



**St Mary's**  
Catholic Primary School and Nursery

**St Mary's Catholic Primary School Curriculum**  
**Year 5 Autumn 1**  
**Main Themes: The Vikings/Forces**

<b>End Points</b>	By the end of this half term, in Maths the children will have developed a greater concept of mental strategies in Addition and Subtraction as well as developing their understanding of the different strands of multiplication and division. They will also have secured their understanding of place value. In English they will be able to write an exploration narrative and a formal mission log recount based on When We Walked on the Moon. In History the children know when the Vikings came to Britain, know if they were traders or raiders, how they arrived and where they went, know Viking Saga's and what the impacts on our lives. 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. They will know the different rules and skills of Gymnastics, how to land safely and how to use equipment correctly. In music the children will be receiving professional brass lessons each week where they will begin to learn an instrument and read notation. In French the children will listen to a piece of music 'Le Carnaval des Animaux' by Camille Saint-Saens and will be able to name a range of animals. In Art and Design, they will have studied Drawing through the 'I need space' unit. They will understand that different marks and lines can be used to create specific effects and how to create texture on different materials. In computing they will know how to use the programme Coding and be able to use the program design process to effectively code. In RE, they will have explored the Old Testament and God's Covenant with Moses. In their RHE work they will have started the first module about how they are created and loved by God. They will have developed an understanding of the unique growth and development of humans and recognise that their bodies are a gift from God.
<b>Religious Creation and Covenant</b>	In this topic the children will retell the Moses story, focusing on the two key events of the call and the covenant (Burning Bush Ex 3:1-15; the Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17)). They will learn to make links between the Ten Commandments and Jesus' summary of the law in Matthew's Gospel (22:36-40). They will use developing specialist vocabulary to describe what a covenant is, recognising that God made several covenants through history e.g. with Noah, Abraham and Moses. They will learn that virtue is a positive habit that helps people live good lives. By the end of this unit



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	of study, pupils will be able to talk and think critically and creatively about what they have studied by playing with possibilities and asking questions about the Ten Commandments e.g. What if there were eleven commandments?
<b>English</b>	
<b>English - Reading Comprehension Skills/Word Reading</b>	<p><b><u>Through all units children will be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and an understanding of what they read by:</li> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• Ask questions to improve their understanding</li> </ul> <p><b><u>Word Reading:</u></b></p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> </ul> <p><b><u>Skills Focus:</u></b></p> <ul style="list-style-type: none"> <li>• Retrieve and record information from the fictional text Dragonology</li> <li>• To make comparisons within the text How to Train Your Dragon</li> <li>• To summarise the main ideas from more than one paragraph in the Life in Tudor Britain text and identify the details that support the main ideas.</li> <li>• To discuss and understand the meaning of words in context in Love Letter from Mary Tudor</li> <li>• To draw inferences from characters and events in The House with Chicken Legs and justify with evidence.</li> <li>• To predict what might happen from details stated and implied in The Wizards of Once</li> </ul> <p><i>All units provide children with the chance to explore vocabulary and word meaning, the chance to read aloud and practise their reading skills through mixed practice questions.</i></p>
<b>English-</b>	<ul style="list-style-type: none"> <li>• To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views.</li> <li>• To follow complex directions/multi-step instructions without the need for repetition.</li> </ul>



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<b>Spoken Language Skills</b>	<ul style="list-style-type: none"> <li>To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</li> </ul>
<b>English - Handwriting Skills</b>	<ul style="list-style-type: none"> <li>To increase the speed of their handwriting.</li> <li>To be clear about what standard of handwriting is appropriate for a particular task.</li> <li>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</li> </ul>
<b>English - Writing Spelling Skills</b>	<p><b>Embed Year 3:</b> Adding suffixes beginning with vowel letters to words of more than one syllable consonant doubled e.g. begin becomes – beginner / beginning</p> <p><b>Embed Year 3:</b> Adding the Suffix -ly and all rules</p> <p><b>Introduce:</b> Words with /ee/ sound spelt ei after c</p> <p><b>Reinforce Year 4:</b> The /u/ sound spelt ou</p> <p><b>Introduce:</b> Use of the hyphen e.g. co-ordinate</p> <p><b>Introduce:</b> Words with 'silent letters' (i.e. whose presence cannot be predicted from the pronunciation from the word h)</p>
<b>English - Writing Outcome and Writing Purpose</b>	<p><b>Vehicle Text: When we Walked on the Moon</b></p> <p>Narrative: Exploration Narrative Purpose: To Narrate</p> <p>Recount: Formal Mission Log Purpose: To Recount</p>
<b>English – Grammar: Word</b>	<p>Build on previous year &amp; focus on:</p> <p>Develop an understanding of the use of verb prefixes</p>
<b>English – Grammar Sentence</b>	<p>Build on previous year &amp; focus on:</p> <p>Indicate degrees of possibility using modal verbs</p>



