



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum
Year 5 Autumn 2
Main Themes: Mountains/Animals including Humans

End Points	<p>By the end of this term in Maths the children will have developed a stronger understanding of multiplication and division as well as developing their understanding of how to compare and convert proper and improper fractions. In English they will have written a balanced argument and their own poem based on the famous poem 'From a Railway Carriage'. In Geography they will have greater understanding of what life is like in the Alps. They will know some similarities and differences between the UK and a European mountain region as well as know the location of key physical features in countries studied. In Science the children will be able to describe the changes as humans develop to old age through the 'Animals including Humans' unit. The children will create sequences to music, focusing on movement and timing through the unit of Dance. In Computing the children will understand the purpose of a spreadsheet and know the ways that they can be used to present a variety of data. In Music the children will have learnt a further range of notes on the recorder and now become increasingly confident at playing melodies.</p> <p>In French the children will continue with the topic 'Le Carnaval des Animaux' and will be able to write extended sentences to describe the animals. In Design Technology the children will explore Electrical systems through the Doodlers unit of work. They will explore series circuits and motors. They will look at how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor. In Computing the children will understand the purpose of a spreadsheet and know the ways that they can be used to present a variety of data. Through the RE unit 'God's Covenants' the children will be introduced to the Ten Commandments. They will learn that God gave the Ten Commandments to Moses as a gift to help us to live as God wants. In the latter part of the topic the children will learn how God sent Jesus, his only Son, to help us live the commandments. In their RHE work they will continue 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.</p>
Religious Education God's Covenants	<p>In this topic the children will be introduced to the Ten Commandments. They will learn that God gave the Ten Commandments to Moses as a gift to help us to live as God wants. In the latter part of the topic the children will learn how</p>



St Mary's
Catholic Primary School and Nursery

	<p>God sent Jesus, his only Son, to help us live the commandments.</p> <ul style="list-style-type: none"> • know that God loves us and calls us into relationship with him • know that God gave Moses the Ten Commandments on Mount Sinai because he loves us • understand that the Ten Commandments are a gift from God to help us • reflect on ways we can deepen our relationship with God • understand how we can show our love for God by keeping his commandments • know how Jesus summarised the Ten Commandments • know that God sent his Son Jesus into the world because he loves us • reflect on how the birth of Jesus at Christmas is a sign of God's love for us 	
English	<p>Talk 4 Writing genres:</p> <p>Non-Fiction: Balanced Argument</p> <p>Poetry: Linked to 'From a Railway Carriage'.</p> <p>Grammar skills revision</p>	<p>(Shared) Reading texts:</p> <p>A range of short texts and extracts.</p> <p>Class Read for pleasure Text: TBC</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. • To recommend texts to peers based on personal choice. 	
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. • To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own 	



St Mary's
Catholic Primary School and Nursery

	talk in an appropriate way.	
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 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight). To spell modal verbs. To spell words ending in the suffix '-ment'. To spell adverbs of frequency and possibility. To spell many of the Y5 and Y6 statutory spelling words correctly. 	
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 consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. 	
English - Writing VGP Skills	<ul style="list-style-type: none"> To use a range of adverbs and modal verbs to indicate degrees of possibility. To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). To use relative clauses beginning with a relative pronoun with confidence. To use brackets, dashes or commas to indicate parenthesis. 	
Mathematics Skills	Number: Multiplication & Division A – Part 2	Number: Fractions A
Small steps	Step 6 Square numbers Step 7 Cube numbers Step 8 Multiply by 10, 100 and 1,000 Step 9 Divide by 10, 100 and 1,000	Step 1 Find fractions equivalent to a unit fraction Step 2 Find fractions equivalent to a non-unit fraction Step 3 Recognise equivalent fractions Step 4 Convert improper fractions to mixed numbers



St Mary's

Catholic Primary School and Nursery

	Step 10 Multiples of 10, 100 and 1,000	Step 5 Convert mixed numbers to improper fractions Step 6 Compare fractions less than 1 Step 7 Order fractions less than 1 Step 8 Compare and order fractions greater than 1 Step 9 Add and subtract fractions with the same denominator Step 10 Add fractions within 1 Step 11 Add fractions with total greater than 1 Step 12 Add to a mixed number Step 13 Add two mixed numbers Step 14 Subtract fractions Step 15 Subtract from a mixed number Step 16 Subtract from a mixed number – breaking the whole Step 17 Subtract two mixed numbers
Science Knowledge Animals including Humans.	<ul style="list-style-type: none"> To describe the changes as humans develop to old age. 	
Working Scientifically Skills	<ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables <ul style="list-style-type: none"> 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. 	



