# St. Anne's Catholic Academy
# Curriculum Information
# Year 5
# Autumn Term

| Subject | The children will learn about… | The children will learn to… | Spiritual, moral, social and cultural values will be promoted by… | Key skills… |
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| **ENGLISH** | **A range of genres and texts including the following:**<br><br>Beowulf<br><br>Nelson Mandella<br><br>The Titanic<br><br>Haiku Poetry | • Use commas to separate clauses and for ambiguity.<br>• Use descriptive words and phrases to engage reader<br>• Use expanded noun phrases to describe characters and setting.<br>• Identify and use similes, metaphors and personification to describe characters.<br>• To use a range of conjunctions to add more detail.<br>• To use a wide range of punctuation- brackets, dashes, commas, exclamation marks, ellipsis<br>• To use and accurately punctuate speech<br>• To identify and use direct and indirect speech<br>• Use and identify past, present and future tense<br>• Ensure correct subject and verb agreement<br>• Proof read and edit their work.<br>• Use of subheadings for paragraphs and organization of writing<br>• Expanded noun phrases to convey complicated information concisely.<br>• To use formal language including technical/factual vocabulary<br>• To use brackets to show parenthesis<br>• To use a comma after fronted adverbial<br>• To use relative clauses to add more information | • Spiritual development in English involves the children acquiring insights into their own personal existence through literacy appreciation and analysis.<br>• Through empathy with characters children develop a growing understanding of how ideology contributes to personal identity.<br>• Moral development in English involves children exploring and analysing appropriate texts which gives them with the knowledge and ability to question and reason, which will enable them to develop their own value system and to make reasonable decisions on matters of personal integrity.<br>• Social development in English involves children reading novels and short stories that offer perspectives on society and the community and their impact on the lives of individuals.<br>• Cultural development in English involves short stories, reports and plays being selected which encourage children to empathise with the feelings and experiences of others in order to develop their understanding of other people's attitudes, feelings, ideas and behaviour. | • To understand the events in a story.<br>• To empathise with characters from a story.<br>• To retell a legend<br>• In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action.<br>• Use a range of devices to build cohesion within and across paragraphs.<br>• To identify & understand the features of a newspaper article.<br>• Plan writing by identifying the audience and purpose of the writing, selecting the appropriate form.<br>• Draft and write by selecting appropriate grammar and vocabulary.<br>• To effectively research information.<br>• To plan a biography including the relevant features.<br>• To use descriptive devices to enhance my writing.<br>• Plan writing by identifying the audience and purpose of the writing, selecting the appropriate form.<br>• Draft and write by selecting appropriate grammar and vocabulary.<br>• To edit and improve my writing.<br>• To identify and understand the features of a non-chronological report and biography |

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| | | • Choose and use words and phrases to engage reader<br>• To identify and use main & subordinate clauses<br>• To identify and use causal conjunctions<br>• To use a thesaurus to find effective synonyms<br>• To know the different noun groups<br>• To use modal verbs to indicate certainty<br>• To show Parenthesis, using brackets, dashes and commas<br>• Adverbs of possibility & frequency | | |
| **MATHS** | **Numbers and Place Value**<br><br><br>

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| | **Multiplication and Division** | • Calculate multiples<br>• Calculate factors<br>• Identify common factors<br>• Identify prime numbers<br>• Identify square numbers<br>• Identify cube numbers<br>• Multiply and divide by 10,100 and 1000<br>• Multiples of 10,100 and 1000 | | • Calculating multiples and factors<br>• Identifying certain numbers<br>• Multiplication and division |
| **RE** | **Creation**<br><br>**Miracles and the sacrament of the sick** | • They will recognise some God given talents and be able to explain reasons for praising God the creator.<br>• Compare the two stories of Creation from the Book of Genesis.<br>• They will understand the need to acknowledge and respect the image and likeness of God in others and how the teaching of Jesus in the Beatitudes is a challenge to do this.<br>• Understand how the story of creation is a way of explaining the reality of God as a creator rather than just a historic rendering of the act of creation.<br><br>• Recall one miracle of Jesus and know that the Sacrament of the Sick is an important celebration for those who are ill.<br>• The change Jesus brought to the lives | • Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.<br>• Sense of enjoyment and fascination in learning about themselves, others and the world around them.<br>• Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England<br>• Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds. Understanding and appreciation of the range of different cultures | • Know the parts of the Bible<br>• Be able to find bible references<br>• Make comparisons<br>• Understand what the message is behind stories in the Bible<br>• Discuss the fact that different religions have different stories of creation.<br><br>• have a greater understanding of the change Jesus brought to the lives of people through his miracles.<br>• discuss the important work of the Church today in caring for the sick and will be able to recognise the importance of some pilgrimages for those who are ill. |

