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| St Mary's Catholic Primary School Curriculum<br>Year 5 Summer 2 | |
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| **End Points** | By the end of this half term in Maths the children will have developed their understanding of multiplying and dividing decimals by 10, 100 and 1000. They will have learnt about negative numbers and counting through 0, converting units of measure and volume. In English the children will have written a narrative based on the narrative poem 'The Highway man'. They will also have a greater understanding of Biographies and have written one about Georges Melies. In Geography the children will have explored why population changes. They will understand why people migrate and the impact that climate change has on the global population. In Science the children will have continued developing their understanding of properties of materials. They will have investigated reversible and irreversible changes including changes associated with burning. Through the unit of Football, the children will have learnt the different methods of defending, shooting, tackling and passing. They will also have a deeper understanding of working as a team and following the rules of the game. 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.<br>In French the children will continue with the topic 'Vive le sport'. They will learn to say when they do and play different sports. In Design and Technology, the children will have learnt about cooking and nutrition. They will have researched where different foods come from and have a clear understanding of what it means to be healthy. In Computing the children will have created their own concept map and will understand the need for visual representation when generating and discussing complex ideas. In RE the children will have learnt about other faiths and beliefs and will have compared them to the Christian faith. In RHE the children will be able to apply the principles of Catholic Social Teaching to current issues and find ways in which they can spread God's love in their community. |
| **Religious Education**<br><br>**People of Other Faiths** | In this topic the children will learn about other faiths and beliefs in order for them to come global citizens. They will learn about Judaism and Islam and compare and contrast them with the Christian Faith.<br>• To know that we live in a country where people have other religions.<br>• To reflect on different beliefs in our country. |

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| | • To reflect on and know about other religions.<br>• Reflect on similarities and differences between Christianity and other religions<br>• To know what the Catholic Church teaches about our relations with other faiths.<br>• To know that Christianity comes from Judaism | |
| **English** | **Talk 4 Writing genres:**<br>**Fiction:** Narrative (The Highwayman) [Alfred Noyes]<br>**Non-fiction:** Biography - Georges Melies [Hugo link] | **(Shared) Reading texts:** Hugo Cabret [Brian Selzniak]<br><br>**Class Read for pleasure Text:** Hugo Cabret [Brian Selzniak] |
| **English - Reading Comprehension Skills/Word Reading** | • To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues<br>• To use knowledge of texts and organisational devices to retrieve, record and discuss information from non-fiction texts.<br>• To identify main ideas drawn from more than one paragraph and to summarise these.<br>• To draw inferences from characters feelings, thoughts and motives.<br>• To recommend texts to peers based on personal choice. | |
| **English- Spoken Language Skills** | • To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.<br>• To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations. | |
| **English - Handwriting Skills** | • To increase the speed of their handwriting.<br>• To be clear about what standard of handwriting is appropriate for a particular task.<br>• To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way. | |
| **English - Writing Spelling Skills** | • To spell polysyllabic words with unstressed vowels.<br>• To spell words with the verb prefixes -de, -re and -over.<br>• To convert nouns or verbs into adjectives using the suffixes -ful, -ive and -al. | |

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| **English - Writing Composition Skills** | • 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.<br>• To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.<br>• To consistently link ideas across paragraphs.<br>• To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. | | | |
| **English - Writing VGP Skills** | • To ensure the consistent and correct use of tense throughout all pieces of writing.<br>• To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns).<br>• To use brackets, dashes or commas to indicate parenthesis. | | | |
| **Mathematics Skills**<br><br>**Small steps** | **Number: Decimals – Part 2**<br>Step 6 Add decimals with different numbers of decimal places<br>Step 7 Subtract decimals with different numbers of decimal places<br>Step 8 Efficient strategies for adding and subtracting decimal<br>Step 9 Decimal sequences<br>Step 10 Multiply by 10, 100 and 1,000<br>Step 11 Divide by 10, 100 and 1,000<br>Step 12 Multiply and divide decimals – missing values | **Number: Negative Numbers**<br>Step 1 Understand negative numbers<br>Step 2 Count through zero in 1s<br>Step 3 Count through zero in multiples<br>Step 4 Compare and order negative numbers<br>Step 5 Find the difference | **Measures: Converting Units**<br>Step 1 Kilograms and kilometres<br>Step 2 Millimetres and millilitres<br>Step 3 Convert units of length<br>Step 4 Convert between metric and imperial units<br>Step 5 Convert units of time<br>Step 6 Calculate with timetable | **Measures: Volume**<br>Step 1 Cubic centimetres<br>Step 2 Compare volume<br>Step 3 Estimate volume<br>Step 4 Estimate capacity |

