



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

**St Mary's Catholic Primary School Curriculum**  
**Year 5 Autumn 2**  
**Main Themes: Mountains/Properties and Uses of Materials**

<b>End Points</b>	By the end of this term in Maths the children will have developed a stronger understanding of multiplication and division as well as developing their understanding of how to compare and convert proper and improper fractions. In English they will have written a setting narrative and a recount in the form of a letter, based on the text FAR <sup>T</sup> HER. In Geography they will have greater understanding of what life is like in the Alps. They will know some similarities and differences between the UK and a European mountain region as well as know the location of key physical features in countries studied. In Science the children will be able describe the properties of solids, liquids, and gases and how they can change state. They will know materials are electrical conductors and insulators. The children will perform the trickier shape, balance, travel, flight, rotation skills in gymnastics. They will develop skills in hockey. In Computing the children will understand the purpose of a spreadsheet and know the ways that they can be used to present a variety of data. In music the children will be receiving professional brass lessons each week where they will continue to learn an instrument, read notation and perform for an audience. In French the children will continue with the topic 'Le Carnaval des Animaux' and will be able to write extended sentences to describe the animals. In Design Technology the children will explore Electrical systems through the Doodlers unit of work. They will explore series circuits and motors. They will look at how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor. Through the RE unit Prophecy and Promise, the children will learn about David's Kingship and the importance of the Rosary. They will learn that God gave the Ten Commandments to Moses as a gift to help us to live as God wants. In the latter part of the topic the children will learn how God sent Jesus, his only Son, to help us live the commandments. In their RHE work they will continue 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 Prophecy and Promise</b>	In this topic the children will learn about the scripture passages that speak of David's life, recognising the intended audience and the historical context. They will show an understanding of some gospel passages that present Jesus as the fulfilment of the promise to David (Matt 1:1-17; Lk 1:32-33), recognising the gospel writers are writing for Christians.



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	<p>They will also learn to recognise links with God's covenant with Abraham. They will begin to use specialist vocabulary to describe and explain the nature of David's kingship in the Old Testament, with reference to the passages that speak of David's kingship and Psalm 21:1-7. They will know that the Rosary is a prayerful reflection on the life of Christ and explain what the joyful mysteries remember. By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied by playing with possibilities, asking 'what if?' questions that exploring why God especially values those the world overlooks. For example, what if Samuel had followed his own judgement rather than God's in choosing a king?</p>	
English		
English - Reading Comprehension Skills/Word Reading	<p><b>Through all units children will be taught to:</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>Word Reading:</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 <a href="#">English appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet</li> </ul> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>• To draw inferences from characters and events in The Polar Bear Explorers Club and justify with evidence.</li> <li>• To retrieve and record information from the fictional text The Wolf Wilder</li> <li>• To explain the meaning of words in context in The Wolves of Willoughby Chase</li> <li>• To discuss and evaluate how authors use language in Whale Boy and consider the impact on the reader.</li> <li>• To identify the themes and conventions within the text SeaWorld Decides to Stop Killer Whale Breeding Program</li> <li>• To summarise the main ideas from more than one paragraph in the Beetle Boy text.</li> </ul>	



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	<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>
<b>English-Spoken Language Skills</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> <li>To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</li> <li>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.</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>	<ul style="list-style-type: none"> <li>Embed: Adding the suffix -ation to verbs to form nouns</li> <li>Embed: Adding the suffixes -tion, -sion, -ssion, -cian</li> <li>Introduce: Adding prefixes uni-, bi-, tri-, quad-, pent-, hex-, octo-/ oct-, circum-/ cir</li> <li>Reinforce Year 4: Adding the prefix sub-, inter-, super-, anti-, auto</li> <li>Introduce: Homophones and other words that are often confused (Y5/ Y6)</li> </ul>
<b>English - Writing Outcome and Writing Purpose</b>	<p><b>Vehicle Text: FArTHER</b></p> <p>Narrative: Setting Narrative Purpose: To Narrate</p> <p>Recount: Letter Purpose: To Recount</p>
<b>English – Grammar: Word</b>	<p>Build on previous units &amp; focus on:</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p>



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	Use verb prefixes (un-, de-, re-, over-, dis-, mis-)	
<b>English – Grammar Sentence</b>	Build on previous units & focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Use fronted adverbials	
<b>English – Grammar Text</b>	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	
<b>English – Grammar: Punctuation</b>	Build on previous units & focus on: Commas, brackets and dashes for parenthesis Use commas after fronted adverbials	
<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: Multiplication &amp; Division A – Part 2</b> Step 6 Square numbers Step 7 Cube numbers Step 8 Multiply by 10, 100 and 1,000 Step 9 Divide by 10, 100 and 1,000 Step 10 Multiples of 10, 100 and 1,000	<b>Number: Fractions A</b> Step 1 Find fractions equivalent to a unit fraction Step 2 Find fractions equivalent to a non-unit fraction Step 3 Recognise equivalent fractions Step 4 Convert improper fractions to mixed numbers Step 5 Convert mixed numbers to improper fractions Step 6 Compare fractions less than 1 Step 7 Order fractions less than 1 Step 8 Compare and order fractions greater than 1 Step 9 Add and subtract fractions with the same denominator Step 10 Add fractions within 1 Step 11 Add fractions with total greater than 1



