



**St Mary's Catholic Primary School Curriculum**

**Year 5 Spring 1**

**Main Themes: The Tudors/Space**

**Cultural Capital/Enrichment: Bikeability, Fire Safety**

**End Points**

By the end of this half term, in Maths the children will have developed a greater concept of multiplication and division. They will multiply a 4-digit number by a 2-digit number and have learnt to divide with remainders. They will also have secured their understanding of multiplying fractions and finding equivalent fractions and decimals. In English, they will have completed two writing outcomes based on the vehicle text The Hound of the Baskervilles, the graphic novel version, originally written by Arthur Conan Doyle, adapted by Daniel Ferran. Their first piece will be a cliffhanger narrative, and their second piece of writing will be a formal report. They will build on the grammatical skills of relative clauses and using suffixes to convert nouns or adjectives into verbs, as well as developing their understanding of formal and informal language and using parenthesis in their writing. In History they will have a greater understanding of what life was like in Tudor England. Through the examination of primary and secondary sources the children will decide if Henry the VIII was a tyrant or a fair ruler. In Science the children will be able to describe the movement of the Earth and other planets relative to the sun in the solar system, they will also be able to describe the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. In PE the children will have developed a greater understanding of the rules of Tennis. In Music the children will have learned a traditional African song and will have performed a piece of music as an ensemble. In Art and Design they will have explored Painting through Mixed Media and have created their own self-portraits. In French the children will be able to name body parts and be able to sing Head, Shoulders, Knees and toes in French. In computing they will have a deeper understanding of the dangers online. They will know how to respond when online dangers appear and understand the importance of being safe online. In RE, pupils will explore the 'new law' given by Jesus, his summary of the law of Moses, and the transfiguration of the Jesus, where the disciples Peter, James and John see him accompanied by Elijah, the greatest of the prophets and Moses, the giver of the Law. Pupils will also look at how Jesus shows the love of neighbour in action through one of his parables and the Our Father as the perfect prayer and summary of the whole gospel (CCC 2774). In their RHE work the children will begin Module 2: Created to Love Others. They will know that God calls us to



	love others and they will have developed an understanding about ways in which we can participate in God's call for us to love each other.
<b>Religious Education</b> Galilee to Jerusalem	By the end of this unit the children recognise that in the Beatitudes Jesus tells his followers important messages about what makes a life blessed. They will have compared Matthew and Luke's description of the new law, or great commandment and made links between the new law a parable and Jesus' summary of the law and lessons for Christian life today. They will have made simple links between the Beatitudes and the Ten Commandments. They will have describe accurately in sequence and detail what the disciples see at the Transfiguration, saying something about the importance of Moses and Elijah. The children will have made links between the seven petitions (requests) of the Our Father and their meaning for Christians. They will have shown understanding of how the virtue of either hope or charity (love) links with Jesus' teaching in the Beatitudes. By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through: Expressing a point of view about Jesus' great commandment as a rule for life, imagining how Peter, James, or John felt at the Transfiguration. Explain their thinking with reference to why this event is a mystery and exploring how they and others interpret artists' meanings, in response to paintings of the Transfiguration.
<b>Shared Reading – Complete Comprehension Scheme</b>	<p><b>Texts for this half term:</b> The Wolves of Willoughby Chase Whale Boy Seaworld Stops Orca Breeding</p> <p><b>Through all units children will be taught to:</b></p> <ul style="list-style-type: none"><li>To read most words fluently and to recognise their meaning through contextual clues.</li><li>To read most words fluently and to attempt to decode any unfamiliar words.</li><li>To discuss vocabulary used by the author.</li><li>To draw inferences from characters' feelings, thoughts and motives.</li><li>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction.</li><li>To read a wide range of genres, identifying the characteristics of text types.</li><li>To participate in discussions about books that are read to them and those they can read for themselves.</li></ul>