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| | **Advent**<br><br>**Christmas** | of people through his miracles.<br>• They will be able to discuss the important work of the church today in caring for the sick and will be able to recognise the importance of some pilgrimages for those who are ill.<br><br>• Know that Advent is a time of preparation for Christmas and Jesus to come again.<br>• Know that Christians prepare to remember the first Coming of Christ and prepare for his Second Coming during Advent.<br>• They will know and discuss the messages of those who have proclaimed the coming of Christ.<br>• Understand that John the Baptist's message of preparation can help Christians to prepare for Chris to come again.<br><br>• Know the main features of the Christmas story.<br>• Understand some of the difficulties faces by the different characters in the story.<br>• Ask deeper questions about the actions of Herod and why he was so opposed to the birth of this special child. | within school and further afield as an essential element of their preparation for life in modern Britain. | • Be able to discuss how people prepare for the coming of God<br>• Compare this to how people in the past prepared for the coming of God. E.g. John the Baptist, three kings, Mary<br>• Understand the importance of baptism, welcoming people into God's family.<br><br>Consider and debate the difficulties faced by different people in the story of Christmas<br>Debate the feelings of King Herod and consider why he may have felt a certain way.<br><br>Group work/ collaboration Reflection Discussion<br>Reading and research skills Empathetic writing Collective worship<br><br>school masses/ year group masses in the church |

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| **PE** | **Dance**<br><br>**Gymnastics** | • To know different styles of dance:<br>• To know how dances can be adapted using space rhythm & expression<br>• To know relevant dance terminology: space. rhythm and expression.<br>• To know degrees of turns<br>• To know how to use counts of 8 to keep time.<br>• To know some dance terminology: explosive action.<br>• To know different types of jumps: | • Co-operation, teamwork, competition, rules, self-discipline and fair play.<br>• Individual activities that provide the opportunity for self-reflection, awareness and challenge. | • Perform different styles of dance fluently and clearly<br>• Refine & improve dances adapting them to include the use of space rhythm & expression<br>• Worked collaboratively in groups to compose simple dances<br>• Recognise and comment on dances suggesting ideas for improvement<br>• Using professional examples to inspire ideas for explosive action. |

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| | **Gymnastics** | • To know what makes an effective performance.<br>• To know what makes effective teamwork.<br><br>• To know what makes an effective leader in a team performance.<br>• To know relevant dance terms: symmetry, asymmetry, travel, timing, flow, flexibility, balance, strength and control<br>• To know how to perform basic movements safely<br>• To know why we need to warm up our bodies and stretch before gymnastic activities.<br>• To know some more complex actions, shapes and balances:<br>• To know how to provide effective feedback about a gymnastic performance.<br>• To know relevant gymnastics vocabulary:<br>• Pathway sequence, asymmetrical balances. | | • Owning and exploring new movement possibilities.<br>• Work with devices to add interest to action and explore different types of jumps.<br><br>• Create longer and more complex sequences and adapt performances<br>• Take the lead in a group when preparing a sequence<br>• Develop symmetry individually, as a pair and in a small group<br>• Compare performances and judge strengths and areas for improvement<br>• Select a component for improvement. For example—timing or flow<br>• Take responsibility for own warm-up including remembering and repeating a variety of stretches<br>• Perform more complex actions, shapes and balances with consistency<br>• Use information given by others to improve performance<br>• Remember and repeat longer sequences with more difficult actions. |
| **ICT** | **<u>Computer systems and networks</u>**<br><br>**<u>System and searching</u>** | Develop an understanding of computer systems and how information is transferred between systems and devices.<br><br>Consider small-scale systems as well as large.<br><br>Explain the input, output and process aspects of a variety of different real-world systems.<br><br>Discover how information is found in the World Wide Web, through learning how search engines work (including how they rank results) and what influences searching and through comparing | • Children are encouraged to promote good etiquette when using digital technology with strong regard to e-safety<br>• Children are encouraged to cooperate with each other and listen to each other's ideas and opinions.<br>• They evaluate how things work and how they could change the instructions to make them work more effectively.<br>• Children develop and demonstrate skills (in programming) and attitudes that will allow them to participate fully in, and contribute positively, to life and work in modern Britain. | • I can explain that systems are built using a number of parts<br>• I can describe the input, process, and output of a digital system<br>• I can explain that computer systems communicate with other devices<br>• I can identify tasks that are managed by computer systems<br>• I can identify the human elements of a computer system<br>• I can explain the benefits of a given computer system<br>• I can make use of a web search to find specific information<br>• I can refine my web search<br>• I can compare results from |