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| **Science Knowledge**<br>Properties and Changes of Materials | • To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.<br>• To demonstrate that dissolving, mixing and changes of state are reversible changes.<br>• To explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. |
| **Working Scientifically Skills** | • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, and bar and line graphs.<br>• 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<br>• Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary<br>• Identifying scientific evidence that has been used to support or refute ideas |
| **Computing Knowledge**<br>**Purple Mash Unit**<br>Concept Maps | • To understand the need for visual representation when generating and discussing complex ideas.<br>• To understand the uses of a concept map.<br>• To understand and use the correct vocabulary when creating a concept map |
| **Computing Skills** | • Combine a variety of software to accomplish given goals on a range of digital devices.<br>• Design and create systems that accomplish given goals.<br>• Analyse and evaluate information and data.<br>• To create a concept map.<br>• To create a collaborative concept map. |
| **PE Knowledge** | **Football**<br>• The different methods of defending that we can use during a game.<br>• How to move the ball up the pitch, creating an attack that results in a successful shooting opportunity<br>• How "man-to-man marking," is used during a game and when this is applied |

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| | • When, where and why we apply different methods of defending in order to prevent the attackers from scoring. Including: tackling, marking, intercepting a pass and tracking back.<br>• What the basic rules (laws) governing football are; including what the difference between a free kick and a penalty kick is. A free kick is awarded when a foul is committed by a defender on an attacker outside of the penalty area. A penalty kick is awarded when a foul committed by a defender on an attacker inside of the penalty area. |
| **PE Skills** | **Football**<br>• Refine dribbling and passing to maintain possession<br>• Introduce and develop defending<br>• Develop shooting<br>• Refine attacking skills, passing, dribbling and shooting, introduce officiating |
| **Music Knowledge and Skills**<br><br>To learn how to play a woodwind or brass instrument | • To know what a woodwind or brass instrument is and how to play simple notes on it.<br>• To know basic notation for reading and playing music.<br>• To play in an ensemble with a small group of children.<br>• To know how to play with increasing accuracy in time with others.<br>• To recognise simple rhythm patterns.<br>• To recall sounds from listening. |
| **French Knowledge KS2 only** | • Recall the days of the week.<br>• Say when you do/play sports.<br>• Apply grammatical rules to make sentences about what we play or do.<br>• Watch a video about a sports festival in Marseille and show understanding.<br>• Use a negative form in a new context.<br>• Create a mini book about the sports you play and do. |
| **French Skills KS2 only** | • Listen and understand the main points in spoken material.<br>• Converse without prompts.<br>• Say several sentences to say what sports you do and when. |

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| | • Write accurate sentences applying the grammatical rule ( au/ du de la/ de l'/des).<br>• Demonstrate understanding of gender.<br>• Use a wider variety of verbs.<br>• Re-use and reinforce understanding of the negative form.<br>• Explain and use elision. | |
| | **National Curriculum**<br>**End of key Stage 2**<br>Pupils should be able to: | **Progression Statements Taken from Schemes of Work e.g. Kapow** |
| **Geography Knowledge**<br><br>**<u>Why does population change?</u>** | **<u>Locational Knowledge:</u>**<br>• 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<br>• 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 | • To know that the global population has grown significantly since the 1950s.<br>• To know which factors are considered before people build settlements.<br>• To know migration is the movement of people from one country to another.<br>• To know the name of many countries and major cities in Europe and North and South America.<br>• To know the name of many counties in the UK.<br>• To know the name of many cities in the UK.<br>• To confidently name the twelve geographical regions of the UK.<br>• To know that London and the South East regions have the largest population in the UK.<br>• To know the global population has grown significantly since the 1950s.<br>• To know which factors are considered before people build settlements.<br>• To know migration is the movement of people from one country to another.<br>• To know some negative impacts of humans on the environment.<br>• To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.<br>• To know that GIS is a digital system that creates and manages maps, used |

