools.</p> <p>Use a computer to model ideas.</p> <p>Select from and use a wide range of materials.</p> <p>Use appropriate finishing techniques for the project.</p> <p>Refine their product-review and rework/improve</p>	<p>Research and evaluate existing products (including book and web based research).</p> <p>Consider user and purpose.</p> <p>Identify and strengths and weaknesses of their design ideas.</p> <p>Give a report using correct technical vocabulary.</p> <p>Consider and explain how the finished product meets the design criteria of the user. Test on the user!</p> <p>Understand how key people have influenced design</p>