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	<ul style="list-style-type: none"><li>• To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</li></ul>
<b>English</b>	<b>Vehicle Text:</b> Hound of the Baskervilles Graphic Novel by Arthur Conan Doyle, adapted by Daniel Ferran <b>Fiction Writing Outcome:</b> Cliffhanger narrative <b>Purpose:</b> To narrate <b>Non-fiction Writing Outcome:</b> Formal Report <b>Purpose:</b> To inform
<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 engage in longer and sustained discussions about a range of topics.</li><li>• To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</li><li>• To plan and present information clearly with ambitious added detail and description for the listener.</li><li>• To use feedback from peers and teachers to make improvements to performance</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 -ous and all rules</li><li>• Introduce: Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added)</li><li>• Introduce: Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed)</li><li>• Introduce: Words containing the letter string -ough</li></ul>
<b>English - Grammar Word Level</b>	<ul style="list-style-type: none"><li>• Build on previous units &amp; focus on:</li><li>• The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</li><li>• Develop understanding and use of verb prefixes</li><li>• Converting nouns or adjectives into verbs using suffixes</li></ul>
<b>English - Grammar Sentence Level</b>	<ul style="list-style-type: none"><li>• Build on previous units &amp; focus on:</li><li>• Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li></ul>



<b>English - Grammar Text Level</b>	<ul style="list-style-type: none"><li>Build on previous units &amp; focus on: Develop understanding in using devices to build cohesion within a paragraph</li></ul>		
<b>English Grammar - Punctuation</b>	<ul style="list-style-type: none"><li>Build on previous units &amp; focus on:</li><li>Commas for parenthesis</li><li>Use commas to clarify meaning and avoid ambiguity</li></ul>		
<b>Mathematics Skills</b>  <b>Small steps</b>	<b>Number: Multiplication &amp; Division B</b>  Step 1 Multiply up to a 4-digit number by a 1-digit number Step 2 Multiply a 2-digit number by a 2-digit number (area model) Step 3 Multiply a 2-digit number by a 2-digit number Step 4 Multiply a 3-digit number by a 2-digit number Step 5 Multiply a 4-digit number by a 2-digit number Step 6 Solve problems with multiplication Step 7 Short division Step 8 Divide a 4-digit number by a 1-digit number Step 9 Divide with remainders Step 10 Efficient division	<b>Number: Fractions B</b>  Step 1 Multiply a unit fraction by an integer Step 2 Multiply a non-unit fraction by an integer Step 3 Multiply a mixed number by an integer Step 4 Calculate a fraction of a quantity Step 5 Fraction of an amount Step 6 Find the whole Step 7 Use fractions as operators	<b>Number: Decimals &amp; Percentages – Part 1</b>  Step 1 Decimals up to 2 decimal places Step 2 Equivalent fractions and decimals (tenths) Step 3 Equivalent fractions and decimals (hundredths) Step 4 Equivalent fractions and decimals Step 5 Thousandths as fractions



	Step 11 Solve problems with multiplication and division		
<b>Science Knowledge</b> Earth and Space	<ul style="list-style-type: none"><li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li><li>describe the movement of the Moon relative to the Earth</li><li>describe the Sun, Earth and Moon as approximately spherical bodies</li><li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</li></ul>		
<b>Working Scientifically Skills</b>	<ul style="list-style-type: none"><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 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> Purple Mash Unit Online Safety	<ul style="list-style-type: none"><li>To know of the dangers online</li><li>To know how to respond when online dangers appear</li><li>To know the importance of being safe online</li></ul>		
<b>Computing Skills</b>	<ul style="list-style-type: none"><li>Understand the importance of using technology safely, respectfully and responsibly.</li><li>Identify a range of ways to report concerns about content and contact.</li><li>Understand the opportunities computer networks offer for collaboration.</li><li>Understand the basic workings of computer networks including the internet.</li></ul>		
<b>PE Knowledge</b>	<b>Dance</b> <ul style="list-style-type: none"><li>To not rush your movements.</li><li>To tighten your muscles and keep your leg circles low to begin with to ensure control in your turns.</li><li>When jumping, control the height of your jump and land on the balls of your feet with knees bent to absorb impact.</li><li>To count music or sing a melody out loud or in your head to help.</li></ul>		



