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

Subject	The children will learn about…	The children will learn to…	Spiritual, moral, social and cultural values will be promoted by…	Key skills…
ENGLISH	**A range of genres and texts including the following:** The Titanic Journey tothe River Sea Orion Lost Macbeth	• Write using past tense, using correct tense throughout the piece of writing. • To write in the first person • To use dashes and commas to indicate parentheses • To identify and use Informal language • To understand and write in chronological order • To improve vocabulary through finding interesting synonyms • Ensure correct use of full stops for abbreviations and to indicate the end of a sentence. • To use commas after clauses. • To use commas to separate items in a list and non - restrictive clauses. • Using exclamation and question marks to add interest to sentences • To use subheadings or organise writing • To be able to organising paragraphs around a theme. • To examine sentence types - statement, command, questions and exclamations • To include questions to engage the reader • To use a colons for a list • To separate items in a list and non-	• Spiritual development in English involves the children acquiring insights into their own personal existence through literacy appreciation and analysis. • Through empathy with characters children develop a growing understanding of how ideology contributes to personal identity. • 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. • 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. • 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	• To produce a recount in the form of a diary. • To form a clear chronological description of events that show the writers perspective. • To engage the reader through using a variety of sentence types including exclamations, questions. • To use active and passive voice. • To draft, edit and improve my writing. • To research using the internet and make accurate and precise notes • To produce a factorial accurate non-chronological report with a clear structure. • To use an appropriate title and sub-headings. • To include formal and technical language. • To engage the reader through using a variety of sentence types including exclamations, questions. • To use active and passive voice. • To draft, edit and improve writing. • To identify & understand the features of a newspaper article. • To understand the events in a story. • To empathise with characters from a story. • To use descriptive devices. • Plan writing by identifying the audience

		restrictive clauses. • To use modal verbs to indicate possibility • Use g a comma after a fronted adverbial • Inverted commas • To identify and use imagery techniques including: alliteration, similes and metaphors • Write Complex noun phrases to add detail • Use a dictionary/spellchecker to check spellings when unsure • Proofread/edit and re-draft work • Widen range of Vocabulary choices.	attitudes, feelings, ideas and behaviour.	and purpose of the writing, selecting the appropriate form. • Draft and write by selecting appropriate grammar and vocabulary. • Use a range of devices to build cohesion within and across paragraphs. • To add description to my writing, including; alliteration, expanded noun phrases, similes and onomatopoeia. • To use role play to support me in writing my own play script that includes; dialogue, stage directions, brackets, punctuation used effectively, cast list/props/costumes, consider how the play will be performed and use of language. • To write a diary entry using first person, past tense, feelings/emotive language, paragraphs. • To use the features of speech in my writing. • To use the features of a letter in my writing.
MATHS	**Fractions**	• Calculate equivalent fractions • Convert improper to mixed number fractions • Convert mixed number to improper fractions • Complete fraction sequences • Compare and order fractions below 1 • Compare and order fractions above 1 • Add and subtract fractions • Add fractions within 1 • Add 3 fractions • Add mixed number fractions • Subtract fractions • Subtract mixed number fractions • Subtract fractions breaking the whole • Multiply fractions by an integer • Multiply mixed number fractions by an integer • Calculate fractions of amounts	• Children continue to enjoy contextual mathematical lessons. • Children investigate different number sequences and where they occur in the real world. • Children will look at moral issues raised from a question and will investigate, often using statistics to find an answer.	• Converting fractions • Adding fractions • Subtracting fractions • Multiplying fractions • Order fractions • Compare fractions • Multiplying using the column method • Multiplying using the area method • Divide using short division

	Multiplication and division	• Multiply 4 digit by 1 digit • Multiply 2 digit by 2 digit using the area method • Multiply 2 digit by 2 digit • Multiply 3 digit by 2 digit • Multiply 4 digit by 2 digit • Mivide 4 digit by 1 digit • Divide with remainders •		

