

Our Lady & St Joseph Catholic Academy:
Curriculum Information
Year Five
Term 2



| Subject | The children will learn about... | The children will learn to... | Spiritual, moral, social and cultural values will be promoted by... | Key skills... |
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English

Shakespeare
Short stories
Recounts -
UFO's and aliens
Classic Poems
Historical
Fiction WWII

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices such as headings and sub-headings

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Spelling:

- Pupils should be taught to:
- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Using etymological/morphological

Vocabulary, grammar and punctuation:

'Year Five
Literacy
Toolkit'

IWASHCOPPS

Children will learn to use the following in their writing:

Introductions
and
Conclusions.
WOW words
Adverbs
Similes &
Metaphors
Higher Level
Punctuation
- ();
Connectives
A range of
Openers (ly,
words, ing
words,
connective)
Paragraphs
Short
Sentences.

- extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. *when, if, because, although*
- using the perfect form of verbs to mark relationships of time and cause
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- indicate grammatical and other features by:
- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with singular and plural nouns
- using and punctuating direct speech
- use commas correctly to clarify meaning avoid ambiguity and create parenthesis
- to understand and use modal verbs
- to use apostrophes correctly
- to use colons, dashes and semi colons

READING

- Comprehension
- develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Maths

Addition
Subtraction
Multiplication
Division
Rounding
Co-Ordinates
Line Graphs
Fractions
Decimals

- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry (e.g. free verse, narrative poetry)
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
 - retrieve and record information from non-fiction
 - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- 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

To have instant recall of a times tables up to 12x12 and corresponding division facts.

Place Value
Perimeter
Area
Volume

- multiply and divide numbers mentally drawing upon known facts
- 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
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents

RE

Easter
Pentecost
The work of the
apostles
Marriage and
Holy Orders

- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- 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
- solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve comparison, sum and difference problems using information presented in a line graph
- Roman's numerals

- Elements of Sacramental celebration
- Community prayer through taking part in and preparing simple celebrations of how to participate in and prepare celebrations
- That the Church celebrates the life and the love of Jesus Christ, the Son of God
- Know that the Church celebrates the Resurrection of Jesus at the Easter Vigil.

To find bible references
To know all the responses during Mass.

- Understand some reasons why the Feast of Easter is the most important celebration in the Christian Year.
- Be able to discuss the meaning of some of the Church's actions and symbols used at the Easter Vigil.
- Hear, read and explore the Gospel accounts of Key events in the life of Jesus: The Resurrection and the Ascension.
- That the Gospels proclaim that Jesus is the fulfilment of God's promises; that Jesus' death on the cross expressed his love for his Father and for all people, and changed the world.
- Know that the four Gospels of the New Testament contain accounts of the Resurrection of Jesus.
- Be able to recall in some detail what happened to Jesus at the resurrection.
- Understand that this changed the lives of the disciples.
- Be able to research different accounts of the Resurrection from the Gospels.
- Know and be able to retell the story of the Ascension of Jesus.
- Be able to think about the thoughts of the disciples at this event.
- Know that death is part of life and can bring times of sadness
- A variety of prayers and prayer forms used in community prayer.
- Know that Christians believe in the promise of Eternal Life.
- Understand that the Resurrection and Ascension of Christ into heaven is the hope of eternal life for all who follow him.
- Be able to recall teaching of Jesus and the words of the Nicene Creed about eternal life.
- Increased understanding of variety of forms of prayer.

- Know some of the Church's prayers for those who have died.
- Understand some reasons why it is important to pray for the dead.
- Be able to write or join in prayers for those who have died.
- Hear, read and explore the Gospel accounts of key events in the life of Jesus: Pentecost.
- Hear about and explore how Jesus spoke of God His Father and the Holy Spirit.
- Hear, read and explore the Gospel accounts of the coming of the Holy Spirit at Pentecost and the transformation of the disciples.
- A Variety of prayers and prayer forms, formal and informal used for personal and community prayer.
- That the Gospels proclaim that Jesus is the fulfilment of God's promises; that Jesus' death on the cross expressed his love for his Father and for all people, and changed the world.
- That the Holy Spirit, the Helper, is the gift which Jesus promised.
- Know and be able to read about what Jesus said about the coming of the Holy Spirit.
- Know some of the titles given by Jesus to the Holy Spirit.
- Understand that the titles tell us what the Holy Spirit is like and be able to discuss their meanings.
- That the coming of the Holy Spirit transformed Jesus' disciples and was the beginning of the life of the Church.
- Know the story of the coming of the Holy Spirit at Pentecost.
- Understand how the Holy Spirit transformed the lives of the disciples of Jesus.
- Be able to empathise with the thoughts and feelings of the disciples at the coming of the Holy Spirit.
- Increased variety of forms of prayer.
- Know the prayer to the Holy Spirit.
- Know other Church prayers to the Holy Spirit.