St Mary's
Catholic Primary School and Nursery

Computing Knowledge Purple Mash Unit Spreadsheets	<ul style="list-style-type: none">• To understand the purpose of a spreadsheet and know the ways that they can be used to present a variety of data.
Computing Skills	<ul style="list-style-type: none">• 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	Dance <ul style="list-style-type: none">• To not rush your movements.• To tighten your muscles and keep your leg circles low to begin with to ensure control in your turns.• When jumping, control the height of your jump and land on the balls of your feet with knees bent to absorb impact.• To count music or sing a melody out loud or in your head to help.• To focus on timing. Make sure lifting happens at the same time as the jump, so the lifting isn't really lifting but supporting the jump to go higher.• To create your sequence using a variety of dance elements you feel confident with using music as an inspiration.• To communicate - focus on your own moves as well as staying aware of what your partner is doing.• To use your core strength to stay balanced, both in shapes and when moving.
PE Skills	Real Dance- Developing skills Shapes <ul style="list-style-type: none">• Create multiple standing and floor shapes - balanced on 1 foot with other foot higher than 45°. - with 2 points of contact using combination of hands, arms and shoulders for support. Travel between shapes including rotation - on the floor (spirals and turns) and in the air. - in different directions. - at different speeds.



St Mary's
Catholic Primary School and Nursery

	<p>Circles</p> <ul style="list-style-type: none"> • Create complex movement led by a combination of circles made with different body parts and in different planes leading into - stepping, body movements and turns. - Jumps with 1 foot take-off and landing, other leg extended. - jumps with 180° rotation and change of direction in the air (landing facing backwards). <p>Partnering</p> <ul style="list-style-type: none"> • Create standing and floor shapes in close contact - both balancing on 1 foot. - cross-bodied with 2 points of contact with the floor. Travel with my partner - incorporating spirals, rotation on the floor, jumping and cross bodied finishing positions. • Create sequences of movement led by combinations of circles made with different body parts and in different planes - leading into and out of turning. - in unison. - while mirroring. • Create sequences of movement, turning and jumping - leading into and out of partner supports. - leaning towards and away from my partner. - in unison. - in canon. - independently from my partner. <p>Artistry</p> <ul style="list-style-type: none"> • Create multiple ways of moving linked to the silk - where the silk moves lead me into jumping, a turn and a jump, floor and floor shapes. - fluently without stopping. • Create a combination of shapes, circle and silk moves - both matching and in contrast to the melody or the main song line. - responding to musical phrases • Create a sequence of a minimum of 6 various moves - with movements made both with arms and legs. - in unison followed by moves in contrast and performed independently of my partner.
<p>Music Knowledge To learn how to play the recorder.</p>	<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>



St Mary's
Catholic Primary School and Nursery

Music Skills	Pupils should be taught to: <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"> • Follow, read and understand a familiar story in French (Dear Zoo). • Listen to a French song about animals and join in with actions. • To write new sentences by changing and substituting elements of core sentences. • Deepen understanding of indefinite and definite singular nouns (le/le/l'/un/une) • Listen to phrases with unfamiliar words and understand the gist. 	
French Skills KS2 only	<ul style="list-style-type: none"> • Read a text in French and explain the main points and some smaller details. • Use a bi-lingual dictionary to work out what unfamiliar words mean. Produce short pieces of writing in simple sentences. • Identify examples of grammatical rules. • Demonstrate understanding of grammatical rules. • Use a wider range of descriptive language. • Use some qualifiers to reinforce adjectives. 	
	National Curriculum End of key Stage 2 Pupils should be able to:	Progression Statements Taken from Schemes of Work e.g. Kapow
Geography Knowledge <u>What is life like in</u>	<u>Locational Knowledge:</u> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, 	<ul style="list-style-type: none"> • To know the name of many countries and major cities in Europe and North and South America. • To know some similarities and differences between the UK and a European mountain region.



