



St Mary's

Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum

Year 5 Spring 2

Main Themes: Oceans/Plant and Animal Life Cycles

Cultural Capital/Enrichment: Bikeability

End Points

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 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. Through the unit of 'orienteering' 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 studied the festival of colour and created a graphic score and vocal composition that matches the structure of music. They will have recorded their compositions and worked as a group to perform a piece of music. 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.

Religious Education

In this unit of work, the children will learn about the Sacrament of Reconciliation. They will:

Reconciliation

- 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



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	<ul style="list-style-type: none"> • know that God heals our friendship with him through the Sacrament of Reconciliation • 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 	
<p>English</p>	<p>Talk 4 Writing genres: Fiction: The House with Chicken Legs (continued from Spring 1) Non-fiction: Persuasive Writing (Wizard School)</p>	<p>(Shared) Reading texts: Whole Class Reading for pleasure text: The House with Chicken Legs Complete Comprehension Beetle Boy: The Beetle Collector's Handbook, The Boy at the Back of the Class, The Jamie Drake Equation, Once Upon a Star Progress Check Text: Who Are Refugees and Migrants? And Other Big Questions</p>
<p>English - Reading Comprehension Skills/Word Reading</p>	<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. 	
<p>English-Spoken Language Skills</p>	<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. 	



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	<ul style="list-style-type: none">• 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
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).



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<p>Mathematics Skills</p> <p>Small steps</p>	<p>Number: Decimals & Percentages – Part 2</p> <p>Step 6 Thousandths as decimals</p> <p>Step 7 Thousandths on a place value chart</p> <p>Step 8 Order and compare decimals (same number of decimal places)</p> <p>Step 9 Order and compare any decimals with up to 3 decimal places</p> <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>	<p>Measures: Perimeter & Area</p> <p>Step 1 Perimeter of rectangles</p> <p>Step 2 Perimeter of rectilinear shapes</p> <p>Step 3 Perimeter of polygons</p> <p>Step 4 Area of rectangles</p> <p>Step 5 Area of compound shapes</p> <p>Step 6 Estimate area</p>	<p>Statistics</p> <p>Step 1 Draw line graphs</p> <p>Step 2 Read and interpret line graphs</p> <p>Step 3 Read and interpret tables</p> <p>Step 4 Two-way tables</p> <p>Step 5 Read and interpret timetables</p>
<p>Science Knowledge</p> <p>Plant and Animal life cycles</p>	<ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals 		
<p>Working Scientifically Skills</p>	<ul style="list-style-type: none"> Recording data and results of increasing complexity using scientific diagrams and labels, [classification keys, tables, scatter graphs, bar and line graphs]. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. 		



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Computing Knowledge Purple Mash Unit Databases	<ul style="list-style-type: none">• To know how to combine a variety of software
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	<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. <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.
PE Skills	<p>Orienteering</p> <ul style="list-style-type: none">• Face orienteering• Cone orienteering• Point and return• Timed course• Orienteering competition <p>Athletics</p> <ul style="list-style-type: none">• Finishing a race



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	<ul style="list-style-type: none">• Evaluating our performance• Sprinting: My personal best• Relay changeovers• Shot Put• Introducing the Hurdles
Music Knowledge and Skills Compositions for the festival of colour	<ul style="list-style-type: none">• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.• Use and understand staff and other musical notations.• 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 interrelated dimensions of music.• Listen with attention to detail and recall sounds with increasing aural memory.
	<ul style="list-style-type: none">• To know that a vocal composition is a piece of music created only using voices.• To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made.• To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.• To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.
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.



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<p>French Skills KS2 only</p>	<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. 	
	<p>National Curriculum End of key Stage 2 Pupils should be able to:</p>	<p>Progression Statements Taken from Schemes of Work e.g. Kapow</p>
<p>Geography Knowledge <u>Why do oceans matter?</u></p>	<p><u>Locational Knowledge:</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 	<ul style="list-style-type: none"> • To know the location of key physical features in countries studied. • To know why the ocean is important. • 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.



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<p>Geography Skills</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 <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 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	<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.• 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.
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	<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"> • 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. • Evaluating evidence collected and suggesting ways to improve this. • Analysing quantitative data in pie charts, line graphs and graphs with two variables.
<p>D & T Knowledge</p> <p>Mechanical systems – Pop-up books</p>	<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. 	<p><u>Technical</u></p> <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.



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	<ul style="list-style-type: none">• 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.	<p><u>Additional</u></p> <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">• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.• 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.	<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.• Evaluating the work of others and receiving feedback on own work.• Suggesting points for improvement.



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	<ul style="list-style-type: none">• Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].	
RHE/PHSE/SMSC (Relationships and Health Education)	RHE Module 2 : Created to Love Others Life online: <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.• What the term cyberbullying means and examples of it What cyberbullying feels like for the victim. How to get help if they experience cyberbullying	
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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