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		<p>Step 12 Add to a mixed number</p> <p>Step 13 Add two mixed numbers</p> <p>Step 14 Subtract fractions</p> <p>Step 15 Subtract from a mixed number</p> <p>Step 16 Subtract from a mixed number – breaking the whole</p> <p>Step 17 Subtract two mixed numbers</p>
<b>Science Knowledge</b> Properties and Uses of Materials	<ul style="list-style-type: none"> <li>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.</li> <li>To give reasons, based on evidence from comparative and fair tests, for specific uses of everyday materials, including metals, wood and plastic.</li> <li>To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</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 where necessary.</li> <li>Taking measurements, using a range of scientific 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>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.</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> Spreadsheets	<ul style="list-style-type: none"> <li>To understand the purpose of a spreadsheet and know the ways that they can be used to present a variety of data.</li> </ul>	



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<b>Computing Skills</b>	<ul style="list-style-type: none"><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>          <b>INDOOR</b>	<p><b>Real Gym Unit 2</b></p> <p><b>Partner Work</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 ensure all partners involved and contributing to the balance.</li><li>• When supporting on the back, to ensure stomach is engaged and back flat.</li><li>• To decide on footwork pattern and jump before starting.</li><li>• To land through balls of feet with soft knees to absorb impact.</li><li>• To communicate and watch partner to coordinate with them.</li><li>• To focus eyes on a fixed point.</li><li>• To keep whole body tight and extended.</li><li>• When supporting on the back, ensure stomach is engaged and back flat.</li><li>• To count with partner/s to help with timing.</li><li>• To watch partner/s to aid synchronisation.</li></ul> <p><b>Large 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></ul>



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<p><b>OUTDOOR</b></p>	<ul style="list-style-type: none"> <li>• To grip apparatus with hands.</li> <li>• To use spotting to maintain balance.</li> <li>• To concentrate on coordination of the body whilst using apparatus.</li> </ul> <p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>• Develop defending; blocking and tacking</li> <li>• Refine dribbling/passing to create attacking opportunities</li> <li>• Refine attacking skills, passing dribbling and shooting</li> <li>• Refine defending skills developing transition from defence to attack</li> </ul>
<p><b>PE Skills</b></p> <p><b>INDOOR</b></p>	<p><b>Real Gym Unit 2</b> Perform <b>trickier</b> shape, balance, travel, flight, rotation skills.</p> <p><b>Partner Work</b></p> <ul style="list-style-type: none"> <li>• Explore different types of partner balances and begin to link these to create a sequence- supported bunk beds, supported 2 feet mini-front support, counter balance 2 feet, supported H support.</li> <li>• Develop sequences using partner balances, incorporating a variety of transitions, jumps and rotations, leap over, canon star jump, stag leap, linked rock and roll, cartwheel over pencil roll, over and under pencil roll, connected patter turn.</li> <li>• Consolidate and perform sequences using partner balances, incorporating a variety of transitions, jumps and rotations.</li> </ul> <p><b>Large Apparatus</b></p> <ul style="list-style-type: none"> <li>• Explore ways to perform flight using large apparatus and begin to link these to develop a group sequence- pike around rope, tuck off medium table, cat spring on and off high table.</li> <li>• Develop sequences by incorporating a variety of ways to use apparatus, e.g. round, through, along, over, and a variety of timing.</li> <li>• Consolidate and perform sequences and then link them together to create a whole class performance.</li> </ul> <p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>• Develop defending; blocking and tacking</li> </ul>



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<b>OUTDOOR</b>	<ul style="list-style-type: none"> <li>• Refine dribbling/passing to create attacking opportunities</li> <li>• Refine attacking skills, passing dribbling and shooting</li> <li>• Refine defending skills developing transition from defence to attack</li> </ul>	
<b>Music Knowledge and Skills</b>  To learn how to play a brass instrument.	<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>	
<b>French Knowledge KS2 only</b>	<ul style="list-style-type: none"> <li>• Follow, read and understand a familiar story in French (Dear Zoo).</li> <li>• Listen to a French song about animals and join in with actions.</li> <li>• To write new sentences by changing and substituting elements of core sentences.</li> <li>• Deepen understanding of indefinite and definite singular nouns (le/le/l'/un/une)</li> <li>• Listen to phrases with unfamiliar words and understand the gist.</li> </ul>	
<b>French Skills KS2 only</b>	<ul style="list-style-type: none"> <li>• Read a text in French and explain the main points and some smaller details.</li> <li>• Use a bi-lingual dictionary to work out what unfamiliar words mean. Produce short pieces of writing in simple sentences.</li> <li>• Identify examples of grammatical rules.</li> <li>• Demonstrate understanding of grammatical rules.</li> <li>• Use a wider range of descriptive language.</li> <li>• Use some qualifiers to reinforce adjectives.</li> </ul>	
	<b>National Curriculum</b> <b>End of key Stage 2</b> Pupils should be able to:	<b>Progression Statements Taken from Schemes of Work e.g. Kapow</b>