	Decimal and percentages **Area & Perimeter**	• Decimals up to 2 d.p. • Decimals as fractions • Understanding thousandths • Thousands as decimals • Rounding decimals • Order and compare decimals • Percentages as decimals and fractions Equivalent fractions, decimals and percentages • Measure perimeter • Calculate perimeter • Area of rectangles • Area of compound shapes • Area of irregular shapes		• Identify place value of tenths, hundredths and thousandths • Converting decimals • Rounding • Ordering and comparing Understanding percentages • Measuring of perimeter and area • Calculation of missing values
RE	**Parables and Sayings of Jesus** **Baptism**	• Understand that the Kingdom of God was part of the language Jesus used to explain his preaching about welcoming and accepting God's presence through him. • Be able to think of some ways in which the church lives out this teaching of Jesus. • To explain through discussion and written work the challenge that Jesus' teaching offers • To think about some of the consequences of responding to it. • Reference Gospel accounts of the Baptism of Jesus • Describe, sequences and explain the signs, symbols and actions of the Sacrament of Baptism • Ask deeper questions about the meaning of Baptism and the symbols within the sacrament • Recognise a number of reasons why	• 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. • Sense of enjoyment and fascination in learning about themselves, others and the world around them. • 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 • 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 within school and further afield as an essential element of their preparation for life in modern Britain.	• Discussions • Debates • Making comparisons • Inferencing life lessons from parables Group work/ collaboration Reflection Discussion Reading and research skills Empathetic writing Collective worship school masses/ year group masses in the church

		this sacrament is so important to people • Recall some of Jesus' teaching in the parables • Know that parables contain messages about living as followers of Christ today		

	Lent **Holy Week**	• Know that Lent is a season of change for Christians to become more like Christ and the reasons which motivate them. • Understand that Christ is the model and examples by which Christians try to live. • Develop a greater understanding of things that damage relationships and the evil consequences of giving into temptations • Think of reasons why Christians would want to experience and receive forgiveness of God in the Sacrament of Reconciliation. • Develop knowledge of the story of Holy Week. • Will be able to understand why his death was necessary. • Discuss and write about some of the important places and people in Jerusalem at this time. Know the story of the Passover and recognise key links between the story, the Last Supper and the celebration of mass.		
PE	**Athletics**	• - To know how to co-ordinate the speed bounce always landing two feet with some speed and control. • - To complete each test with confidence, measure	• Physical education lessons have teamwork, self-reflection,	• Link together a range of skills and use in combination • Collaborate with a team to choose,

		and record one another's scores accurately and support others when attempting tests. • - To know to improve my speed by pumping my arms fast when sprinting. • - To know to compete with determination, confidence and encourage others and record my own result. • - To compare and improve my performance to get two or more Personal Bests.		use and adapt rules in games • Recognize how some aspects of fitness apply to cricket, e.g. power, flexibility and cardiovascular endurance

	Netball (NBLT) **Handball** **Tag Rugby (NBLT)**	• - To know to pass a ball in a variety of ways with control. • - To know to perform a stop and pivot when receiving a ball with some control. • - To dodge into a space and attempt to receive a ball. • - To know to mark their player and stop them getting the ball. • - To know to place their hand under the ball and support it with the other when shooting. • - To know to react and keep on their toes. • - To know to sometimes react to snatch the ball in a 'toss up.' • - To know three step rule including bounce • - To know how to defend and prevent attacks by blocking and intercepting • - To know how to pass and move the ball to set up attacks • - To know the rules of handball and implement into play • - To know how to play effectively in different positions • - To know how to increase the power and strength of passes, moving the ball over longer distances • To know to attempt to tag a player using either hand when moving. • - To know to sometimes choose a pathway to move with the ball past defenders. • - To know to pass a ball backwards or sideways with some control and accuracy (both sides of body). • - To know to pass a ball backwards or sideways with some control and accuracy when moving (both sides of body). • - To know to sometimes choose the right time to pass and offer support to teammates. • - To know to listen to others, express their own ideas and work well with others tactically. •	aspirations to improve performance, rules, sportsmanship and etiquette and appreciation of sports from other countries. • Allowing pupils reflection time to evaluate their experiences allows them to build a positive mind set and promotes progression. • Pupils will also see the sense of awe and wonder when observing elite performances from professional athletes and their peers.	<u>Netball</u> To be able to use specific netball skills in games, for example, confidently doing the following: pivoting, dodging, completing a bounce pass as well as any previously learnt skills To begin to play efficiently in different positions on the court in both, attack and defense Increase power and strength of passes <u>Handball</u> Confidently use specific handball skills in a game, for example: dribbling and blocking Play effectively in different positions on the court in both attack and defense Increase power and strength of passes Use a wide range of handball rules consistently Tag Rugby Combine basic tag rugby skills such as catching and throwing Select and implement appropriate skills during a game Begin to play effectively when attacking and defending Increase power and accuracy of passes