- Be able to write own prayers to the Holy Spirit asking for help as they try to walk in the footsteps of Jesus today.
- Hear about and explore the Bible.
- The life and growth of the first Christian communities: Peter, Stephen and Paul.
- The teaching role of the Apostles through the New Testament.
- Of how to find their way around the Bible.
- Know that the New Testament contains four gospels that tell the story of the life of Jesus.
- Know that the Acts of the Apostles describes the story of the first Christians after the Resurrection of Christ.
- Of how the Church spread through the first Christian communities.
- Of how the Church spread through the first Christian communities.
- Know the story of Peter preaching at Pentecost.
- Be able to recall the main elements of the message of Peter.
- Know the story of the Healing at the Beautiful Gate.
- Understand why Peter and John were able to perform this miracle.
- Know that the Apostles shared a common life together.
- Understand some reasons why it was important for the disciples to share a common life together.
- Know the story of Stephen.
- Understand why he was martyred.
- Be able to think about sacrifices that are sometimes needed to follow Christ.
- Know the story of the Apostles being thrown into prison.
- Understand some reasons why this happened.
- Be able to imagine the qualities the disciples would have needed.
- Know the story of Peter in Prison.

- Understand why *God* protected him and led him to freedom through the work of the angel.
 - Know that St. Paul was an Apostle who wrote some of the New Testament Letters.
 - Be able to trace some of the journey he made to proclaim the *Good News* of Christ's Resurrection.
 - Understand that he taught and handed on many important things about Christ.
 - Be able to write a letter in the style of St. Paul explaining how people can follow Jesus
 - Observe and recognise ways in which people of today can hear and respond to *God's* call.
 - Ways in which love and commitment are important in human life.
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- Elements of sacramental celebration, e.g. blessing, exchanging, greetings, praise.
 - Be able to name the Sacrament of Matrimony and to explain its significance
 - Be able to name the Sacrament of Holy Orders and be able to explain its significance.
 - That love and service express love of *God* and a response to *God's* Word, and at times this will involve sacrifice.
 - That everyone is called to be a disciple, growing to be more like Christ.
 - Know that people today are called to follow Christ and belong to the Church.
 - Understand some reasons why people take up special responsibilities in the Church.
 - Understand that being a follower of Christ and belonging to the Church can sometimes be difficult and demands some personal sacrifice.
 - Of how to participate in and prepare celebrations.
 - That the Sacrament of Marriage is a special form of commitment and service.
 - Know that marriage is a special form of commitment and service

Science

Animals and their habitats Scientists and inventors

- Understand something of the importance of the promises made.
 - Be able to sequence the rite of marriage and explore some references about marriage in the Old Testament.
 - That the Sacrament of Holy Orders is a special form of commitment and service.
 - Know that some members of the Church have special roles
 - Know some details of the work of the Archbishop of Birmingham
 - Understand that he has a special task of caring for God's people in the diocese.
 - Be able to name and explain some of the symbols and vestments of a bishop and what they mean.
 - Know some of the roles and responsibilities of a priest.
 - Understand that priesthood is a special vocation in the life of the Church.
 - Identify some of the vestments worn by the priest at the celebration of Mass
 - Of Christian responsibility for the sign we give and the Church's mission.
 - Know some of the roles and responsibilities of a deacon in the life of the Church.
 - Understand that they are called to serve God's Family in a special way.
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- Describe the life cycle of insects and amphibians
 - Describe the life cycle of a mammal and bird
 - Understand sexual reproduction in plants
 - Understand asexual reproduction in plants
 - Understand who famous primatologists Jane Goodall and the famous naturalist David Attenborough is
 - Understand David Attenborough's work
 - Describe Maragret Hamilton's work on programming the on board computer for the Apollo 11 shuttle

Humanities & The Arts

Britain At Play WWII

- Order facts about Eva Crane's life
- Describe the theory of Stonehenge
- Understand and know the events in history that changed leisure time
- Understand how people in Britain spend their leisure time
- Understand what leisure facilities are in our local area
- Create a plan drawing of a new leisure centre
- Budget to create a new leisure centre
- Understand how to have a healthy balanced diet
- Understand the significance of Wimbledon to Britons
- Understand who they key British Wimbledon champions are
- Develop my own allotment plot
- Understand how lyrics are important in conveying messages
- Explore how rhythm patterns can be used to create a rap
- Create my own song/rap

- Aspirations to be a champion – Wimbledon winners.
- E-safety: On-line gaming.
- Team sports event: Traditional English sports.
- Red letter day: Friends and family.
- Explore how different cultures/ backgrounds within our class share mealtimes as an important part of their family/ religious gatherings.

PE

Summer games - cricket, tennis, tri golf and rounders Gymnastics Athletics

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team

E-Safety
Internet
Research
Robotics & Lego
Publisher -
leaflets

- compare their performances with previous ones and demonstrate improvement to achieve their personal best
- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.