



St Mary's
Catholic Primary School and Nursery

**St Mary's Catholic Primary School Curriculum
Year 5 Summer 1**

End Points

By the end of this half term in maths, the children will have developed their understanding of Geometry. They will have learnt to classify, estimate and measure angles and be able to recognise regular and irregular polygons. They will have read and plotted co-ordinates, as well as developed their understanding of translation and symmetry. The children will also be able to add and subtract decimals. In English the children will have written a persuasive advert for a school of their choice and have written a poem based on the well-known poem 'Portable Paradise'. In History the children will have explored the unit 'Unheard Histories: Who should go on the £10 bank note?'. They will understand that members of society stood up for their rights and that this caused change. They will also understand that society is organised into different cultures, times and groups and they will have reflected on the changing role of men and woman in Britain. In Science the children will have investigated Properties and Changes of Materials. They will have compared and grouped everyday materials and have given reasons for their choices based on evidence from a fair test. They will also have used their knowledge of solids, liquids and gases to explain how mixtures can be separated. Through the unit of Athletics the children will have learnt about the need to develop their own speed, hurdle safely and will have practised relay changeovers. In Music the children will have had the opportunity to have small group tuition with a brass or woodwind instrument of their choice. They will have developed their skills of musical notation and rhythm and pitch and be able to perform in a small group.

In French our topic is 'Vive le sport'. The children will learn to name a variety of sports and express opinions about sports. In Art and Design the children will have explored Sculpture and 3D- through a unit called 'Interactive Installation'. They will have identified and compared features of Art Installations and investigated the effect of space and scale when creating 3D art. In Computing the children will have designed and created a game using the Purple Mash Game Creator programme. In RE the children will have developed their understanding of the Resurrection. They will have thought about how Jesus made the ultimate sacrifice for us. In their RHE work the children will have continued Module 2: Created to Love Others. They will know that God calls us to love others and they will have developed an understanding about ways in which we can participate in God's call for us to love each other.



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<p>Religious Education Life in the Risen Lord</p>	<p>In this unit of work, the children will learn about the glory of the Ressurrection. They will think about how Jesus made the ultimate sacrifice for us. Throughout our learning we will:</p> <ul style="list-style-type: none"> • know and understand that Jesus is risen from the dead • know that Jesus is present among us in different ways • know there are different ways of praying • reflect on Jesus' teaching and example on prayer • learn how to pray the Rosary 	
<p>English</p>	<p>Talk 4 Writing genres: Non-Fiction: Persuasion Poetry: Portable Paradise</p>	<p>(Shared) Reading texts: Hugo Cabret by Brian Selznick Class Read for pleasure Text:</p>
<p>English - Reading Comprehension Skills/Word Reading</p>	<ul style="list-style-type: none"> • To make predictions based on details stated and implied. • To read most words fluently and to recognise meaning through contextual clues. • To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues. • To apply growing knowledge of root words, prefixes and suffixes to read aloud fluently. • To draw inferences from characters' feelings, thoughts and motives. • To discuss vocabulary used by the author to create effect including figurative language • To evaluate the use of authors' language and explain how it has created an impact on the reader. 	
<p>English- Spoken Language Skills</p>	<ul style="list-style-type: none"> • To understand how to answer questions that require more detailed answers and justification. • To know and use language that is acceptable in formal and informal situations with increasing confidence • To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate. 	
<p>English - Handwriting Skills</p>	<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 	



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	way		
English - Writing Spelling Skills	<ul style="list-style-type: none"> To spell words containing the letter string 'ough'. To spell adverbials of time and place. 		
English - Writing Composition Skills	<ul style="list-style-type: none"> To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. 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 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. 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. 		
English - Writing VGP Skills	<ul style="list-style-type: none"> To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion. To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc To ensure the consistent and correct use of tense throughout all pieces of writing. To use brackets, dashes or commas to indicate parenthesis. 		
Mathematics Skills	Geometry: Shape	Geometry: Position & Direction	Number: Decimals: Part 1
Small steps	Step 1 Understand and use degrees Step 2 Classify angles Step 3 Estimate angles Step 4 Measure angles up to 180° Step 5 Draw lines and angles accurately Step 6 Calculate angles around a point Step 7 Calculate angles on a straight line Step 8 Lengths and angles in shapes	Step 1 Read and plot coordinates Step 2 Problem solving with coordinates Step 3 Translation Step 4 Translation with coordinates Step 5 Lines of symmetry Step 6 Reflection in horizontal and vertical lines	Step 1 Use known facts to add and subtract decimals within 1 Step 2 Complements to 1 Step 3 Add and subtract decimals across 1 Step 4 Add decimals with the same number of decimal places Step 5 Subtract decimals with the same number of decimal places



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	Step 9 Regular and irregular polygons Step 10 3-D shape		
Science Knowledge Properties and Changes of Materials	<ul style="list-style-type: none">• To compare and group together everyday materials based on evidence from comparative and fair tests, including hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.• To give reasons, based on evidence from comparative and fair tests, for specific uses of everyday materials, including metals, wood and plastic.• To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.		
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 3D Modelling & Game Creator	<ul style="list-style-type: none">• To know how to design and create a system that achieves a goal.		



