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

End Points	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 have written a space journey narrative and a formal mission log based on the book Curiosity by Markus Motum. They will consolidate their understanding of verb prefixes, commas after fronted adverbials and inverted commas which they learned in Year 4. 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 Sagas and what the impacts are 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 learn food and drink vocabulary to perform a role-play in a French Tea Room. In Art and Design, they will have studied Drawing through the Depth, Emotion and Movement 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 design a database and to use concept maps to display thoughts and ideas. 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.
Religious Creation and Covenant	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



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	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 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?
English - Reading Comprehension Skills/Word Reading	<u>Through all units, children will be taught through the following areas:</u> <u>Comprehension</u> Building on Previous Year and throughout Year 5 focus on: • Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks • Increase their familiarity with a wide range of books, including modern fiction, myths and legends and books from other cultures and traditions* • Read books that are structured in different ways and read for a range of purposes • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging some views • Retrieve, record and present some information from fiction and non-fiction • Identify and discuss themes and conventions in and across a wide range of writing • Identify how language, structure and presentation contribute to meaning • Learn a wider range of age-appropriate poetry by heart • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience** • Predict what might happen from details stated and implied • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Ask questions to improve their understanding • With support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas • Make comparisons within and across books e.g. plot, genre and theme • Provide reasoned justifications for their views



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- Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader
 - Distinguishing between statements of fact and opinion
 - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ***
- * Three-week units contain either, modern fiction, myths & legends or books from other cultures and traditions
** Three-week units contain either poems or play scripts
*** Opportunities are provided throughout the year for the coverage of this statement

Reading Skills:

Building on Previous Year and throughout Year 5 focus on:

- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context
- Self-correction, including re-reading and reading ahead
- Reading widely and frequently for pleasure and information
- Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences
- Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning
- Connecting prior knowledge and textual information to make inferences and predictions
- Scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams etc
- Use information on-screen and on paper
- Connecting prior knowledge and textual information to make inferences and predictions
- Read closely, annotating for specific purposes
- Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases
- Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality and formality through language choices
- Finding the main idea of a text

Word Reading

Building on Previous Year and throughout Year 5 focus on:



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	•Apply 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 •Recognise and read many Year 5&6 Word List words with automaticity <u>Reading Terminology for Pupils Across the Year</u> Building on Previous Year and throughout Year 5 focus on: figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare
Reading Texts	<u>Fiction Texts:</u> Between Worlds Secrets of a Sun King <u>Non-Fiction Texts:</u> Against the Odds Coming to England <u>Poetry Texts:</u> Where my Wellies Take Me Wicked World
English - Vehicle Texts and Writing Outcomes	Vehicle Text: Curiosity by Markus Motum Fiction: Space Journey Narrative Purpose: To narrate Non-fiction: Formal Mission Log Purpose: To report
English - Handwriting Skills	• To increase the speed of their handwriting. • To be clear about what standard of handwriting is appropriate for a particular task.



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	To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.
English - Writing Spelling Skills	Embed Year 3: Adding suffixes beginning with vowel letters to words of more than one syllable consonant doubled e.g. begin becomes – beginner / beginning Embed Year 3: Adding the Suffix -ly and all rules Introduce: Words with /ee/ sound spelt ei after c Reinforce Year 4: The /u/ sound spelt ou Introduce: Use of the hyphen e.g. co-ordinate Introduce: Words with 'silent letters' (i.e. whose presence cannot be predicted from the pronunciation from the word h)
English – Grammar: Word	Build on previous year & focus on: Develop an understanding of the use of verb prefixes
English – Grammar Sentence	Build on previous year & focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Develop understanding of relative clauses
English – Grammar Text	Build on previous year & focus on: Use a range of sentence types for impact and cohesion
English – Grammar: Punctuation	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)
Terminology for Pupils	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity



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Mathematics Skills Small steps	Number: Place Value 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 Step 12 Round to the nearest 10, 100 or 1,000 Step 13 Round within 100,000 Step 14 Round within 1,000,000	Number: Addition & Subtraction 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	Number: Multiplication & Division A – Part 1 Step 1 Multiples Step 2 Common multiples Step 3 Factors Step 4 Common factors Step 5 Prime numbers
Science Knowledge Forces	• To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • To identify the effects of air resistance, water resistance and friction, that act between moving surfaces. • To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.		



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Working Scientifically Skills	• planning different types of scientific enquiries to answer questions, including recognising and controlling variables • where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • 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 • identifying scientific evidence that has been used to support or refute ideas or arguments.
Computing Knowledge Purple Mash Unit Databases & Concept Maps	Databases • A database contains a set of data that can be searched and sorted to retrieve information. • A table-based database contains records and fields. • Database tools support interpreting data using functionality including sorting, filtering, grouping and searching. • Collaborative databases allow multiple people to work on one set of data at the same time. • A well-designed database has built-in validation to ensure correct data formatting. • Queries can be built using the database tools to answer specific questions about the data. • Some table-based databases have multiple tables of related data. These can be linked on common fields to build complex queries across multiple tables. • Databases support the production of automated reports using fields within the data. Concept Maps • A concept map is used to organise ideas and show how they are linked. • Concept maps usually begin with a main idea and branch into categories and subideas. • Concept maps can be used for different purposes such as planning, organising and presenting information. • Different layouts and structures help make information clearer for an audience. • Concept maps can be adapted depending on the purpose or topic.



