



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum
Year 5 Autumn 1
Main Themes: The Tudors/Life Cycles

End Points

By the end of this half term, in Maths the children will have developed a greater concept of mental strategies in Addition and Subtraction as well as developing their understanding of the different strands of multiplication and division. They will also have secured their understanding of place value.

In English they will be able to write a character description and a set of instructions. In History they will have a greater understanding of what life was like in Tudor England. Through the examination of primary and secondary sources the children will decide if Henry the VIII was a tyrant or a fair ruler. In Science the children will be able to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird and also describe the life process of reproduction in some plants and animals. They will know the different rules and skills of Gymnastics, how to land safely and how to use equipment correctly. In music they will have created their own body percussion to accompany a Sea Shantie and they will be able to talk about the purpose of them using the correct vocabulary. The children will have been introduced to a recorder and will have started to learn simple notes. They will also have learnt how to read some notes on a music stave. In French the children will listen to a piece of music 'Le Carnaval des Animaux' by Camille Saint-Saens and will be able to name a range of animals.

In Art and Design, they will have studied Drawing through the 'I need space' unit. They will understand that different marks and lines can be used to create specific effects and how to create texture on different materials. In computing they will know how to use the programme Coding and be able to use the program design process to effectively code. In RE, they will have explored the creation of the world and they will be able to outline some of the key beliefs of the creation of human beings. In their RHE work they will have started the first module about how they are created and loved by God. They will have developed an understanding of the unique growth and development of humans and recognise that their bodies are a gift from God.



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Religious Education Creation	<p>This topic outlines some of the key beliefs about the creation of the world and the creation of human beings:</p> <ul style="list-style-type: none"> • know the story of Creation and the Fall in Genesis • understand that we are all created in the image and likeness of God • reflect on the gifts and talents God has given each of us • reflect on the use/misuse we can make of these gifts • know that God calls us to care for each other and all creation • appreciate how we can show respect for ourselves, for others and for God • know that there are times when we fail to be good stewards of creation • reflect on times we have failed to show respect • know about people who show great respect for creation • know about people who show great respect for the weakest members of society 	
English	<p>Talk 4 Writing genres:</p> <p>Fiction: Fantastic Beasts – Character description Non-Fiction: Instructions Poetry: From a Railway Carriage</p>	<p>(Shared) Reading texts: The Boy at the Back of the class. Class Read for pleasure Text: A range of short texts and extracts.</p>
English - Reading Comprehension Skills/Word Reading	<ul style="list-style-type: none"> • To discuss vocabulary used by the author. • To read most words fluently and to attempt to decode any unfamiliar words. • To read a wide range of genres, identifying the characteristics of text types. • To participate in discussions about books that are read to them and those they can read for themselves. • To draw inferences from characters' feelings, thoughts and motives. • To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. 	
English- Spoken Language Skills	<ul style="list-style-type: none"> • To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views. • To follow complex directions/multi-step instructions without the need for repetition. • To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions. 	



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English - Handwriting Skills	<ul style="list-style-type: none"> • To increase the speed of their handwriting. • To be clear about what standard of handwriting is appropriate for a particular task. • To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way. 		
English - Writing Spelling Skills	<ul style="list-style-type: none"> • To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). • To spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious). • To spell words with the short vowel sound /i/ spelt with a y. • To spell words with the long vowel sound /i/ spelt with a y. • To spell complex homophones and near- homophones, including who's/whose and stationary/stationery. 		
English - Writing Composition Skills	<ul style="list-style-type: none"> • To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. 		
English - Writing VGP Skills	<ul style="list-style-type: none"> • To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. • To use relative clauses beginning with a relative pronoun with confidence. • To use brackets, dashes or commas to indicate parenthesis. 		
Mathematics Skills Small steps	Number: Place Value Step 1 Roman numerals to 1,000 Step 2 Numbers to 10,000 Step 3 Numbers to 100,000 Step 4 Numbers to 1,000,000 Step 5 Read and write numbers to	Number: Addition & Subtraction Step 1 Mental strategies Step 2 Add whole numbers with more than four digits Step 3 Subtract whole numbers with more than four digits	Number: Multiplication & Division A – Part 1 Step 1 Multiples Step 2 Common multiples Step 3 Factors Step 4 Common factors



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	<p>1,000,000 Step 6 Powers of 10 Step 7 10/100/1,000/10,000/100,000 more or less Step 8 Partition numbers to 1,000,000 Step 9 Number line to 1,000,000 Step 10 Compare and order numbers to 100,000 Step 11 Compare and order numbers to 1,000,000 Step 12 Round to the nearest 10, 100 or 1,000 Step 13 Round within 100,000 Step 14 Round within 1,000,000</p>	<p>Step 4 Round to check answers Step 5 Inverse operations (addition and subtraction) Step 6 Multi-step addition and subtraction problems Step 7 Compare calculations Step 8 Find missing numbers</p>	<p>Step 5 Prime numbers</p>
<p>Science Knowledge Living things and their habitats.</p>	<ul style="list-style-type: none"> • To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • To describe the life process of reproduction in some plants and animals. 		
<p>Working Scientifically Skills</p>	<ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables • where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments. 		