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	Expanded noun phrases to convey complicated information concisely Develop understanding of relative clauses		
<b>English – Grammar Text</b>	Build on previous year & focus on: Use a range of sentence types for impact and cohesion		
<b>English – Grammar: Punctuation</b>	Build on previous year & focus on: Indicate parenthesis using dashes and brackets Commas after fronted adverbials(reinforce from Y4) Inverted commas to indicate direct speech (reinforce from Y4)		
<b>Terminology for Pupils</b>	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity		
<b>Mathematics Skills</b>  <b>Small steps</b>	<b>Number: Place Value</b> Step 1 Roman numerals to 1,000 Step 2 Numbers to 10,000 Step 3 Numbers to 100,000 Step 4 Numbers to 1,000,000 Step 5 Read and write numbers to 1,000,000 Step 6 Powers of 10 Step 7 10/100/1,000/10,000/100,000 more or less Step 8 Partition numbers to 1,000,000 Step 9 Number line to 1,000,000 Step 10 Compare and order numbers to 100,000 Step 11 Compare and order numbers to 1,000,000	<b>Number: Addition &amp; Subtraction</b> Step 1 Mental strategies Step 2 Add whole numbers with more than four digits Step 3 Subtract whole numbers with more than four digits Step 4 Round to check answers Step 5 Inverse operations (addition and subtraction) Step 6 Multi-step addition and subtraction problems Step 7 Compare calculations Step 8 Find missing numbers	<b>Number: Multiplication &amp; Division A – Part 1</b> Step 1 Multiples Step 2 Common multiples Step 3 Factors Step 4 Common factors Step 5 Prime numbers



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	<p>Step 12 Round to the nearest 10, 100 or 1,000</p> <p>Step 13 Round within 100,000</p> <p>Step 14 Round within 1,000,000</p>		
<b>Science Knowledge</b> Forces	<ul style="list-style-type: none"> <li>To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>To identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</li> <li>To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</li> </ul>		
<b>Working Scientifically Skills</b>	<ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables</li> <li>where necessary taking measurements, using a range of scientific</li> <li>equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>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</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>		
<b>Computing Knowledge</b> <b>Purple Mash Unit</b> Coding	<ul style="list-style-type: none"> <li>To know how to use the program design process to effectively code</li> </ul>		
<b>Computing Skills</b>	<ul style="list-style-type: none"> <li>Design and create systems that accomplish given goals.</li> <li>Simulate physical systems.</li> <li>Solve problems in writing programs by decomposing them into smaller parts.</li> <li>Use selection and repetition in programs.</li> <li>Work with variables.</li> </ul>		



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	<ul style="list-style-type: none"><li>• Explain how some simple algorithms work and detect and correct errors in them.</li><li>• Combine a variety of software to accomplish given goals on a range of digital devices.</li><li>• Design and create systems that accomplish given goals.</li><li>• Analyse and evaluate information and data.</li></ul>
<b>PE Knowledge</b>	<p><b>Real Gym Unit 1</b></p> <p><b>Rotation, balance, shape and travel</b></p> <ul style="list-style-type: none"><li>• Perform individual movements accurately.</li><li>• Use spotting to aid balance.</li><li>• Maintain good body tension and extension throughout.</li><li>• Tighten muscles to enable controlled movements.</li><li>• Focus eyes on a fixed point.</li><li>• Hold apparatus away from body to enable fluent movement.</li><li>• Keep whole body tight and extended.</li><li>• Maintain good body tension and extension throughout.</li><li>• I can keep apparatus in motion throughout (where appropriate).</li><li>• Concentrate on coordination of apparatus with body movements.</li></ul> <p><b>Low Equipment</b></p> <ul style="list-style-type: none"><li>• To focus eyes on a fixed point.</li><li>• To keep whole body tight and extended.</li><li>• To squeeze body muscles during flight phase.</li><li>• To land through balls of feet with soft knees to absorb impact.</li><li>• When landing on apparatus, focus on landing spot.</li><li>• To extend body as much as possible.</li><li>• To tighten core muscles to maintain shape.</li><li>• To grip apparatus with hands.</li></ul>



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- To concentrate on coordination of the body whilst using apparatus.