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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.• 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	<p>Athletics</p> <ul style="list-style-type: none">• Why we need to maintain our speed until we cross the finish line.• When and where the changeovers take place on a curved track.• How to hurdle safely, applying the correct technique• How to evaluate our own and others sprinting technique making suggestions on how we can improve our own and others performance. <p>Orienteering</p> <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	<p>Athletics</p> <ul style="list-style-type: none">• Finishing a race• Evaluating our performance• Sprinting: My personal best• Relay changeovers• Shot Put• Introducing the Hurdles <p>Orienteering</p> <ul style="list-style-type: none">• Face orienteering



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	<ul style="list-style-type: none">• Cone orienteering• Point and return• Timed course• Orienteering competition
Music Knowledge and Skills To learn how to play a brass or woodwind instrument	<ul style="list-style-type: none">• To know what a brass/woodwind instrument 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.
French Knowledge KS2 only	<ul style="list-style-type: none">• Name a variety of sports in French.• Understand why many sports are cognates.• Learn about popular sports and sporting events in France.• Express opinions about sports (I love/like/dislike/hate).• Ask and answer the question 'Tu aimes...?' (Do you like?).
French Skills KS2 only	<ul style="list-style-type: none">• Listen and show understanding of sentences.• Express a range of opinions.• Converse without prompts.• Vary language and produce extended responses.• Identify word classes.• Demonstrate understanding of gender.• Identify the definite article.



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Unheard Histories: Who should go on the £10 bank note?

Key Concepts: Chronological Awareness, Cause and Consequence, Historical interpretations, Change and Continuity, Similarities and Differences, Historical Significance, Sources of Evidence, Historical Enquiry, Power (Monarchy, government and empire), Beliefs, Civilisation (social and cultural), Trade, Achievements of Follies and Mankind.

<p>History Knowledge</p>	<p><i>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</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 	<ul style="list-style-type: none"> • To know that members of society standing up for their rights can be the cause of change. • To understand that there are different interpretations of historical figures and events • 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 understand the changing role of women and men in Britain • To understand the development of global trade
<p>History Skills</p>	<ul style="list-style-type: none"> • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, 	<ul style="list-style-type: none"> • Putting dates in the correct century. • Comparing and making connections between different contexts in the past • Making links between events and changes within and across different time periods / societies • Describing the links between main events, similarities and changes within and across different periods/studied. • Giving reasons for historical events, the results of historical events, situations and changes. Cause and consequence • Starting to analyse and explain the reasons for, and results of historical



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	<p>economic, military, political, religious and social history; and between short- and long-term timescales.</p> <ul style="list-style-type: none">• know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind• 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 contrasts, analyse trends, frame historically-valid questions and create their own structured	<p>events, situations and change.</p> <ul style="list-style-type: none">• 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.• Comparing significant people and events across different time periods.• Explain the significance of events, people and developments.• Using a range of sources to find out about a particular aspect of the past• Describing how secondary sources are influenced by the beliefs, cultures and time of the author.• Comparing accounts of events from different sources.• Evaluating the usefulness of historical sources• Addressing and devising historically valid questions.• Evaluating the interpretations made by historians• Planning a historical enquiry.• Suggesting the evidence needed to carry out the 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.• Asking questions about the interpretations, viewpoints and perspectives held by others.• Using different sources to make and substantiate historical claims. <p>Gathering, organising and evaluating evidence</p> <ul style="list-style-type: none">• Developing an awareness of the variety of historical evidence in different periods of time.
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accounts, including written narratives and analyses

- Distinguishing between fact and opinion
- Recognising 'gaps' in evidence.
- Identifying how sources with different perspectives can be used in a historical enquiry.
- Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.
- Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.
- Interpreting evidence in different ways using evidence to substantiate statements.
- Making increasingly complex interpretations using more than one source of evidence.
- Making connections, drawing contrasts and analysing within a period and across time
- Reaching conclusions which are increasingly complex and substantiated by a range of sources.
- Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.
- Showing written and oral evidence of continuity and change as well as indicting simple causation.
- 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.
- Using evidence to support and illustrate claims.
- Constructing structured and organised accounts using historical terms and



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		<p>relevant historical information from a range of sources.</p> <ul style="list-style-type: none"> • Using evidence to support and illustrate claims. • To be able to compare development and role of education in societies
<p>Art Knowledge Sculpture and 3D- Interactive Installation</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 design. • To create sketch books to record their observations and use them to review and revisit ideas. 	<ul style="list-style-type: none"> • To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. • To know that the size and scale of three-dimensional artwork changes the effect of the piece. • To know how to create texture on different materials.
<p>Art Skills</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. • Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. • Investigating scale when creating forms in three dimensions. • Exploring a greater range of materials to create 3D forms e.g. wire and found materials. • Planning a sculpture, developing an idea in 2D into a three-dimensional piece. • Persevering when constructions are challenging and working to problem



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		<p>solve more independently.</p> <ul style="list-style-type: none"> • 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 2: Created to Love others</p> <p>Life online</p> <ul style="list-style-type: none"> • What the term cyberbullying means and examples of it <p>What cyberbullying feels like for the victim. How to get help if they experience cyberbullying</p> <p>Keeping safe:</p> <ul style="list-style-type: none"> • To judge well what kind of physical contact is acceptable or unacceptable and how to respond <p>That abuse violates the rights of children. That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.</p> <ul style="list-style-type: none"> • About the effect that a range of substances including drugs, tobacco and alcohol can have on the body. <p>How to make good choices about substances that would have an impact on their health. That our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <ul style="list-style-type: none"> • Consider how, as they get older, they may come under pressure when it comes to drugs, alcohol and tobacco. <p>Learn that they are entitled to say “no” for all sorts of reasons, but not least to protect their God-given bodies.</p> <ul style="list-style-type: none"> • The recovery position can be used when a person is unconscious but breathing <p>DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.</p>	



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<p>Mental Health and Wellbeing</p> <p>Safeguarding</p> <p>Curriculum Links</p>	<p>Safe Guarding links:</p> <p>Black lives matter unit- Racism</p> <p>PHSE: Relationships</p> <p>Puberty- nurse visit</p> <p>Height and weight checks</p> <p>Cyberbullying</p>
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