ICT	**Programming A Selection in physical computing** **Data and information Flat-file database**	• Use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. • Introduction to a microcontroller (Crumble controller) and learn how to connect and program it to control components (including output devices — LEDs and motors). • Introduction to conditions as a means of controlling the flow of actions in a program. • Design and make a working model of a fairground carousel that will demonstrate their understanding of how the microcontroller and its components are connected, and how selection can be used to control the operation of the model. Throughout this unit, learners will apply the stages of programming design. Investigate how a flat-file database can be used to organise data in records. Use tools within a database to order and answer questions about data. Create graphs and charts from their data to help solve problems. They will also use a real-life database to answer a question, and present their work to others.	• Children are encouraged to promote good etiquette when using digital technology with strong regard to Online Safety • Children are encouraged to cooperate with each other and listen to each other's ideas and opinions.	• I can create a simple circuit and connect it to a microcontroller • I can program a microcontroller to make an LED switch on • I can explain what an infinite loop does ● I can connect more than one output component to a microcontroller ● I can use a count-controlled loop to control outputs ● I can design sequences that use count-controlled loops • I can create a database using cards • I can explain how information can be recorded • I can order, sort, and group my data cards ● I can explain what a field and a record is in a database ● I can navigate a flat-file database to compare different views of information ● I can choose which field to sort data by to answer a given question

				• Collaboratively develop their understanding of e-safety and responsible use of technology.
MFL	**French** **Presenting myself** **Family**	• Know basic greetings in French • Know how to introduce themselves and ask simple questions about how someone is feeling • Know how to say both 'I am and I have' in French • Repeat information (basic details about themselves) in French • Say their nationality in French • Show an awareness that pronunciation changes depending on whether they are a girl or boy • Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns. • Listen attentively and understand more complex phrases and sentences in longer passages in French (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). • Write simple sentences and short paragraphs from memory or using supported written materials. • Know family titles in French • Describe family members •	• Pupils get a sense of fascination about linking their own language to another language and exploring the new words and phrases. • Pupils get excited about learning a new language. • 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. • Pupils learning to take the risk of making mistakes and appreciating that other pupils are attempting to speak another language. • In learning a MFL from another culture pupils begin to appreciate the similarities and differences between France and Britain.	• Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language through songs, rhymes and link the spellings, sound and meaning of words. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Speak sentences, use familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation so that others understand when they ate reading aloud or using familiar words or phrases. • Present information orally to a range of audiences. • Respond to listening activities • Complete written activities • Complete verbal (spoken activities) with partners, independently and in groups