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	• Clear organisation helps others understand information more easily. • Concept maps can be used to support presentations. • Presentations should be structured and clearly organised. • Feedback can help improve organisation and presentation.
Computing Skills	Databases • Use the functionality of the 2Investigate database tool to work with data. • Identify, create and edit records and fields of a database. • Sort, group and arrange information in a database. • Search for information in a database. • Answer questions involving the interrogation of a database. • Add records to a collaborative database. Interrogate the data of a collaborative database. • Design a database with validation included. • Use the query builder to specify conditions for the data returned. • Use conditional operators correctly when building a database query. • Build complex queries across multiple tables to answer questions about the data • Produce automated reports using fields within the data. Concept Maps • Create a concept map using 2Connect. • Add nodes and create linked ideas. • Structure ideas into categories and subcategories. • Move, connect and organise nodes logically. • Adjust their layout, spacing and formatting to improve the clarity of their concept map. • Choose an appropriate map structure for a task. • Refine and improve a concept map to ensure clarity. • Explain the thoughts behind a concept map to an audience.



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	• Present ideas clearly • Review and improve their work based on feedback.
Computing Online Safety	Self-Image and Identity • I can explain how identity online can be copied, modified or altered. • I can demonstrate how to make responsible choices about having an online identity, depending on context Online Relationships • I can give examples of technology specific forms of communication (e.g. emojis, memes and GIFs). • I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault. • I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups). • I can explain how someone can get help if they are having problems and identify when to tell a trusted adult • I can demonstrate how to support others (including those who are having difficulties) online
PE Knowledge Real Gym – Unit 1 Social Complete P.E - Netball	Real Gym Unit 1 Rotation • To know how to use spotting to aid balance. • To know that I must tighten muscles to enable controlled movements. • To know that I must hold apparatus away from body to allow free movement. Balance • To know that I must focus eyes on a fixed point to maintain balance and control • To know that I must hold apparatus away from body to enable fluent movement. • To know that I must keep whole body tight and extended to hold a balance for at least 3 seconds Shape



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- To know that I must use my whole body to create the shape.
- To know that I must tighten stomach to maintain shape.
- To know that I must hold apparatus away from body to enable movement of apparatus.
- To know that I must concentrate on coordination of apparatus with body movements to maintain movement of the apparatus throughout

Flight

- To know that I must decide on footwork pattern and jump before starting.
- To know that I must land through balls of feet with soft knees to absorb impact.
- To know that I must focus on landing spot when landing on apparatus

Rotation

- To know that I must use spotting to maintain balance.
- To know that I must hold body tight and extended to maintain control
- To know that I must choose type of rotation before starting.

Netball

- To know that tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.
- To know that space is an open area on the pitch that is unoccupied by a defender or the defending team. The attacker in possession of the ball needs to identify open spaces to move into, in order to keep the ball away from the defenders.
- To know that passing is a method of sending the ball to our partner or another member of our team, in order to keep possession of the ball
- To know that control means keeping the ball close to us, preventing the defenders from gaining possession.
- To know that we are considered an 'attacker' (referred to as a 'Hero' in this unit) when we or our team are in possession of the ball or in control of the ball. The aim of the game for the attackers is to score a goal or a point.
- To know that we are considered a 'defender' (referred to as 'Villains' throughout this unit) when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring



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PE Skills	Real Gym Unit 1 Perform trickier shapes, balance, travel, flight, rotation skills. Rotation • I can perform individual movements accurately. • I can maintain good body tension and extension throughout. • I can keep apparatus in motion throughout (where appropriate) Balance • I can balance with control (minimum wobble). • I can keep apparatus in motion throughout (where appropriate). • I can hold the balance for at least 3 seconds • I can balance with the supporting body part still. Shape • I can perform accurate shapes. • I can use good body tension to hold the shapes. • I can keep apparatus in motion throughout (where appropriate). Travel • I can perform accurate movement patterns. • I can move with good posture. • I can keep apparatus in motion throughout (where appropriate). Flight • I can perform an accurate movement pattern and preparation phase. • I can create a clear shape during flight. • I can keep apparatus in motion throughout leap/jump. Rotation • I can remain balanced throughout. • I can rotate with control. • I can maintain an accurate shape throughout
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	Netball • To pass, move and shoot accurately and consistently. • To be able to switch fluidly between attack and defence as possession changes. • To begin to understand the different positions, applying their role effectively within the game. • To create, apply, evaluate and improve tactics. • To develop communication skills as they officiate in game based scenarios. • To start to lead their team and manage their games • To challenge self-discipline as they focus on trying their best, even when their team is losing.
Music Knowledge and Skills To learn how to play a brass instrument. With "Music for Life"	• To know what a brass instrument is and how to play simple notes on it. • To know basic notation for reading and playing music. • To play in an ensemble with a small group of children. • To know how to play with increasing accuracy in time with others. • To recognise simple rhythm patterns. • To recall sounds from listening.
French Knowledge KS2 only	• Learn how to recognise, recall and spell the eleven masculine nouns with the indefinite article/determiner for popular food and drink typically offered in a French tea room. • Learn a further nine feminine nouns with the indefinite article/determiner for popular French food and drink. • Learn some transactional language so that they can order what they would like to eat and drink.
French Skills KS2 only	• Recognise the phonemes – ou, on ,ch, oi, i, in, ique, ille, é, è, e, eau, eux, qu, gne, ç, en, an. • Listen and show understanding of familiar phrases and sentences. • Demonstrate understanding of gender. • Use a dictionary to look up whether nouns are masculine or feminine.



