



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum
Year 5 Spring 2
Main Themes: Oceans/Forces
Cultural Capital/Enrichment: Bikeability

End Points	<p>By the end of this half term, in Maths the children will have developed their understanding of Decimals and percentages as well as exploring the perimeter and area of different shapes. They will also have read and interpreted line graphs and extracted information from a table of results. In English the children will have written a short narrative and a haiku poem. In Geography the children will have explored the importance of our Oceans, why they matter and how we can take care of them. In Science the children will have explained that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. They will also have identified the effects of air resistance, water resistance and friction, that act between moving surfaces. Through the unit of 'orienteeing' in PE the children will have learnt how to take responsibility for others and lead others in an effective and have an understanding of how to orientate a map in order to locate points. In Music the children will have learned new notes and performed pieces of music to an audience from memory. In French the children will design a monster and write extended sentences using a range of adjectives to describe their monster. In Design Technology they will have created a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms. In Computing the children will have combined a variety of software to create their own databases. In RE they will have learnt about the Sacrament of Reconciliation, reflecting on what strengthens their relationship with God and reflecting on the times that we have shown love and forgiveness. In their RHE work the children will have continued the Module 2 unit: Created to Love Others.</p>
Religious Education Reconciliation	<p>In this unit of work, the children will learn about the Sacrament of Reconciliation. They will:</p> <ul style="list-style-type: none">• reflect on what strengthens our friendship with God and with others and what damages it• reflect on times we have shown or been shown love and forgiveness• know that sin is a failure to love• know that when we sin we hurt ourselves and others and damage our relationship with God• know that God heals our friendship with him through the Sacrament of Reconciliation



St Mary's
Catholic Primary School and Nursery

	<ul style="list-style-type: none"> • know how we can prepare to receive this sacrament • know what happens during the Sacrament of Reconciliation • know that this sacrament enables us to change our behaviour • have the opportunity to receive the Sacrament of Reconciliation • perform the Stations of the Cross 	
English	Talk 4 Writing genres: Fiction: Leon and the place in-between [Narrative writing] Poetry: Haiku	(Shared) Reading texts: A range of short texts and extracts.
English - Reading Comprehension Skills/Word Reading	<ul style="list-style-type: none"> • To read most words fluently and to recognise meaning through contextual clues. • To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. • To identify ideas drawn from several paragraphs and to summarise these. 	
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 narrate stories with intonation and expression to add detail and excitement for the listener. • To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character. • To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own 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 the 'or' sound spelt or/au. • To convert nouns or adjectives into verbs using the suffix –ate, -ise, -ify and –en 	



St Mary's
Catholic Primary School and Nursery

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 consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. • To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. • To regularly use dialogue to convey a character and to advance the action. • To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. • To consistently link ideas across paragraphs. 		
English - Writing VGP Skills	<ul style="list-style-type: none"> • To ensure the consistent and correct use of tense throughout all pieces of writing. • To use commas consistently to clarify meaning or to avoid ambiguity. • To use brackets, dashes or commas to indicate parenthesis. • 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). 		
Mathematics Skills Small steps	Number: Decimals & Percentages – Part 2 Step 6 Thousandths as decimals Step 7 Thousandths on a place value chart Step 8 Order and compare decimals (same number of decimal places) Step 9 Order and compare any decimals with up to 3 decimal places	Measures: Perimeter & Area Step 1 Perimeter of rectangles Step 2 Perimeter of rectilinear shapes Step 3 Perimeter of polygons Step 4 Area of rectangles Step 5 Area of compound shapes Step 6 Estimate area	Statistics Step 1 Draw line graphs Step 2 Read and interpret line graphs Step 3 Read and interpret tables Step 4 Two-way tables Step 5 Read and interpret timetables



St Mary's

Catholic Primary School and Nursery

	<p>Step 10 Round to the nearest whole number</p> <p>Step 11 Round to 1 decimal place</p> <p>Step 12 Understand percentages</p> <p>Step 13 Percentages as fractions</p> <p>Step 14 Percentages as decimals</p> <p>Step 15 Equivalent fractions, decimals and percentage</p>		
Science Knowledge Forces	<ul style="list-style-type: none"> To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. To identify the effects of air resistance, water resistance and friction, that act between moving surfaces. To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. 		
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. 		
Computing Knowledge Purple Mash Unit Databases	<ul style="list-style-type: none"> To know how to combine a variety of software 		



St Mary's
Catholic Primary School and Nursery

Computing Skills	<ul style="list-style-type: none">• Analyse and evaluate information and data.• Combine a variety of software to accomplish given goals on a range of digital devices.• Design and create systems that accomplish given goals.
PE Knowledge	Orienteering <ul style="list-style-type: none">• How to take responsibility for others and lead others in an effective way.• Why we have to orientate a map in order to locate points on the map.• How to plan a route effectively in order to locate as many points as possible.• How to manage time and avoid being late back and understand why this is important.
PE Skills	Orienteering <ul style="list-style-type: none">• Face orienteering• Cone orienteering• Point and return• Timed course• Orienteering competition
Music Knowledge	To know what a recorder is and how to play simple notes on it. To know basic notation for reading and playing music. To play in an ensemble with a small group of children. To know how to play with increasing accuracy in time with others. To recognise simple rhythm patterns. To recall sounds from listening.
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