Music	**Make you feel my love** **The Fresh Prince of Bel Air**	• Listen & Appraise: Make You Feel My Love (Pop) • Consider the Structure: Piano intro, verse 1, verse 2, chorus • Consider instruments/voices you can hear: Strings, piano, guitar, bass, drums. • Find and keep the pulse as you are listening? • Consider questions such as: Is the tempo fast, slow or inbetween? Dynamics? Texture? • Musical Activities using glockenspiel and/or recorders Warm-up games play and copy back using up to 3 notes – C, D + E. Bronze: C | Silver: C + D | Gold: C, D + E challenge. • Sing in unison. • Play instrumental parts with the song by ear and/or from notation using the easy or medium part. • Improvise using up to 3 notes • Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.	• Common goal of making music, work together effectively with others and build good relationships • Build self-confidence • Participation in successful public musical performances • Listening, creating or performing music can sometimes be a moving and even spiritual experience. • Reflect on the important effect that music has on people's moods, senses and quality of life. • Encounter music from many cultures and, through their growing knowledge • Understanding of the music, develop more positive attitudes towards other cultures and societies. •	• To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • Use musical words when talking about the songs. • Talk about the music and how it makes you feel, using musical language to describe the music. • Find the pulse • Lead the class by inventing rhythms for others to copy back • To demonstrate a good singing posture. • To follow a leader when singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune'. Play a musical instrument with the correct technique within the context of the Unit song. • To rehearse and perform their part within the context of the Unit song. •

Year 5 - Mexico and the Mayans

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

Geography	History
Knowledge To know where Mexico is in the world. To know the countries that Mexico borders. To know which continent Mexico is on. To know the main rivers and mountains in Mexico. To know facts about Mexico including their food, language, traditions, festivals and landmarks. To know that the world has different time zones. To know the climate in Mexico and how it changes over the different seasons. To know what the Mexican flag looks like and its symbolism. To know the key physical and human characteristics of Mexico. To know that the Maya moved from a hunter lifestyle to a farming lifestyle. To know the farming techniques used by the Maya. To know how tourism has developed to become their main industry.	**Knowledge** To know who the Maya were and when they lived. To know where to place the Ancient Mayan Civilisation in time. To know that the Maya were conquered by the Spanish in 1541AD. To know what the Maya looked like. To know key information about the Mayan way of life – community, religion, number system and daily life. To know the Maya used hieroglyphs to write things down. To know the historical significance of Chichen Itza. To know the significance of the Maya calendar.
Skills To locate Mexico and countries that boarder on a map of the world To locate key places, rivers and mountains on a map of Mexico To use atlases, globes and Google Earth to locate Mexico and Mexico City on a map of Mexico To create a fact file about Mexico To describe the similarities and differences between Mexico and the UK. To research the different areas where the Mayans settled and present my findings. To confidently use geographical vocabulary. To develop informed opinions about a place.	**Skills** To place key events of the Maya civilisation on a timeline. To investigate what happened to the Maya civilisation and then form a conclusion backed up with evidence. To ask and answer questions about the Mayan way of life. To construct Maya words using syllabograms and logograms. To describe why corn is significant and precious to the Ancient Maya people. To describe the legacy of the Ancient Mayan Civilisation. To evaluate historical opinions as to why the Mayans disappeared.
Art	**Technology**
Knowledge To observe features of each design of a mask. To design a Mayan Mask developing ideas in a sketchbook. To use clay to shape, form, model and construct a Mask. To develop skills when using clay, including slabs and slips. To apply colours and patterns to the mask inspired by Thaneeya McArdle. To compare and evaluate the designs and their use of colour.	**Knowledge** To taste test and evaluate by comparing the flavours of Mexican food and state own food preferences. To make and prepare a Mexican dish. To follow a recipe accurately. To use a range of cooking techniques for preparing and cooking Mexican food (accurately weighing and chopping ingredients). To demonstrate good hygiene practice when preparing food.

Skills	**Skills**
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Year 5 - Britain at Play

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

Geography

Knowledge

To know the range of tourist and leisure attractions in the Midlands.
To know how families in Year 5 spend their leisure time.
To know the main OS symbols for leisure and tourist sites.
To know the location and facilities of local leisure centres and gyms.
To know why and when the National Parks were created in the UK.
To know the difference between human and physical geography and how one can influence the other.