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	Use a range of strategies to determine the meaning of new words (cognates, context, etymology).	
	National Curriculum End of key Stage 1/2 Pupils should be able to:	Progression Statements Taken from Schemes of Work e.g. Kapow
Were the Vikings raiders, traders or something else?		
History Knowledge	- To understand that historical periods have characteristics that distinguish them. - To understand how to represent a scale on a timeline. - To understand how to create their own timeline selecting significant events. - To know that change can be brought about by conflict. - To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. - To understand that different empires have different reasons for their expansion. - To understand that there are changes in the nature of society. - To know that there are different reasons for the decline of different empires. - To understand there are increasingly complex reasons for migrants coming to Britain. - To understand that migrants come from different parts of the world. - To know about the diverse experiences of the different groups coming to Britain over time. - To be aware of the different beliefs that different cultures, times and groups hold. - To be aware of how different societies practise and demonstrate their beliefs. To be able to identify the impact of beliefs on society. - To understand the changes and reasons for the organisation of society in Britain. - To know that trade routes from Britain expanded across the world. - To understand that the expansion of trade routes increased the variety of goods available. - To understand that the methods of trading developed from in person to boats, trains and planes.	



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	• 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. • To understand that people in the past were as inventive and sophisticated in thinking as people today. • To understand the impact of war on local communities. • To know some of the impacts of war on daily lives. • To be able to identify the achievements of civilisations and explain why these achievements were so important.
History Skills	• Putting dates in the correct century. • Using the terms AD and BC in their work. • Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age. • Developing a chronologically secure understanding of British, local and world history across the periods studied. • Placing the time, period of history and context on a timeline. • Relating current study on timeline to other periods of history studied. • Making links between events and changes within and across different time periods / societies. • Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. • Comparing significant people and events across different time periods. • Recognising primary and secondary sources. • Using a range of sources to find out about a particular aspect of the past. • Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. • Suggesting explanations for different versions of events. • Identifying how conclusions have been arrived at by linking sources. • Understanding that different evidence creates different conclusions. • Planning a historical enquiry.



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	• Suggesting the evidence needed to carry out the enquiry. • Creating a hypothesis to base an enquiry on. • Asking questions about the interpretations, viewpoints and perspectives held by others. • Using different sources to make and substantiate historical claims. • Recognising 'gaps' in evidence. • Identifying how sources with different perspectives can be used in a historical enquiry. • Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. • Interpreting evidence in different ways using evidence to substantiate statements. • Making increasingly complex interpretations using more than one source of evidence. • Challenging existing interpretations of the past using interpretations of evidence. • Making connections, drawing contrasts and analysing within a period and across time. • Reaching conclusions which are increasingly complex and substantiated by a range of sources. • Evaluating conclusions and identifying ways to improve conclusions. • Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. • Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. • Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. • Using evidence to support and illustrate claims.	
Drawing – Depth, Emotion and Movement Art Knowledge	• To apply an understanding of expressive and gestural lines to capture movement. • To understand how lines and marks can communicate emotion.	<u>Knowledge of artists:</u> 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. Discussing how artists create work with the intent to create an impact on the viewer.



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	• To understand how artists use mark making and shading to create depth.	Considering what choices can be made in their own work to impact their viewer.
Art Skills	• To understand how artists use mark making and shading to create depth. • To apply an understanding of composition to plan a print.	<u>Generating ideas:</u> Developing ideas more independently from their own research. Exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. <u>Using sketchbooks:</u> Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. <u>Making skills:</u> Working with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Creating in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. <u>Evaluating and analysing:</u> Discussing the processes used by themselves and by other artists and describing the particular outcome achieved.



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		Considering how effectively pieces of art express emotion and encourage the viewer to question their own ideas. Using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
RHE/PHSE/SMSC (Relationships and Health Education)	• Module 1: Created and Loved by God, • Personal identity and uniqueness. • Appreciating gifts and talents. • Feelings and emotional wellbeing. • Growth mindset and resilience. • Understanding that every person has dignity and value.	
Mental Health and Wellbeing Safeguarding Curriculum Links	• Physical and emotional changes during puberty; hygiene and self-care • Understanding self-esteem, identity and uniqueness; recognising influences on self-image • Fire Safety Visit	



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