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| | some of these aspects have changed over time<br><br>**<u>Place Knowledge:</u>**<br>• 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<br><br>**<u>Human and Physical:</u>**<br>• 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<br><br>**<u>Geographical skills and Fieldwork:</u>**<br>• use maps, atlases, globes and digital/computer mapping to locate countries and describe | to support analysis for enquiries.<br>• To know that a pie chart can represent a fraction or percentage of a whole set of data.<br>• To be aware of some issues in the local area.<br>• To know what a range of data collection methods look like.<br>• To know how to use a range of data collection methods. |
| **Geography Skills** | | • Locating more countries in Europe and North and South America using maps.<br>• Locating key human features in countries studied.<br>• Locating many counties in the UK.<br>• Confidently locating the twelve geographical regions of the UK.<br>• Identifying key physical and human characteristics of the geographical regions in the UK.<br>• Explaining why a locality has changed over time, giving examples of both physical and human features.<br>• Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.<br>• Understanding how climates impact on trade, land use and settlement.<br>• Understanding some of the impacts and causes of climate change.<br>• Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.<br>• Describing and understanding economic activity, including trade links.<br>• Suggesting reasons why the global population has grown significantly in the |

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| | features studied<br>• 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. | last 70 years.<br>• Describing the 'push' and 'pull' factors that people may consider when migrating.<br>• Recognising geographical issues affecting people in different places and environments.<br>• Describing and explaining how humans can impact the environment both positively and negatively, using examples.<br>• Confidently using and understanding maps at more than one scale.<br>• Using atlases, maps, globes and digital mapping to locate countries studied.<br>• Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.<br>• Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.<br>• Beginning to use thematic maps to recognise and describe human and physical features studied.<br>• Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.<br>• Accurately using four and six-figure grid references to locate features on a map in regions studied.<br>• Confidently locating features using the 8 points of a compass.<br>• Following a short pre-prepared route on an OS map.<br>• Planning a journey to another part of the world using six-figure grid references and the eight points of a compass.<br>• Developing their own enquiry questions.<br>• Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.<br>• Beginning to use standard field sampling techniques appropriately. |

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| | | • Using GIS (Geographical Information Systems) to plot data sets.<br>• Using a simplified Likert Scale to record their judgements of environmental quality.<br>• Conducting interviews/questionnaires to collect qualitative data.<br>• 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.<br>• Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.<br>• Evaluating evidence collected and suggesting ways to improve this.<br>• Analysing quantitative data in pie charts, line graphs and graphs with two variables. |
| **D & T Knowledge Cooking – What Could be Healthier?** | • 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.<br>• Generate, develop, model and communicate their ideas through discussion, annotated | • To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed, including key welfare issues.<br>• To know that I can adapt a recipe to make it healthier by substituting<br>• ingredients.<br>• To know that I can use a nutritional calculator to see how healthy a food option is.<br>• To understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects. |

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| | sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.<br>• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.<br>• Investigate and analyse a range of existing products.<br>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.<br>• Understand how key events and individuals in design and technology have helped shape the world.<br>• Apply their understanding of computing to program, monitor and control their products.<br>• Understand and apply principles of a healthy and | |
| **D & T Skills** | | • Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients.<br>• Writing an amended method for a recipe to incorporate the relevant changes to ingredients.<br>• Designing appealing packaging to reflect a recipe.<br>• Cutting and preparing vegetables safely.<br>• Using equipment safely, including knives, hot pans and hobs.<br>• Knowing how to avoid cross-contamination.<br>• Following a step by step method carefully to make a recipe.<br>• Identifying the nutritional differences between different products and recipes.<br>• Identifying and describing healthy benefits of food groups. |

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| | varied diet.<br>• Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques.<br>• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | |
| **RHE/PHSE/SMSC (Relationships and Health Education)** | **RHE Module 3: Created to Live in Community**<br>**Religious Understanding**<br>• God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity.<br>The Holy Spirit works through us to share God's love and goodness with others.<br>• The principles of Catholic Social Teaching.<br>That God formed them out of love, to know and share His love with others.<br>**Living in the Wider World**<br>• Apply the principles of Catholic Social Teaching to current issues.<br>Find ways in which they can spread God's love in their community.<br><br>The World of Work New unit TBC<br><br>Money Matters TBC | |

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| **Mental Health and Wellbeing Safeguarding Curriculum Links** | Safe Guarding links<br>Catholic social teaching<br>PHSE: Changes<br>Keeping safe assemblies<br>Food technology hygiene |

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