



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum
Year 5 Summer 2
Human growth and reproduction

End Points	<p>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 description based on the novel The Invention of Hugo Cabret, by Brian Selznick. They will also have a greater understanding of Biographies through writing one of their own on Georges Melies. In Geography the children will explore deserts, and will know the location of some of the key physical features in North and South America, including vegetation belts. In Science, the children will describe changes as humans develop to old age and describe the life process of reproduction in humans. 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 be learning about Musical Theatre, and will look at some examples of songs from Musicals before composing their own. 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.</p>
Religious Education People of Other Faiths	<p>In this topic the children will learn about other faiths and beliefs in order for them to become global citizens. They will learn about Judaism and Islam and compare and contrast them with the Christian Faith.</p> <ul style="list-style-type: none">• To know that we live in a country where people have other religions.• To reflect on different beliefs in our country.• To reflect on and know about other religions.



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	<ul style="list-style-type: none"> • Reflect on similarities and differences between Christianity and other religions • To know what the Catholic Church teaches about our relations with other faiths. • To know that Christianity comes from Judaism 	
English	Talk 4 Writing genres: Fiction: Hugo Description Non-fiction: Biography - Georges Melies [Hugo link]	(Shared) Reading texts: Hugo Cabret [Brian Selznik] Class Read for pleasure Text: Hugo Cabret [Brian Selznik]
English - Reading Comprehension Skills/Word Reading	<ul style="list-style-type: none"> • To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues • To use knowledge of texts and organisational devices to retrieve, record and discuss information from non-fiction texts. • To identify main ideas drawn from more than one paragraph and to summarise these. • To draw inferences from characters feelings, thoughts and motives. • To recommend texts to peers based on personal choice. 	
English- Spoken Language Skills	<ul style="list-style-type: none"> • To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. • To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations. 	
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 polysyllabic words with unstressed vowels. • To spell words with the verb prefixes -de, -re and -over. • To convert nouns or verbs into adjectives using the suffixes -ful, -ive and -al. 	
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. 	



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	<ul style="list-style-type: none"> 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 describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. 			
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 relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns). To use brackets, dashes or commas to indicate parenthesis. 			
Mathematics Skills Small steps	Number: Decimals – Part 2 Step 6 Add decimals with different numbers of decimal places Step 7 Subtract decimals with different numbers of decimal places Step 8 Efficient strategies for adding and subtracting decimal Step 9 Decimal sequences Step 10 Multiply by 10, 100 and 1,000 Step 11 Divide by 10, 100 and 1,000 Step 12 Multiply and divide decimals – missing values	Number: Negative Numbers Step 1 Understand negative numbers Step 2 Count through zero in 1s Step 3 Count through zero in multiples Step 4 Compare and order negative numbers Step 5 Find the difference	Measures: Converting Units Step 1 Kilograms and kilometres Step 2 Millimetres and millilitres Step 3 Convert units of length Step 4 Convert between metric and imperial units Step 5 Convert units of time Step 6 Calculate with timetable	Measures: Volume Step 1 Cubic centimetres Step 2 Compare volume Step 3 Estimate volume Step 4 Estimate capacity



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Science Knowledge Human growth and reproduction.	<ul style="list-style-type: none">• describe changes as humans develop to old age.• describe the life process of reproduction in humans.
Working Scientifically Skills	<ul style="list-style-type: none">• 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
Computing Knowledge Purple Mash Unit Concept Maps	<ul style="list-style-type: none">• To understand the need for visual representation when generating and discussing complex ideas.• To understand the uses of a concept map.• To understand and use the correct vocabulary when creating a concept map
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.• To create a concept map.• To create a collaborative concept map.
PE Knowledge	Football <ul style="list-style-type: none">• The different methods of defending that we can use during a game.• How to move the ball up the pitch, creating an attack that results in a successful shooting opportunity• How "man-to-man marking," is used during a game and when this is applied• 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.• 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.