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<p><b>Geography Knowledge</b></p> <p><u><b>What is life like in the Alps?</b></u></p>	<p><b><u>Locational Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>To know the name of many countries and major cities in Europe and North and South America.</li> <li>To know some similarities and differences between the UK and a European mountain region.</li> <li>To know the location of key physical features in countries studied.</li> <li>To know why tourists visit mountain regions.</li> <li>To know vegetation belts are areas of the world that are home to similar plant species.</li> <li>To name and describe some of the world's vegetation belts.</li> <li>To be aware of some issues in the local area.</li> <li>To know what a range of data collection methods look like.</li> <li>To know how to use a range of data collection methods.</li> </ul>
<p><b>Geography Skills</b></p>	<p><b><u>Place Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Locating more countries in Europe and North and South America using maps.</li> <li>Locating major cities of the countries studied.</li> <li>Locating some key physical features in countries studied on a map.</li> <li>Locating key human features in countries studied.</li> <li>Identifying significant environmental regions on a map.</li> <li>Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns.</li> </ul>



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**Human and Physical:**

- 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

**Geographical skills and Fieldwork:**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including

- Explaining why a locality has changed over time, giving examples of both physical and human features.
- 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.
- Understanding how climates impact on trade, land use and settlement.
- Describing and understanding the key aspects of the six biomes.
- Describing and understanding the key aspects of the six climate zones.
- Understanding some of the impacts and causes of climate change.
- Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.
- 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.



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	sketch maps, plans and graphs, and digital technologies.	<ul style="list-style-type: none"><li>• Using atlases, maps, globes and digital mapping to locate countries studied.</li><li>• Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.</li><li>• Using the scale bar on a map to calculate distances.</li><li>• Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.</li><li>• Following a short pre-prepared route on an OS map.</li><li>• Choosing the best approach to answering an enquiry question.</li><li>• Making sketch maps of areas studied including labels and keys where necessary.</li><li>• Selecting appropriate methods for data collection.</li><li>• Designing interviews/questionnaires to collect qualitative data.</li><li>• Conducting interviews/questionnaires to collect qualitative data.</li><li>• 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.</li><li>• Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings</li></ul>
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<b>D &amp; T</b> Electrical systems - doodlers <b>Knowledge</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul>	<u>Technical</u> <ul style="list-style-type: none"> <li>• To know that series circuits only have one direction for the electricity to flow.</li> <li>• To know when there is a break in a series circuit, all components turn off.</li> <li>• To know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin.</li> <li>• To know a motorised product is one which uses a motor to function.</li> </ul> <u>Additional</u> <ul style="list-style-type: none"> <li>• To know that product analysis is critiquing the strengths and weaknesses of a product.</li> <li>• To know that 'configuration' means how the parts of a product are arranged.</li> </ul>
<b>D &amp; T</b> <b>Skills</b>	<ul style="list-style-type: none"> <li>• Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product.</li> <li>• Developing design criteria based on findings from investigating existing products.</li> <li>• Developing design criteria that clarifies the target user.</li> <li>• Altering a product's form and function by tinkering with its configuration.</li> <li>• Making a functional series circuit, incorporating a motor.</li> </ul>



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		<ul style="list-style-type: none"> <li>Constructing a product with consideration for the design criteria.</li> <li>Breaking down the construction process into steps so that others can make the product.</li> <li>Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses.</li> <li>Determining which parts of a product affect its function and which parts affect its form.</li> <li>Analysing whether changes in configuration positively or negatively affect an existing product.</li> <li>Peer evaluating a set of instructions to build a product.</li> </ul>
<b>RHE/PHSE/SMSC (Relationships and Health Education)</b>	<b>RHE Module 2 : Created to Love Others</b> <ul style="list-style-type: none"> <li>Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions. Apply this approach to personal friendships and relationships.</li> <li>Learn about prejudice, bullying and discrimination: what they mean and how to challenge them. Learn about protected characteristics from the Equality Act 2010 such as race, age and disability. Know that everyone is made in the image of God, loved unconditionally by Him, has equal dignity and is deserving of equal respect.</li> </ul> <b>Remembrance day</b> <b>Anti Bullying activities</b>	
<b>Mental Health and Wellbeing Safeguarding Curriculum Links</b>	Safe Guarding links Anti bullying week- assemblies RE theme Justice RHE module 1 includes pornography lesson and respect Science- the human body PCSO visit- social awareness and how to report- assembly	



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