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Computing Knowledge Purple Mash Unit Coding	<ul style="list-style-type: none">• To know how to use the program design process to effectively code
Computing Skills	<ul style="list-style-type: none">• Design and create systems that accomplish given goals.• Simulate physical systems.• Solve problems in writing programs by decomposing them into smaller parts.• Use selection and repetition in programs.• Work with variables.• Explain how some simple algorithms work and detect and correct errors in them.• Combine a variety of software to accomplish given goals on a range of digital devices.• Design and create systems that accomplish given goals.• Analyse and evaluate information and data.
PE Knowledge	Real Gym Unit 2 Partner Work <ul style="list-style-type: none">• To focus eyes on a fixed point.• To keep whole body tight and extended.• To ensure all partners involved and contributing to the balance.• When supporting on the back, to ensure stomach is engaged and back flat.• To decide on footwork pattern and jump before starting.• To land through balls of feet with soft knees to absorb impact.• To communicate and watch partner to coordinate with them.• To focus eyes on a fixed point.



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	<ul style="list-style-type: none">• To keep whole body tight and extended.• When supporting on the back, ensure stomach is engaged and back flat.• To count with partner/s to help with timing.• To watch partner/s to aid synchronisation. <p>Large Equipment</p> <ul style="list-style-type: none">• To focus eyes on a fixed point.• To keep whole body tight and extended.• To squeeze body muscles during flight phase.• To land through balls of feet with soft knees to absorb impact.• When landing on apparatus, focus on landing spot.• To extend body as much as possible.• To tighten core muscles to maintain shape.• To grip apparatus with hands.• To use spotting to maintain balance.• To concentrate on coordination of the body whilst using apparatus.
<p>PE Skills</p>	<p>Real Gym Unit 2</p> <p>Partner Work</p> <ul style="list-style-type: none">• Perform trickier shape, balance, travel, flight, rotation skills.• Explore different types of partner balances and begin to link these to create a sequence- supported bunk beds, supported 2 feet mini-front support, counter balance 2 feet, supported H support.• Develop sequences using partner balances, incorporating a variety of transitions, jumps and rotations, leap over, canon star jump, stag leap, linked rock and roll, cartwheel over pencil roll, over and under pencil roll, connected patten turn.• Consolidate and perform sequences using partner balances, incorporating a variety of transitions, jumps and rotations. <p>Large Apparatus</p> <ul style="list-style-type: none">• Explore ways to perform flight using large apparatus and begin to link these to develop a group sequence- pike



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	<p>around rope, tuck off medium table, cat spring on and off high table.</p> <ul style="list-style-type: none">• Develop sequences by incorporating a variety of ways to use apparatus, e.g. round, through, along, over, and a variety of timing.• Consolidate and perform sequences and then link them together to create a whole class performance.
Music Knowledge To learn how to play the recorder.	<p>To know what a recorder is and how to play simple notes on it.</p> <p>To know basic notation for reading and playing music.</p> <p>To play in an ensemble with a small group of children.</p> <p>To know how to play with increasing accuracy in time with others.</p> <p>To recognise simple rhythm patterns.</p> <p>To recall sounds from listening.</p>
Music Skills	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• improvise and compose music for a range of purposes using the inter-related dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations
French Knowledge KS2 only	<ul style="list-style-type: none">• Listen to a classical piece of music written by a French composer (Le Carnaval des Animaux, Camille Saint-Saens)• Learn the names of the animals in the piece of music.• Learn and recognise the definite article (le/la/les)• Revise and practise sound-spelling links (oi, ch, in, on, é, g, ou, u, silent final consonant)• Learn and use a range of adjectives to describe the animals (big, small, ferocious, shy, scary, grumpy, heavy, cheeky).
French Skills KS2 only	<ul style="list-style-type: none">• Listen and show understanding of familiar phrases and sentences.• Demonstrate understanding of gender.• Use a dictionary to look up whether nouns are masculine or feminine.• Say and write several simple sentences containing adjectives to describe animals.• Use a range of strategies to determine the meaning of new words (cognates, context, etymology).



