St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum Year 5 Spring 2 Main Themes: Oceans/Plant and Animal Life Cycles Cultural Capital/Enrichment: Bikeability	
End Points	By the end of this half term, in Maths the children will have developed their understanding of Decimals and percentages as well as exploring the perimeter and area of different shapes. They will also have read and interpreted line graphs and extracted information from a table of results. In English, they will have completed two writing outcomes based on the vehicle text The Promise by Nicola Davies. Their first piece will be a character narrative, and their second piece of writing will be a bargain letter. They will build on the grammatical skills of using modal verbs and adverbs to indicate possibility, as well as embedding their use of cohesive devices to make their writing flow, and using brackets, dashes or commas to indicate parenthesis. In Geography the children will have explored the importance of our Oceans, why they matter and how we can take care of them. In Science the children will be able to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird and also describe the life process of reproduction in some plants and animals. Through the unit of 'orienteering' in PE the children will have learnt how to take responsibility for others and lead others in an effective and have an understanding of how to orientate a map in order to locate points. In Music the children will have studied the festival of colour and created a graphic score and vocal composition that matches the structure of music. They will have recorded their compositions and worked as a group to perform a piece of music. In French the children will design a monster and write extended sentences using a range of adjectives to describe their monster. In Design Technology they will have created a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms. In Computing the children will have combined a variety of software to create their own databases. In RE, pupils will explore the meaning of these words by exploring what it means to sin and the last things, death, judgement, heaven, and hell as part of God's plan for salvation. God's plan is for everyone to go to heaven. However, the Church teaches that, as people, we often turn away from this plan and become tempted to make choices that turn us away from God's plan. Jesus is God, but he is also fully human.

St Mary's
Catholic Primary School and Nursery

Religious Education **Desert to Garden**	By the end of this unit of study, pupils will be able to: Explain what happens at the Ash Wednesday Mass and how Christians mark this day, using religious vocabulary to describe symbols and actions. Make links between the Ash Wednesday readings and Lent as a time when Christians reflect on their sins and listen to God's call to return to him. Describe some ways Christians act to answer that call in Lent, including the importance of prayer. Describe how Catholics define sin, making links with the Ten Commandments and Jesus' great commandment as guides for a good life. Use specialist vocabulary to describe the term 'conscience'. (RVE) Simply describe Catholic beliefs in the last things, death, judgement, heaven, and hell. Recognise that the words of St Paul (1 Corinthians 15:1-8, 20-25, 54-57) describe the Christian belief that through the Resurrection of Jesus, people can follow his path to heaven. Know that the Rosary is a prayerful reflection on the life of Christ and explain what the sorrowful 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, for example, through: Discussing if all points of view are equally valid when thinking about conscience. For example, is it ever okay to be cruel or unkind to another person? Thinking about the temptations Jesus faces in the wilderness, ask 'what if' questions about the times they have faced temptations in their own lives.
Shared Reading – Complete Comprehension Scheme	**Complete Comprehension Texts for this half term:** Beetle Boy: The Beetle Collector's Handbook, The Boy at the Back of the Class, The Jamie Drake Equation, Once Upon a Star **Progress Check Text:** Who Are Refugees and Migrants? And Other Big Questions
English	**Vehicle Text:** The Promise by Nicola Davies **Fiction Writing Outcome:** Character narrative **Purpose**: To narrate **Non-fiction Writing Outcome:** Bargain letter **Purpose**: To inform

St Mary's
Catholic Primary School and Nursery

English- Spoken Language Skills	• To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views. • To engage in longer and sustained discussions about a range of topics. • To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions. • To plan and present information clearly with ambitious added detail and description for the listener. • To use feedback from peers and teachers to make improvements to performance
English - Handwriting Skills	• 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	• Embed: Adding the suffix -ous and all rules • Introduce: Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added) • Introduce: Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed) • Introduce: Words containing the letter string -ough
English - Grammar Word Level	• Build on previous units & focus on: • The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone • Develop understanding and use of verb prefixes • Converting nouns or adjectives into verbs using suffixes
English - Grammar Sentence Level	• Build on previous units & focus on: • Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
English - Grammar Text Level	• Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph
English Grammar - Punctuation	• Build on previous units & focus on: • Commas for parenthesis • Use commas to clarify meaning and avoid ambiguity

St Mary's
Catholic Primary School and Nursery

Mathematics Skills **Small steps**	**Number: Decimals & Percentages – Part 2** Step 6 Thousandths as decimals Step 7 Thousandths on a place value chart Step 8 Order and compare decimals (same number of decimal places Step 9 Order and compare any decimals with up to 3 decimal places Step 10 Round to the nearest whole number Step 11 Round to 1 decimal place Step 12 Understand percentages Step 13 Percentages as fractions Step 14 Percentages as decimals Step 15 Equivalent fractions, decimals and percentage	**Measures: Perimeter & Area** Step 1 Perimeter of rectangles Step 2 Perimeter of rectilinear shapes Step 3 Perimeter of polygons Step 4 Area of rectangles Step 5 Area of compound shapes Step 6 Estimate area	**Statistics** Step 1 Draw line graphs Step 2 Read and interpret line graphs Step 3 Read and interpret tables Step 4 Two-way tables Step 5 Read and interpret timetables
Science Knowledge Plant and Animal life cycles	• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals		
Working Scientifically Skills	• Recording data and results of increasing complexity using scientific diagrams and labels, [classification keys, tables, scatter graphs, bar and line graphs]. • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.		