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	<ul style="list-style-type: none"><li>• To focus on timing. Make sure lifting happens at the same time as the jump, so the lifting isn't really lifting but supporting the jump to go higher.</li><li>• To create your sequence using a variety of dance elements you feel confident with using music as an inspiration.</li><li>• To communicate - focus on your own moves as well as staying aware of what your partner is doing.</li><li>• To use your core strength to stay balanced, both in shapes and when moving.</li></ul> <p><b>Tennis</b></p> <ul style="list-style-type: none"><li>• When and where to play a volley shot in a mini game.</li><li>• When and where we serve in a mini game</li><li>• Where we stand on the court when applying a volley shot in a mini game.</li><li>• Where to serve to make it harder for our opponent to return the ball. We aim for the outside corner, forcing our opponent wide. This opens up lots of space on the court for our next shot.</li><li>• How to apply our prior learning of how we can win a point whilst playing with a partner (doubles).</li></ul>
PE Skills	<p><b>Real Dance- Developing skills</b></p> <p><b>Shapes</b></p> <ul style="list-style-type: none"><li>• Create multiple standing and floor shapes - balanced on 1 foot with other foot higher than 45°. - with 2 points of contact using combination of hands, arms and shoulders for support. Travel between shapes including rotation - on the floor (spirals and turns) and in the air. - in different directions. - at different speeds.</li></ul> <p><b>Circles</b></p> <ul style="list-style-type: none"><li>• Create complex movement led by a combination of circles made with different body parts and in different planes leading into - stepping, body movements and turns. - jumps with 1 foot take-off and landing, other leg extended. - jumps with 180° rotation and change of direction in the air (landing facing backwards).</li></ul> <p><b>Partnering</b></p> <ul style="list-style-type: none"><li>• Create standing and floor shapes in close contact - both balancing on 1 foot. - cross-bodied with 2 points of contact with the floor. Travel with my partner - incorporating spirals, rotation on the floor, jumping and cross bodied finishing positions.</li></ul>



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	<ul style="list-style-type: none"><li>• Create sequences of movement led by combinations of circles made with different body parts and in different planes - leading into and out of turning. - in unison. - while mirroring.</li><li>• Create sequences of movement, turning and jumping - leading into and out of partner supports. - leaning towards and away from my partner. - in unison. - in canon. - independently from my partner.</li></ul> <p><b>Artistry</b></p> <ul style="list-style-type: none"><li>• Create multiple ways of moving linked to the silk - where the silk moves lead me into jumping, a turn and a jump, floor and floor shapes. - fluently without stopping.</li><li>• Create a combination of shapes, circle and silk moves - both matching and in contrast to the melody or the main song line. - responding to musical phrases</li><li>• Create a sequence of a minimum of 6 various moves - with movements made both with arms and legs. - in unison followed by moves in contrast and performed independently of my partner.</li></ul> <p><b>Tennis</b></p> <ul style="list-style-type: none"><li>• Introduce/develop the volley</li><li>• Controlling the game from the serve</li><li>• Doubles, understanding and applying tactics to win a point</li></ul>
<b>Music Knowledge and Skills</b>  South and West Africa	<ul style="list-style-type: none"><li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li><li>• Listen with attention to detail and recall sounds with increasing aural memory.</li><li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li><li>• Use and understand staff and other musical notations.</li><li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li><li>• Develop an understanding of the history of music.</li></ul> <ul style="list-style-type: none"><li>• Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li></ul>



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	<ul style="list-style-type: none"><li>Comparing, discussing and evaluating music using detailed musical vocabulary.</li><li>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li><li>Improvising coherently within a given style.</li><li>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li><li>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li><li>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.</li><li>Using staff notation to record rhythms and melodies.</li></ul>
<b>French Knowledge</b> <b>KS2 only</b>	<ul style="list-style-type: none"><li>Learn the names of 8 body parts (head, shoulders, knees, feet, eyes, ears, mouth, nose).</li><li>Join in and respond physically to a familiar song about body parts. (Head, shoulders, knees and toes).</li><li>Recall the colours in French.</li><li>Know that nouns are masculine or feminine.</li><li>Be able to recognise the definite article (le, la, les, l')</li></ul>
<b>French Skills</b> <b>KS2 only</b>	<ul style="list-style-type: none"><li>Listen and show understanding of sentences.</li><li>Pronounce words accurately using knowledge of letter string sounds and observe silent letter rules.</li><li>Develop dictionary skills to look up the meaning of nouns.</li><li>Use a bilingual dictionary to identify the word class.</li><li>Name the gender of nouns.</li><li>Identify the indefinite and definite article.</li><li>Use plural nouns.</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>What was life like in Tudor England?</b>		
<b>Key Concepts:</b> Chronological Awareness, Sources of Evidence, Historical Interpretations, Change and Continuity, Cause and Consequence, Similarities and Differences, Historical Significance, Sources of Evidence, Historical Enquiry, Power (monarchy, government and empire), invasion settlement and migration, Beliefs, Civilisation (social and cultural), Trade, Achievements of Follies and Makind.		
<b>History Knowledge</b>	<i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>	<ul style="list-style-type: none"><li>• To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya, and Victorians.</li><li>• To understand that historical periods have characteristics that distinguish them.</li><li>• To understand how to work out durations of periods and events.</li><li>• To understand that inventories are useful sources of evidence to find out about people from the past.</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 there are different interpretations of historical figures and events</li><li>• To understand how the monarchy exercised absolute power</li><li>• To understand there are increasingly complex reasons for migrants coming to Britain.</li></ul>
<b>History Skills</b>	<ul style="list-style-type: none"><li>• Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li><li>• gain historical perspective by placing their growing knowledge into different contexts,</li></ul>	