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PE Skills	Football <ul style="list-style-type: none"> • Refine dribbling and passing to maintain possession • Introduce and develop defending • Develop shooting • Refine attacking skills, passing, dribbling and shooting, introduce officiating
Music Knowledge and Skills Musical Theatre	Music Knowledge: <ul style="list-style-type: none"> • To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. • To know that choreography means the organisation of steps or moves in a dance. • To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.
	Music Skills: <ul style="list-style-type: none"> • Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Comparing, discussing and evaluating music using detailed musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. • Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • Suggesting and demonstrating improvements to own and others' work. • Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.



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	<ul style="list-style-type: none"> Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. Using musical vocabulary to offer constructive and precise feedback on others' performances. 	
French Knowledge KS2 only	<ul style="list-style-type: none"> Recall the days of the week. Say when you do/play sports. Apply grammatical rules to make sentences about what we play or do. Watch a video about a sports festival in Marseille and show understanding. Use a negative form in a new context. Create a mini book about the sports you play and do. 	
French Skills KS2 only	<ul style="list-style-type: none"> Listen and understand the main points in spoken material. Converse without prompts. Say several sentences to say what sports you do and when. Write accurate sentences applying the grammatical rule (au/ du de la/ de l'/des). Demonstrate understanding of gender. Use a wider variety of verbs. Re-use and reinforce understanding of the negative form. 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>Deserts</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 	<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 the location of key physical features in countries studied. To name and describe some of the world's vegetation belts.



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	<p>Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> 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 Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones. 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 know which factors are considered before people build settlements. To know a line graph can represent variables over time. To know that natural resources can be used to make energy. To know some negative impacts of humans on the environment. To know that contours on a map show height and slope. To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. 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.
Geography Skills	<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 	<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. Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. Confidently locating the twelve geographical regions of the UK. Understanding how land use has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features.



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Human and Physical:

- 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
- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Geographical skills and Fieldwork:

- 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

- Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance.
- Using longitude and latitude when referencing location in an atlas or on a globe.
- Describing and explaining similarities between two environmental regions studied.
- Describing and explaining differences between two environmental regions studied
- 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.
- Explaining how humans have used desert environments.



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	<p>sketch maps, plans and graphs, and digital technologies.</p>	
<p>D & T Knowledge Cooking – What Could be Healthier?</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. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design. 	<ul style="list-style-type: none"> • To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed, including key welfare issues. • To know that I can adapt a recipe to make it healthier by substituting ingredients. • To know that I can use a nutritional calculator to see how healthy a food option is. • 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.
<p>D & T Skills</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. 	<ul style="list-style-type: none"> • Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. • Writing an amended method for a recipe to incorporate the relevant changes to ingredients. • Designing appealing packaging to reflect a recipe. • Cutting and preparing vegetables safely. • Using equipment safely, including knives, hot pans and hobs. • Knowing how to avoid cross-contamination. • Following a step by step method carefully to make a recipe.



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| | <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 how key events and individuals in design and technology have helped shape the world.• Apply their understanding of computing to program, monitor and control their products.• Understand and apply principles of a healthy and varied diet.• Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques.• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | <ul style="list-style-type: none">• Identifying the nutritional differences between different products and recipes.• Identifying and describing healthy benefits of food groups. |
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RHE/PHSE/SMSC (Relationships and Health Education)	RHE Module 3: Created to Live in Community Religious Understanding <ul style="list-style-type: none">• God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity. The Holy Spirit works through us to share God's love and goodness with others.• The principles of Catholic Social Teaching. That God formed them out of love, to know and share His love with others. Living in the Wider World <ul style="list-style-type: none">• Apply the principles of Catholic Social Teaching to current issues. Find ways in which they can spread God's love in their community. <p>The World of Work New unit TBC</p> <p>Money Matters TBC</p>	
Mental Health and Wellbeing Safeguarding Curriculum Links	Safe Guarding links Catholic social teaching PHSE: Changes Keeping safe assemblies Food technology hygiene	



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