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	<p>National Curriculum End of key Stage 1/2 Pupils should be able to:</p>	<p>Progression Statements Taken from Schemes of Work e.g. Kapow</p>
<p>What was life like in Tudor England?</p>		
<p>Key Concepts: Chronological Awareness, Sources of Evidence, Historical Interpretations, Change and Continuity, Cause and Consequence, Similarities and Differences, Historical Significance, Sources of Evidence, Historical Enquiry, Power (monarchy, government and empire), invasion settlement and migration, Beliefs, Civilisation (social and cultural), Trade, Achievements of Follies and Makind.</p>		
<p>History Knowledge</p>	<p><i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <ul style="list-style-type: none"> • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections 	<ul style="list-style-type: none"> • To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya , and Victorians. • To understand that historical periods have characteristics that distinguish them. • To understand how to work out durations of periods and events. • To understand that inventories are useful sources of evidence to find out about people from the past. • To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. • To understand that there are different interpretations of historical figures and events • To understand how the monarchy exercised absolute power • To understand there are increasingly complex reasons for migrants coming to Britain. • To be aware of the different beliefs that different cultures, times and



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	<p>between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <ul style="list-style-type: none"> • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world 	<p>groups hold. Beliefs</p> <ul style="list-style-type: none"> • To understand the changing nature of religion in Britain and its impact. • To be aware of how different societies practise and demonstrate their beliefs • To understand the changes and reasons for the organisation of society in Britain. Civilisation (social and cultural) • To understand how society is organised in different cultures, times and groups. • To know that trade routes from Britain expanded across the world. • To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals) • To understand that people in the past were as inventive and sophisticated in thinking as people today
<p>History Skills</p>	<ul style="list-style-type: none"> • gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw 	<ul style="list-style-type: none"> • Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. • Putting dates in the correct century. • Using the terms AD and BC in their work. • Developing a chronologically secure understanding of British, local and world history across the periods studied. • Placing the time, period of history and context on a timeline. • Relating current study on timeline to other periods of history studied. • Comparing and making connections between different contexts in the past • Making links between events and changes within and across different time periods / societies. • Identifying the reasons for changes and continuity. • Describing the links between main events, similarities and changes within



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contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

and across different periods/studied.

- Describing the links between different societies.
- Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.
- Analysing and presenting the reasons for changes and continuity
- Starting to analyse and explain the reasons for, and results of historical events, situations and change.
- Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
- Making links with different time periods studied.
- Describing change throughout time.
- Identifying significant people and events across different time periods.
- Recognising primary and secondary sources.
- Using a range of sources to find out about a particular aspect of the past.
- Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.
- Evaluating the usefulness of historical sources.
- Developing strategies for checking the accuracy of evidence
- Planning a historical enquiry.
- Identifying methods to use to carry out the research.
- Asking historical questions of increasing difficulty e.g. who governed, how and with what results?
- Creating a hypothesis to base an enquiry on.
- Using different sources to make and substantiate historical claims.
Gathering, organising and evaluating evidence
- Developing an awareness of the variety of historical evidence in different periods of time.



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		<ul style="list-style-type: none"> • Distinguishing between fact and opinion • Recognising 'gaps' in evidence. Gathering, organising and evaluating evidence (continued...) • Identifying how sources with different perspectives can be used in a historical enquiry • Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. • Making connections, drawing contrasts and analysing within a period and across time • Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. • Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. • Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. • Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.
<p>Drawing – I Need Space Art Knowledge</p>	<ul style="list-style-type: none"> • To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and 	<ul style="list-style-type: none"> • To know that different marks and lines can be used to create specific effects. • To know how to create texture on different materials. • To know that prints need contrast between light and dark areas to make the image visible.
<p>Art Skills</p>		<ul style="list-style-type: none"> • Developing ideas more independently from their own research, exploring



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	<p>design.</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To know about great artists, architects and designers in history. 	<p>and recording their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <ul style="list-style-type: none"> Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Using a broader range of stimulus to draw from, such as architecture, culture and photography, beginning to develop drawn ideas as part of an exploratory journey. Applying known techniques with a range of media, selecting these independently in response to a stimulus. Drawing in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form. Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discussing the processes used by themselves and by other artists, and describe the particular outcome achieved. Using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
<p>RHE/PHSE/SMSC (Relationships and Health Education)</p>	<p>RHE Module One: Created and loved by God Me, My Body, My Health</p> <ul style="list-style-type: none"> Similarities and differences between people arise as they grow and mature <p>By living and working together ('teamwork') we create community. There are many different types of family set up Self-confidence arises from being loved by God (not status, etc.)</p> <ul style="list-style-type: none"> That human beings are different to other animals <p>About the unique growth and development of humans, and the changes that girls will experience during puberty</p>	



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	<p>About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately The need for modesty and appropriate boundaries.</p> <ul style="list-style-type: none">• How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc. <p>World Mental Health Day</p>
<p>Mental Health and Wellbeing Safeguarding Curriculum Links</p>	<p>Safe Guarding links PHSE: Living in the wider world Start of year rules Mission statement assembly Peace Day assembly World mental health day Black history day 2 x multicultural days</p>



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