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| | | different search engines. | | different search engines |
| | **Creating media Video production** | Create short videos by working in pairs or groups.<br><br>Exposed to topic-based language and develop the skill of capturing, editing and manipulating video.<br><br>Step-by-step support to take their ideas from conception to completion.<br><br>To reflect on and assess their progress in creating a video. | | • I can explain that video is a visual media format<br>• I can identify features of videos<br>• I can compare features in different videos<br>• I can identify and find features on a digital video recording device<br>• I can experiment with different camera angles<br>• I can make use of a microphone<br>• I can suggest filming techniques for a given purpose<br>• I can capture video using a range of filming techniques<br>• I can review how effective my video is |

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| | | | • Children learn the skills of creating a program and detecting where there is a problem and how they are going to resolve it. | passwords and to keep them secure have some understanding of how encryption works on the web. |
| **MFL** | **French**<br><br>**Phonetics lessons**<br><br>**Range or core vocabulary lessons** | • I know the sounds for 'ch, oi, ou<br>• I can cofidently say and write the french sounds learnt in sessions<br>• Know basic classroom instructions – sit down, pens away, open your book.<br>• Know the names of classroom objects.<br>• Know the vocabulary for school uniform.<br>• Know how to use time to describe a school timetable.<br>• Know the days of the week in French<br>• I can say and write the days of the week in French<br>• I know numbers 1-10 in French both verbally and written<br>• I know the number 1-20 in French<br>• Know months of the year in French<br>• I can name and discuss favourite fruits in French<br>• I can discuss likes and dislikes and share these with the class<br>• I can turn singular to plural<br>• I can express preferences<br>• | • Pupils get a sense of fascination about linking their own language to another language and exploring the new words and phrases.<br>• Pupils get excited about learning a new language.<br>• Pupils recognise the importance of learning a MFL from another country to enable them to respect how difficult it is when people visit Britain and try to speak a new language.<br>• Pupils learning to take the risk of making mistakes and appreciating that other pupils are attempting to speak another language.<br>• In learning a MFL from another culture pupils begin to appreciate the similarities and differences between France and Britain. | • Ask and answer questions, express opinions and respond to those of others using the vocabulary they have acquired<br>• Speak in sentences using familiar vocabulary, phrases and basic language structures.<br>• Pronounce and intone words accurately.<br>• Use a dictionary to find meanings of new words.<br>• Listen to and find errors in verbal pronunciation<br>• Respond to listening activities<br>• Complete written activities<br>• Complete verbal (spoken activities) with partners, independently and in groups |

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| **Music** | **Livin' on a prayer**<br><br>**Classroom Jazz 1** | • Listen & Appraise: Livin' On A Prayer (Rock) with a focus on its structure<br>• Consider instruments/voices you can hear: Lead vocal, electric guitar, bass guitar, drums, keyboard.<br>• Find and maintain the pulse as you are listening<br>• Critically discuss questions such as: Is the tempo fast, slow or inbetween? Dynamics? Texture?<br>• Musical Activities using Glockenspiel and/or recorders Warm-up games play and copy back using up to 3 notes – G, A + B.<br>• Sing in unison<br>• Perform and peer assess eachother's work | • Common goal of making music, work together effectively with others and build good relationships<br>• Build self-confidence<br>• Participation in successful public musical performances<br>• Listening, creating or performing music can sometimes be a moving and even spiritual experience.<br>• Reflect on the important effect that music has on people's moods, senses and quality of life.<br>• Encounter music from many cultures and, through their growing knowledge<br>• Understanding of the music, develop more positive attitudes towards other cultures and societies. | • To identify and move to the pulse with ease.<br>• To think about the message of songs.<br>• To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.<br>• Listen carefully and respectfully to other people's thoughts about the music.<br>• Use musical words when talking about the songs.<br>• Talk about the music and how it makes you feel, using musical language to describe the music.<br>• Find the pulse<br>• Lead the class by inventing rhythms for others to copy back<br>• To demonstrate a good singing posture.<br>• To follow a leader when singing.<br>• To listen to each other and be aware of how you fit into the group.<br>• To sing with awareness of being 'in tune'. Play a musical instrument with the correct technique within the context of the Unit song.<br>• To rehearse and perform their part within the context of the Unit song. |