**Netball**

- How 'marking,' is used during a game and when this is applied.
- How to move the ball up the court, creating an attack that results in a successful shooting opportunity
- Who we are marking during a game and why
- When, where and why we use different passes in a game; chest, bounce and shoulder passes, in order to keep possession
- What the five positions in 'Stinger' netball are (GK, GD, C, GA, GS) and understand each role.



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<p><b>PE Skills</b></p> <p><b>INDOOR</b></p> <p><b>OUTDOOR</b></p>	<p><b>Real Gym Unit 1</b> Perform <b>trickier</b> shape, balance, travel, flight, rotation skills.</p> <p><b>Hand apparatus- Rhythmic sequences</b></p> <ul style="list-style-type: none"> <li>Develop and apply the different gymnastic skills with hand apparatus and link these to create a sequence- ribbon snake (one leg pirouette), circle rope over-head (one impulse turn), hold hoop between feet and hands (circle roll), bounce turn (knee turn).</li> </ul> <p><b>Low apparatus- Bench sequences</b></p> <ul style="list-style-type: none"> <li>Develop and apply the different gymnastic skills with low apparatus and link these to create a sequence- over, onto, on top, along, off, hands on, one foot on, supported by bench.</li> </ul> <p><b>Netball</b></p> <ul style="list-style-type: none"> <li>Recap and refine dribbling and passing to create attacking opportunities.</li> <li>Develop marking</li> <li>Refine shooting</li> <li>Refine attacking skills, passing, dribbling and shooting introduce officiating.</li> </ul>
<p><b>Music Knowledge and Skills</b></p> <p>To learn how to play a brass instrument.</p>	<ul style="list-style-type: none"> <li>To know what a brass instrument is and how to play simple notes on it.</li> <li>To know basic notation for reading and playing music.</li> <li>To play in an ensemble with a small group of children.</li> <li>To know how to play with increasing accuracy in time with others.</li> <li>To recognise simple rhythm patterns.</li> <li>To recall sounds from listening.</li> </ul>





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<b>French Knowledge KS2 only</b>	<ul style="list-style-type: none"> <li>• Listen to a classical piece of music written by a French composer (Le Carnaval des Animaux, Camille Saint-Saens)</li> <li>• Learn the names of the animals in the piece of music.</li> <li>• Learn and recognise the definite article (le/la/les)</li> <li>• Revise and practise sound-spelling links (oi, ch, in, on, é, g, ou, u, silent final consonant)</li> <li>• Learn and use a range of adjectives to describe the animals (big, small, ferocious, shy, scary, grumpy, heavy, cheeky).</li> </ul>	
<b>French Skills KS2 only</b>	<ul style="list-style-type: none"> <li>• Listen and show understanding of familiar phrases and sentences.</li> <li>• Demonstrate understanding of gender.</li> <li>• Use a dictionary to look up whether nouns are masculine or feminine.</li> <li>• Say and write several simple sentences containing adjectives to describe animals.</li> <li>• Use a range of strategies to determine the meaning of new words (cognates, context, etymology).</li> </ul>	
	<b>National Curriculum End of key Stage 1/2</b> Pupils should be able to:	<b>Progression Statements Taken from Schemes of Work e.g. Kapow</b>
<b>Were the Vikings raiders, traders or something else?</b>		
<b>Pupils who are secure will be able to:</b> <b>Explain where the Vikings came from and why they invaded Britain, Sequence events according to their significance for groups of people. Find evidence and make inferences from sources. Name Viking trade routes. Explain why trade routes were important to the Vikings. Identify the differences between Viking sagas. Evaluate the impact of Viking achievements.</b>		
<b>History Knowledge</b>	<ul style="list-style-type: none"> <li>• To understand that historical periods have characteristics that distinguish them.</li> <li>• To understand how to represent a scale on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• Putting dates in the correct century.</li> </ul>
<b>History Skills</b>		<ul style="list-style-type: none"> <li>• Using the terms AD and BC in their work.</li> <li>• Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age.</li> </ul>