St Mary's

Catholic Primary School and Nursery

<p><u>the Alps?</u></p>	<p>concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	<ul style="list-style-type: none"> • To know the location of key physical features in countries studied. • To know why tourists visit mountain regions. • To know vegetation belts are areas of the world that are home to similar plant species. • To name and describe some of the world's vegetation belts. • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods.
<p>Geography Skills</p>	<p><u>Place Knowledge:</u></p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p><u>Human and Physical:</u></p> <ul style="list-style-type: none"> • describe and understand key aspects of: physical geography, including: climate zones, 	<ul style="list-style-type: none"> • Locating more countries in Europe and North and South America using maps. • Locating major cities of the countries studied. • Locating some key physical features in countries studied on a map. • Locating key human features in countries studied. • Identifying significant environmental regions on a map. • Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. • Explaining why a locality has changed over time, giving examples of both physical and human features. • Using longitude and latitude when referencing location in an atlas or on a globe.



St Mary's

Catholic Primary School and Nursery

biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

- describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and Fieldwork:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

- Describing and explaining similarities between two environmental regions studied.
- Describing and explaining differences between two environmental regions studied.
- Understanding how climates impact on trade, land use and settlement.
- Describing and understanding the key aspects of the six biomes.
- Describing and understanding the key aspects of the six climate zones.
- Understanding some of the impacts and causes of climate change.
- Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.
- Recognising geographical issues affecting people in different places and environments.
- Describing and explaining how humans can impact the environment both positively and negatively, using examples.
- Confidently using and understanding maps at more than one scale.
- Using atlases, maps, globes and digital mapping to locate countries studied.
- Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.



St Mary's
Catholic Primary School and Nursery

		<ul style="list-style-type: none">• Using the scale bar on a map to calculate distances.• Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.• Following a short pre-prepared route on an OS map.• Choosing the best approach to answering an enquiry question.• Making sketch maps of areas studied including labels and keys where necessary.• Selecting appropriate methods for data collection.• Designing interviews/questionnaires to collect qualitative data.• Conducting interviews/questionnaires to collect qualitative data.• Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.• Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings
D & T Electrical systems - doodlers	<ul style="list-style-type: none">• Use research and develop design criteria to inform the design of innovative, functional,	<u>Technical</u> <ul style="list-style-type: none">• To know that series circuits only have one direction for the electricity to flow.



St Mary's

Catholic Primary School and Nursery

Knowledge	<p>appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 	<ul style="list-style-type: none"> • To know when there is a break in a series circuit, all components turn off. • To know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin. • To know a motorised product is one which uses a motor to function. <p><u>Additional</u></p> <ul style="list-style-type: none"> • To know that product analysis is critiquing the strengths and weaknesses of a product. • To know that 'configuration' means how the parts of a product are arranged.
D & T Skills	<ul style="list-style-type: none"> • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. 	<ul style="list-style-type: none"> • Identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product. • Developing design criteria based on findings from investigating existing products. • Developing design criteria that clarifies the target user. • Altering a product's form and function by tinkering with its configuration. • Making a functional series circuit, incorporating a motor. • Constructing a product with consideration for the design criteria. • Breaking down the construction process into steps so that others can make the product. • Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses.



St Mary's
Catholic Primary School and Nursery

		<ul style="list-style-type: none"> • Determining which parts of a product affect its function and which parts affect its form. • Analysing whether changes in configuration positively or negatively affect an existing product. • Peer evaluating a set of instructions to build a product.
RHE/PHSE/SMSC (Relationships and Health Education)	<p>RHE Module 1 continued. Created and loved by God</p> <p>Emotional Well being</p> <ul style="list-style-type: none"> • To recognise that images in the media do not always reflect reality and can affect how people feel about themselves <p>That thankfulness builds resilience against feelings of envy, inadequacy etc., and against pressure from peers or the media.</p> <ul style="list-style-type: none"> • Deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action. <p>Learn that some behaviour is wrong, unacceptable, unhealthy or risky.</p> <ul style="list-style-type: none"> • That emotions change as they grow up (including hormonal effects) <p>To deepen their understanding of the range and intensity of their feelings; that feelings are not good guides for action</p> <p>That openness with trusted parents/carers/teachers when worried helps with healthy emotional well-being.</p> <p>That beauty, art, etc. can lift the spirit and also contribute to our sense of well-being.</p> <ul style="list-style-type: none"> • The difference between harmful and harmless videos and images <p>The impact that harmful videos and images can have on young minds. Ways to combat and deal with viewing harmful videos and images.</p> <p>Remembrance day</p> <p>Anti-Bullying activities</p>	



St Mary's

Catholic Primary School and Nursery

Mental Health and Wellbeing Safeguarding Curriculum Links	Safe Guarding links Anti-bullying week- assemblies RE theme Justice RHE module 1 includes pornography lesson and respect Science- the human body PCSO visit- social awareness and how to report- assembly
--	--



St Mary's
Catholic Primary School and Nursery