St Mary's
Catholic Primary School and Nursery

	<ul style="list-style-type: none"> • use and understand staff and other musical notations 	
French Knowledge KS2 only	<ul style="list-style-type: none"> • Recognise singular and plural nouns. • Make adjectives agree with nouns and position them correctly in the structure of a sentence. • Listen, read and show understanding of a French story 'Va t'en grand monstre vert' (Go away big green monster). • Do a running dictation to demonstrate accuracy of sentences and to show understanding. • Design and make a monster. • Write a description of the monster using a range of adjectives, conjunctions and qualifiers. 	
French Skills KS2 only	<ul style="list-style-type: none"> • Listen and understand detail in spoken material. • Vary language and produce extended responses. • Manipulate language to present information. • Use a wider range of descriptive language. • Read and understand the main points in written material. • Appreciate the impact of accents and elision on sound and pronounce words and phrases with increased confidence. • Understand the gist of an unfamiliar story and read aloud. • Demonstrate understanding of gender. • Explain and apply the rules of position and agreement of colour adjectives. • Use some qualifiers to reinforce adjectives. • Use the negative form in a new context. • Explain and use elision. 	
	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>Locational Knowledge:</u>	<ul style="list-style-type: none"> • To know the location of key physical features in countries studied. • To know why the ocean is important.



St Mary's

Catholic Primary School and Nursery

<p><u>Why do oceans matter?</u></p>	<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, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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 	<ul style="list-style-type: none"> To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment. To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. To know that a pie chart can represent a fraction or percentage of a whole set of data. 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>Human and Physical:</u></p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and 	<ul style="list-style-type: none"> 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. Identifying key physical and human characteristics of the geographical regions in the UK. Explaining why a locality has changed over time, giving examples of both physical and human features. Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and settlement. Using maps to explore wider global trading routes. Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. Describing and understanding economic activity, including trade links.



St Mary's

Catholic Primary School and Nursery

	<p>earthquakes, and the water cycle</p> <ul style="list-style-type: none"> 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 <p><u>Geographical skills and Fieldwork:</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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. 	<ul style="list-style-type: none"> 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. Using the scale bar on a map to calculate distances. Beginning to use thematic maps to recognise and describe human and physical features studied. Selecting a map for a specific purpose. Choosing the best approach to answering an enquiry question. Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. Selecting appropriate methods for data collection. Beginning to use standard field sampling techniques appropriately. Using GIS (Geographical Information Systems) to plot data sets. 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.
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St Mary's

Catholic Primary School and Nursery

		<ul style="list-style-type: none"> Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables.
D & T Knowledge Mechanical systems – Pop-up books	<ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to 	Technical <ul style="list-style-type: none"> To know that mechanisms control movement. To understand that mechanisms can be used to change one kind of motion into another. To understand how to use sliders, pivots and folds to create paper-based mechanisms. Additional <ul style="list-style-type: none"> To know that a design brief is a description of what I am going to design and make. To know that designers often want to hide mechanisms to make a product more aesthetically pleasing.
D & T Skills		<ul style="list-style-type: none"> Designing a pop-up book which uses a mixture of structures and mechanisms. Naming each mechanism, input and output accurately. Storyboarding ideas for a book. Following a design brief to make a pop up book, neatly and with focus on accuracy. Making mechanisms and/or structures using sliders, pivots and folds to produce movement. Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result.



St Mary's

Catholic Primary School and Nursery

	<p>their functional properties and aesthetic qualities.</p> <ul style="list-style-type: none"> 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. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. 	<ul style="list-style-type: none"> Evaluating the work of others and receiving feedback on own work. Suggesting points for improvement.
RHE/PHSE/SMSC (Relationships and Health Education)	<p>RHE Module 2 : Created to Love Others</p> <p>Personal Relationships</p> <ul style="list-style-type: none"> To identify special people (e.g. parents, carers, friends) and what makes them special <p>The importance of the nuclear family and of the wider family. The importance of being close to and trusting 'special people', and telling them when something is troubling them.</p> <ul style="list-style-type: none"> How their behaviour affects other people and that there is appropriate and inappropriate behaviour <p>The characteristics of positive and negative relationships. About different types of teasing and that all bullying is wrong and unacceptable.</p> <ul style="list-style-type: none"> Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions. Apply this approach to personal friendships and relationships. Learn about prejudice, bullying and discrimination: what they mean and how to challenge them. Learn about protected characteristics from the Equality Act 2010 such as race, age and disability. Know that everyone is made in the image of God, loved unconditionally by Him, has equal dignity and is deserving of equal respect. <p>Life online:</p>	



St Mary's

Catholic Primary School and Nursery

	<ul style="list-style-type: none">To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. How to use technology safely. That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. How to report and get help if they encounter inappropriate materials or messages
Mental Health and Wellbeing Safeguarding Curriculum Links	Safeguarding links Making good choices Cyber bullying PSO visit -anti social behaviour NSPCC visit



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