

Our Lady & St Joseph Catholic Academy
Curriculum Information
Year 5
Term 1



Subject	The children will learn about...	The children will learn to...	Spiritual, moral, social and cultural values will be promoted by...	Key skills...
English	<p>Classic fiction</p> <p>Biographies and autobiographies</p> <p>Recounts</p> <p>Classic Poems</p>	<p><u>Plan their writing by:</u></p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> • 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 <p><u>Evaluate and edit by:</u></p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing and suggesting improvements • Proposing changes to grammar and 	<ul style="list-style-type: none"> • Find out about the beliefs of the Anglo-Saxons (Gods and goddesses) • Children find out about other poly-theistic religions • Is it ever morally right to invade another country? Discuss issues linked to this including war • Children will work collaboratively. On a number of different projects e.g. Anglo- Saxon food, playing the game Taefl and presentations • Can the children produce rules or suggestions for working as part of a group? • How has English culture been enriched by invasion? • Can different cultures live harmoniously? 	<p>Year Five Literacy Toolkit'</p> <p>IWASHCOPPS</p> <p>Children will learn to use the following in their writing:</p> <p>Introductions and Conclusions. WOW words Adverbs Similes & Metaphors Higher Level Punctuation - () ; Connectives A range of Openers (ly, words, ing words, connective) Paragraphs Short Sentences.</p>

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 (Appendix 1)
- spell further homophones
- spell words that are often misspelt (Appendix 1) 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.

Vocabulary, grammar and punctuation:

- 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

READING

- 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
- 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 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 intonation, tone, volume and action paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction texts

Maths

Addition
Subtraction
Multiplication
Division
3D Shapes Prime
Numbers Carroll
Diagrams Place
Value

- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals
- 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
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- 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

- 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
- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
- identify 3-D shapes, including cubes and other cuboids, from 2-D representations

RE

Creation
Miracles
Sacrament of the
Sick
Advent
Christmas

- Know that there are two stories of Creation in the Book of *Genesis*.
- Understand that Creation stories are simply a way of teaching that *God* created the world and everything in it rather than a factual account of how Creation took place.
- Know that every human being is made in *God's* image and likeness.
- Understand that every human being is called to respect and care for the human family of the world.
- Understand why the Creation story has an important message for the people of today.
- Know the story of St. Francis of Assisi.
- Hear the words of the *Canticle of Creation*.
- Be able to write a simple version of the *Canticle*.
- Know the Beatitudes of Jesus; Understand that they provide a guide for living as a disciple of Christ; Be able to reflect upon using gifts and talents, to live out the Beatitudes
- Know and be able to recall a number of miracles performed by Jesus
- Understand that Jesus was able to work these miracles because he was the Son of *God*.
- Describe how peoples lives were changed by Jesus' healing

Science

Forces

- To understand what balanced and unbalanced forces are
- To understand the effects of gravity on unsupported objects
- To understand the effects of air resistance
- To understand the effect of water resistance
- To understand the effect of friction

Earth and Beyond

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- Describe the movement of the Moon relative to the Earth
- Describe the Sun, Earth and Moon as approximately spherical bodies
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun.

Humanities

Wild Water

- To understand the water cycle
- To understand what a river is and how it is created
- Identify and understand the features of a river
- Explore our local river
- Research and recall the rivers of the world
- Understand settlement near rivers
- Design and create a bridge
- Act out a water related piece of music
- Create a water related piece of art
- Understand the environmental impact of settlement near rivers

The Arts

Anglo - Saxons

Create a list of knowledge and ask historical questions about the Anglo Saxons.

- Use maps of Roman Britain and northwest Europe.
- Label countries and seas and identify the routes of the invaders.
- Look at historical evidence - What are the similarities/ differences?
- Design and make a Roman or Anglo Saxon shield.
- Sketch a Saxon house
- Locate Anglo-saxon settlements on a map. How do they relate to the meanings of their place names e.g. Reading meaning Redda's People

PE

Indoor Athletics
Gymnastics
Netball
Rugby Football
Table Tennis
Hockey

- Investigate structures.
- Develop technical knowledge of nets and their construction
- Write a diary account as an Anglo-Saxon child
- Working collaboratively to produce an Anglo Saxon village.

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
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

ICT	<p data-bbox="439 65 651 105">Online Safety</p> <p data-bbox="439 379 633 419">Programming</p>	<ul data-bbox="779 65 1211 1023" style="list-style-type: none"> <li data-bbox="779 65 1211 320">• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact <li data-bbox="779 363 1211 619">• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts <li data-bbox="779 662 1211 799">• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output <li data-bbox="779 842 1211 1023">• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 		
MFL	French	<ul data-bbox="779 1098 1211 1385" style="list-style-type: none"> <li data-bbox="779 1098 1211 1129">• Basic classroom instructions <li data-bbox="779 1134 1211 1166">• Classroom objectives <li data-bbox="779 1171 1211 1203">• Vocabulary for school uniform <li data-bbox="779 1208 1211 1278">• Describe objects using adjectives <li data-bbox="779 1283 1211 1385">• Differences and similarities between English and French schools. 		