St Mary's
Catholic Primary School and Nursery

Computing Knowledge Purple Mash Unit Databases	• To know how to combine a variety of software
Computing Skills	• Analyse and evaluate information and data. • Combine a variety of software to accomplish given goals on a range of digital devices. • Design and create systems that accomplish given goals.
PE Knowledge	**Orienteering** • How to take responsibility for others and lead others in an effective way. • Why we have to orientate a map in order to locate points on the map. • How to plan a route effectively in order to locate as many points as possible. • How to manage time and avoid being late back and understand why this is important. **Athletics** • Why we need to maintain our speed until we cross the finish line. • When and where the changeovers take place on a curved track. • How to hurdle safely, applying the correct technique • How to evaluate our own and others sprinting technique making suggestions on how we can improve our own and others performance.
PE Skills	**Orienteering** • Face orienteering • Cone orienteering • Point and return • Timed course • Orienteering competition **Athletics** • Finishing a race

	• Evaluating our performance • Sprinting: My personal best • Relay changeovers • Shot Put • Introducing the Hurdles	
French Knowledge KS2 only	• Recognise singular and plural nouns. • Make adjectives agree with nouns and position them correctly in the structure of a sentence. • Listen, read and show understanding of a French story 'Va t'en grand monstre vert' (Go away big green monster). • Do a running dictation to demonstrate accuracy of sentences and to show understanding. • Design and make a monster. • Write a description of the monster using a range of adjectives, conjunctions and qualifiers.	
French Skills KS2 only	• Listen and understand detail in spoken material. • Vary language and produce extended responses. • Manipulate language to present information. • Use a wider range of descriptive language. • Read and understand the main points in written material. • Appreciate the impact of accents and elision on sound and pronounce words and phrases with increased confidence. • Understand the gist of an unfamiliar story and read aloud. • Demonstrate understanding of gender. • Explain and apply the rules of position and agreement of colour adjectives. • Use some qualifiers to reinforce adjectives. • Use the negative form in a new context. • Explain and use elision.	
	National Curriculum End of key Stage 2	**Progression Statements Taken from Schemes of Work e.g. Kapow**

St Mary's
Catholic Primary School and Nursery

	Pupils should be able to:	
Geography Knowledge **<u>Why do oceans matter?</u>**	**<u>Locational Knowledge:</u>** • 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 • 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 **<u>Human and Physical:</u>** • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers,	• To know the location of key physical features in countries studied. • To know why the ocean is important. • To know some positive impacts of humans on the environment. • To know some negative impacts of humans on the environment. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To know that a pie chart can represent a fraction or percentage of a whole set of data. • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods.
Geography Skills		• Locating major cities of the countries studied. • Locating some key physical features in countries studied on a map. • Locating key human features in countries studied. • Identifying significant environmental regions on a map. • Identifying key physical and human characteristics of the geographical regions in the UK. • Explaining why a locality has changed over time, giving examples of both physical and human features. • Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. • Understanding how climates impact on trade, land use and settlement. • Using maps to explore wider global trading routes. • Describing and understanding the key aspects of the six climate zones.

	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 **<u>Geographical skills and Fieldwork:</u>** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	• Understanding some of the impacts and causes of climate change. • Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. • Describing and understanding economic activity, including trade links. • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples. • Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Using the scale bar on a map to calculate distances. • Beginning to use thematic maps to recognise and describe human and physical features studied. • Selecting a map for a specific purpose. • Choosing the best approach to answering an enquiry question. • Making sketch maps of areas studied including labels and keys where necessary. • Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. • Selecting appropriate methods for data collection. • Beginning to use standard field sampling techniques appropriately. • Using GIS (Geographical Information Systems) to plot data sets. • Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital

		technologies (photos with labels/captions) when communicating geographical information. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. • Evaluating evidence collected and suggesting ways to improve this. • Analysing quantitative data in pie charts, line graphs and graphs with two variables.
D & T Knowledge Mechanical systems – Pop-up books	• 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. • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.	<u>Technical</u> • To know that mechanisms control movement. • To understand that mechanisms can be used to change one kind of motion into another. • To understand how to use sliders, pivots and folds to create paper-based mechanisms. <u>Additional</u> • To know that a design brief is a description of what I am going to design and make. • To know that designers often want to hide mechanisms to make a product more aesthetically pleasing.
D & T Skills		• Designing a pop-up book which uses a mixture of structures and mechanisms. • Naming each mechanism, input and output accurately. • Storyboarding ideas for a book. • Following a design brief to make a pop up book, neatly and with focus on accuracy.

	• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].	• Making mechanisms and/or structures using sliders, pivots and folds to produce movement. • Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result. • Evaluating the work of others and receiving feedback on own work. • Suggesting points for improvement.
RHE/PHSE/SMSC (Relationships and Health Education)	**RHE Module 2 : Created to Love Others** **Life online**: • To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. How to use technology safely. That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. How to report and get help if they encounter inappropriate materials or messages. • What the term cyberbullying means and examples of it What cyberbullying feels like for the victim. How to get help if they experience cyberbullying	

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Mental Health and Wellbeing Safeguarding Curriculum Links	Safeguarding links Making good choices Cyber bullying PSO visit -anti social behaviour NSPCC visit

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