# Year 5 - Anglo-Saxons

**This half term I will learn the following skills and knowledge:**

| Geography | History |
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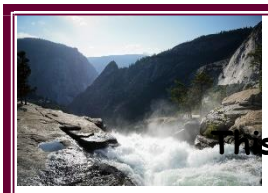
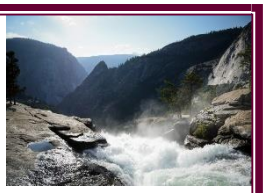
| **Knowledge**<br>To know where Denmark is.<br>To know where Mercia, Wessex and Sussex are on a map.<br>To know key cities named after Anglo-Saxon settlers.<br>To know the significance of Lindisfarne and where it is located.<br>To identify the human and physical characteristics of key locations.<br>To know that the physical features affect the human activity within a location.<br>To know why many of the Anglo-Saxons remained in Britain. | **Knowledge**<br>To know by around 410AD the Romans left Britain.<br>To know the Romans leaving Britain left them vulnerable to invasion.<br>To know who the Anglo Saxons are and where they came from.<br>To know who Hengst and Horsa are and their significance.<br>To know why the Angles and Saxons invaded Britain.<br>To know what life was like for an Anglo Saxon child.<br>To know that in 600AD most British people were taken as slaves.<br>To know how life in Roman Britain differed to life in Anglo-Saxon Britain. |
| **Skills**<br>To locate Denmark on a map and Google Earth.<br>To locate Mercia, Wessex and Sussex on a map.<br>To use maps and atlases to locate key towns that were named after the Anglo-Saxon's settled.<br>To locate Lindisfarne on a map.<br>To use maps of Britain to establish the routes taken by the invaders.<br>To describe and understand key aspects of human geography including settlements. | **Skills**<br>To place the Anglo-Saxon invasion and settlement on a timeline.<br>Describe the main changes in a period of history.<br>To reflect on moral, social, and cultural issues, using imagination to understand other people's experiences.<br>To debate the moral issues and justification of invading another country.<br>To research using a range of sources.<br>To ask and answer historical questions.<br>To make comparisons between the life of an Anglo Saxon child and the life of a child today. |
| **Art** | **Technology** |
| **Knowledge**<br>To become familiar with some pieces of art within the Benedictional of St Aethelwold book.<br>To know that these pieces of art are all surrounded by florid borders.<br>To know the techniques used to decorate the first Anglo Saxon bibles.<br>To confidently name primary and secondary colours.<br>To know how to create different effects using a variety of paint brushes. | **Knowledge**<br>To know the diet of Anglo Saxons.<br>To know that the seasons may affect the food available.<br>To know alternatives for sugar used by Anglo Saxons.<br>To know how to follow a recipe accurately.<br>To demonstrate basic knowledge of food hygiene.<br>To know how to use utensils and equipment including heat sources to prepare and cook food.<br>To know how to store food correctly. |
| **Skills**<br>Use a sketchbook to develop and improve ideas.<br>To ask questions and make thoughtful observations about the Benedictional St Aethelwold artwork.<br>To work on a sustained piece of work and review and refine to improve.<br>To select brushes appropriate for tasks.<br>To use different brush marks and strokes for effect. | **Skills**<br>To design, make and evaluate a simple Anglo Saxon menu ensuring a balance of ingredients.<br>To select and use appropriate utensils and equipment accurately.<br>To weigh and measure ingredients accurately.<br>To apply the rules for basic food hygiene.<br>To evaluate the final product against the design brief. |