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	<ul style="list-style-type: none"><li>• To understand how to create their own timeline selecting significant events.</li><li>• To know that change can be brought about by conflict.</li><li>• To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.</li><li>• To understand that different empires have different reasons for their expansion.</li><li>• To understand that there are changes in the nature of society.</li><li>• To know that there are different reasons for the decline of different empires.</li><li>• To understand there are increasingly complex reasons for migrants coming to Britain.</li></ul>	<ul style="list-style-type: none"><li>• Developing a chronologically secure understanding of British, local and world history across the periods studied.</li><li>• Placing the time, period of history and context on a timeline.</li><li>• Relating current study on timeline to other periods of history studied.</li><li>• Making links between events and changes within and across different time periods / societies.</li><li>• Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</li><li>• Comparing significant people and events across different time periods.</li><li>• Recognising primary and secondary sources.</li><li>• Using a range of sources to find out about a particular aspect of the past.</li><li>• Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.</li><li>• Suggesting explanations for different versions of events.</li><li>• Identifying how conclusions have been arrived at by linking sources.</li><li>• Understanding that different evidence creates different conclusions.</li></ul>
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	<ul style="list-style-type: none"><li>• To understand that migrants come from different parts of the world.</li><li>• To know about the diverse experiences of the different groups coming to Britain over time.</li><li>• To be aware of the different beliefs that different cultures, times and groups hold.</li><li>• To be aware of how different societies practise and demonstrate their beliefs. To be able to identify the impact of beliefs on society.</li><li>• To understand the changes and reasons for the organisation of society in Britain.</li><li>• To know that trade routes from Britain expanded across the world.</li></ul>	<ul style="list-style-type: none"><li>• Planning a historical enquiry.</li><li>• Suggesting the evidence needed to carry out the enquiry.</li><li>• Creating a hypothesis to base an enquiry on.</li><li>• Asking questions about the interpretations, viewpoints and perspectives held by others.</li><li>• Using different sources to make and substantiate historical claims.</li><li>• Recognising 'gaps' in evidence.</li><li>• Identifying how sources with different perspectives can be used in a historical enquiry.</li><li>• Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.</li><li>• Interpreting evidence in different ways using evidence to substantiate statements.</li><li>• Making increasingly complex interpretations using more than one source of evidence.</li></ul>
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	<ul style="list-style-type: none"><li>• To understand that the expansion of trade routes increased the variety of goods available.</li><li>• To understand that the methods of trading developed from in person to boats, trains and planes.</li><li>• To understand the development of global trade. To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain.</li><li>• To understand that people in the past were as inventive and sophisticated in thinking as people today.</li><li>• To understand the impact of war on local communities.</li><li>• To know some of the impacts of war on daily lives.</li></ul>	<ul style="list-style-type: none"><li>• Challenging existing interpretations of the past using interpretations of evidence.</li><li>• Making connections, drawing contrasts and analysing within a period and across time.</li><li>• Reaching conclusions which are increasingly complex and substantiated by a range of sources.</li><li>• Evaluating conclusions and identifying ways to improve conclusions.</li><li>• Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</li><li>• Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</li><li>• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</li><li>• Using evidence to support and illustrate claims.</li></ul>
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	<ul style="list-style-type: none"> <li>To be able to identify the achievements of civilisations and explain why these achievements were so important.</li> </ul>	
<b>Drawing – I Need Space Art Knowledge</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>To know that different marks and lines can be used to create specific effects.</li> <li>To know how to create texture on different materials.</li> <li>To know that prints need contrast between light and dark areas to make the image visible.</li> </ul>
<b>Art Skills</b>	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>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]</li> <li>To know about great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome.</li> <li>Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</li> <li>Using a broader range of stimulus to draw from, such as architecture, culture and photography, beginning to develop drawn ideas as part of an exploratory journey.</li> <li>Applying known techniques with a range of media, selecting these independently in response to a stimulus.</li> <li>Drawing in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.</li> </ul>



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		<ul style="list-style-type: none"><li>• 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.</li><li>• Discussing the processes used by themselves and by other artists, and describe the particular outcome achieved.</li><li>• Using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</li></ul>
<b>Mental Health and Wellbeing Safeguarding Curriculum Links</b>	Safeguarding links PHSE: Living in the wider world Start of year rules Mission statement assembly Peace Day assembly World mental health day Black history day Multicultural day	



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