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	<p>understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <ul style="list-style-type: none"><li>• know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li><li>• gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li><li>• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to</li></ul>	<ul style="list-style-type: none"><li>• To be aware of the different beliefs that different cultures, times and groups hold. Beliefs</li><li>• To understand the changing nature of religion in Britain and its impact.</li><li>• To be aware of how different societies practise and demonstrate their beliefs</li><li>• To understand the changes and reasons for the organisation of society in Britain. Civilisation (social and cultural)</li><li>• To understand how society is organised in different cultures, times and groups.</li><li>• To know that trade routes from Britain expanded across the world .</li><li>• To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals</li><li>• To understand that people in the past were as inventive and sophisticated in thinking as people today</li><li>• Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</li><li>• Putting dates in the correct century.</li><li>• Using the terms AD and BC in their work.</li><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>• Comparing and making connections between different contexts in the past</li><li>• Making links between events and changes within and across different time periods / societies.</li><li>• Identifying the reasons for changes and continuity.</li></ul>
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	<p>make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>	<ul style="list-style-type: none"><li>• Describing the links between main events, similarities and changes within and across different periods/studied.</li><li>• Describing the links between different societies.</li><li>• Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</li><li>• Analysing and presenting the reasons for changes and continuity</li><li>• Starting to analyse and explain the reasons for, and results of historical events, situations and change.</li><li>• Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</li><li>• Making links with different time periods studied.</li><li>• Describing change throughout time.</li><li>• Identifying 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>• Evaluating the usefulness of historical sources.</li><li>• Developing strategies for checking the accuracy of evidence</li><li>• Planning a historical enquiry.</li><li>• Identifying methods to use to carry out the research.</li><li>• Asking historical questions of increasing difficulty e.g. who governed, how and with what results?</li><li>• Creating a hypothesis to base an enquiry on.</li><li>• Using different sources to make and substantiate historical claims. Gathering, organising and evaluating evidence</li></ul>
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		<ul style="list-style-type: none"><li>• Developing an awareness of the variety of historical evidence in different periods of time.</li><li>• Distinguishing between fact and opinion</li><li>• Recognising 'gaps' in evidence. Gathering, organising and evaluating evidence (continued...)</li><li>• Identifying how sources with different perspectives can be used in a historical enquiry</li><li>• Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</li><li>• Making connections, drawing contrasts and analysing within a period and across time</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>• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</li></ul>
<b>Art Knowledge</b>  Painting and Mixed Media – Portraits	<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</li></ul>	<ul style="list-style-type: none"><li>• To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</li><li>• To know that different marks and lines can be used to create specific effects.</li><li>• To know that artists create pattern to add expressive detail and texture to art works.</li></ul>



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<b>Art Skills</b>	<ul style="list-style-type: none"><li>different kinds of art, craft and design.</li><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>Applying paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks e.g. making choices about painting surfaces or mixing paint with other materials.</li><li>Developing an artwork from a drawing or other initial stimulus.</li><li>Add collage to a painted, printed or drawn background for effect.</li><li>Exploring how collage can extend original ideas.</li><li>Combining digital effects with other media.</li><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>RHE/PHSE/SMSC (Relationships and Health Education)</b>	<p><b>RHE Module 2 : Created to Love Others</b></p> <p><b>Personal Relationships</b></p> <ul style="list-style-type: none"><li>To identify special people (e.g. parents, carers, friends) and what makes them special</li></ul> <p>The importance of the nuclear family and of the wider family. The importance of being close to and trusting 'special people', and telling them when something is troubling them.</p> <ul style="list-style-type: none"><li>How their behaviour affects other people and that there is appropriate and inappropriate behaviour</li></ul>	



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	<p>The characteristics of positive and negative relationships. About different types of teasing and that all bullying is wrong and unacceptable.</p> <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>Mental Health and Wellbeing</b> <b>Safeguarding</b> <b>Curriculum Links</b>	Safeguarding Links Safer internet day E-safety theatre performance and workshop Computing unit on e-safety Unit 5.2 and 6.2 Continue RHE Module 2



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