# Year 5 - Rivers



**This half term I will learn the following skills and knowledge:**

| Geography | History |
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| **Knowledge**<br>To know how to use maps, atlases, globes and digital/computer mapping to locate rivers within cities and counties in the UK, countries in the continents around the world.<br>To name some of the main rivers in the UK and worldwide and know where they are located.<br>To know the impact on communities of natural disasters.<br>To know about the flooding and the effect of the bridge collapse on the community of Worthington.<br>To know the importance of the River Ganges and where it is located.<br>To know that settlements formed around the course of different rivers for social and economic reasons. | **Knowledge**<br>To know why settlers throughout history have chosen to settle near rivers.<br>To know how these settlements have evolved over time.<br>To know how to critically research.<br>To know the impact that humans are having on rivers today.<br>To know the history of the River Trent and its uses.<br>To know the causes and consequences of the 2004 Indian Ocean tsunami. |
| **Skills**<br>To locate rivers and the cities/countries/continents they are in using maps, atlases, Google Earth.<br>To describe how rivers are formed using evidence from previous knowledge and research.<br>To understand how the journey of the river progresses from source to mouth; the process of the water cycle.<br>To describe and understand how settlements formed around rivers. | **Skills**<br>To critically research.<br>To explain why settlers throughout history have chosen to settle near rivers.<br>To explore both sides of an argument and back up their opinions with evidence.<br>To understand the impact humans are having on rivers today.<br>To analyse how humans, adapt and change their lives in reflection of natural disasters. |
| **Art** | **Technology** |
| **Knowledge**<br>To know who Monet is and the main events in his life.<br>To know the inspiration and techniques behind his water lilies series.<br>To know what the impressionist movement was.<br>To know what 'perspective' is.<br>To identify primary and secondary colours. | **Knowledge**<br>To know the function and use of a bridge.<br>To know the best materials for bridge building.<br>To name significant bridge designs and bridge designers.<br>To know how bridges are constructed.<br>To know what structures are and how they can be made stronger, stiffer and more stable. |
| **Skills**<br>Ask questions and make thoughtful observations about pieces of art.<br>To create a piece of art inspired by Monet.<br>To create the illusion that objects are overlapping.<br>To select brushes appropriate for tasks.<br>To use different brush marks and strokes for effect.<br>To use scale to show perspective.<br>To mix tints and shades fit for purpose.<br>To work on a sustained piece of work and review and refine to improve. | **Skills**<br>To investigate and evaluate a range of existing frame structures.<br>To develop a clear plan and suggest alternative methods of making if the first attempts fail.<br>To measure and mark out accurately.<br>To use craft knives and junior hacksaws to cut straws, dowel and wood safely and accurately.<br>To join with accuracy to ensure a good quality finish to the product.<br>To evaluate the product against the original design specification. |

# Year 5 - Properties and change of materials

**This half term I will learn the following skills and knowledge:**

| Science | |
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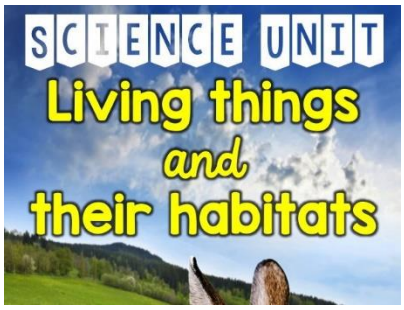
| **Knowledge** | **Skills** |
| To know the different uses of different materials based on their properties<br><br>To know what materials are thermal conductors and insulators<br><br>To know which materials dissolve to form a solution<br><br>To know the difference between reversable change and irreversible change<br><br>To know that some materials are better conductors than others.<br><br>To know the difference between melting and dissolving<br><br>To use knowledge of solids, liquids and gases to decide how mixtures might be separated including through filtering, sieving and evaporating. | To compare and group materials according to their properties<br><br>To sort materials according to their properties (hardness, solubility, transparency and conductivity)<br><br>To plan and investigate an experiment to find the best electrical conductor<br><br>To plan and investigate an experiment to find the best thermal conductors and insulators<br><br>To give reasons, based on evidence from comparative and fair tests, for particular uses of everyday materials<br><br>To investigate factors which effect the speed of dissolving<br><br>To describe the new materials created in irreversible chemical changes<br><br>To identify different ways materials can be mixed together |

# Year 5 - Living things & their habitats




**This half term I will learn the following skills and knowledge:**

| Science | |
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| **Knowledge** | **Skills** |
| To know about the reproduction process in plants.<br><br>To know about the reproduction process in animals.<br><br>To know the lifecycles of different mammals.<br><br>To identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.<br><br>To know about Jane Goodall's work with chimpanzees.<br><br>To know that the lifecycle of an amphibian is different to the lifecycle of an insect.<br><br>To know that a lifecycle of a mammal is different to the lifecycle of an amphibian, an insect and a bird.<br><br>To know that the life cycles of a plant is different to the lifecycle of a mammal, amphibian, insect and a bird. | To describe the life process of sexual reproduction in some plants.<br><br>To describe the life process of sexual reproduction in some animals.<br><br>To describe the life cycle of a mammal by exploring the life cycles of mammals in different habitats.<br><br>To describe the life process of sexual reproduction in mammals.<br><br>To explore Jane Goodall's work with chimpanzees.<br><br>To explain what Jane Goodall discovered about chimpanzees.<br><br>To describe the differences in the life cycles of an amphibian and an insect by exploring complete and incomplete metamorphosis.<br><br>To compare the life cycles of amphibians and insects.<br><br>To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.<br><br>To compare the life cycles of plants, mammals, amphibians, insects and birds. |