Skills

To research and present information about tourist and leisure locations in the Midlands.
To use an atlas to locate and plot tourist and leisure attractions in the Midlands.
To read and give six figure OS grid references.
To ask geographical questions.
To undertake a survey to collect 'leisure time' data.
To present data in an appropriate way.
To draw conclusions from data.
To describe the changes and similarities between leisure time now and in the past (both locally and nationally).
To form and develop opinions about leisure facilities in the local area and suggest improvements.

History

Knowledge

To know 'leisure time' originated during the Victorian era.
To know typical leisure activities undertaken by Victorians.
To know what it would be like for a Victorian child to visit the seaside for the first time.
To know the history of the Wimbledon tennis championships.
To name British winners of Wimbledon-Virginia Wade, Fred Perry and Andy Murray.
To know the history of the Olympic Games.
To know that London hosted the Olympic Games 3 times 1908, 1948 and 2012.
To know that sport forms an important part of British modern day society.

Skills

To place events in a given period in chronological order.
To understand our knowledge of the past is constructed from a range of sources.
To use sources of evidence to deduce information about the past.
To research leisure facilities in Nuneaton and investigate how these have changed over time.
To research the history of the Olympic Games, including London 2012.
To research and present information about the history of the Wimbledon tennis championships and explore how it has changed over time.
To debate the cost and benefit to a country of hosting an Olympic Games.

Art

Knowledge

To know who Henri Matisse is and the style of art he is famous for.
To know Matisse's artistic influences.
To know the historical and cultural development of various art forms.
To know the differences between modern and classic art.
To name different types of paint and know their properties.

Skills

To evaluate Henri Matisse's 'The Fall of Icarus' using the language of art.
To develop ideas using a sketchbook.
To explore printing with a range of materials.
To use printing to create different textural effects.
To overlay prints with other media to create texture.
To use a graphics package to import, create or manipulate images.

Technology

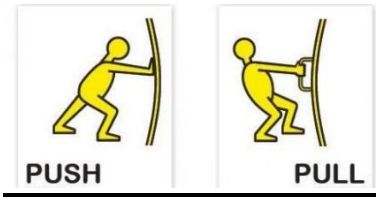
Knowledge

To know when kites were first invented and the materials used.
To know what materials are used to create a modern-day kite.
To know how to construct a kite by following instructions.
To know what structures are and how they can be made stronger, stiffer and more stable.
To know and use relevant technical vocabulary.

Skills

To design, make and evaluate a kite for the purpose of play.
To generate, develop and model innovative ideas through discussion, prototypes and annotated sketches.
To form a clear plan including a step by step list of what needs to be done and lists of resources to be used.
To competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.
To use suitable finishing and decorative techniques.
To evaluate the finished kites against design specification identifying strengths and areas for development and carrying out appropriate tests.

Year 5 – Forces

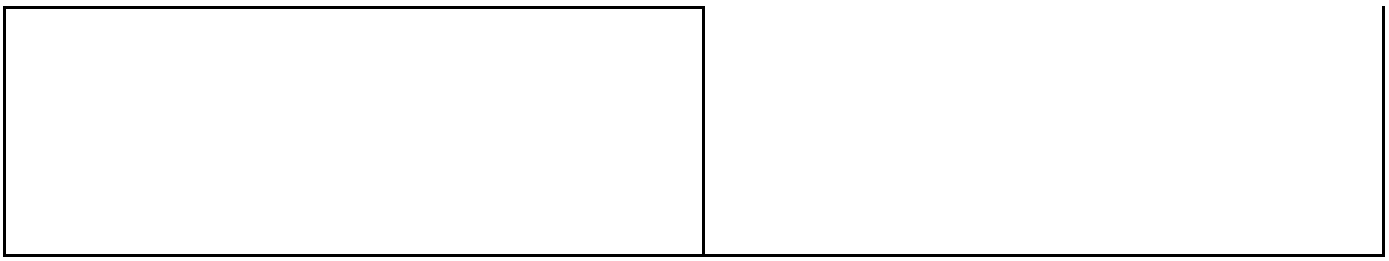


This half term I will learn the following skills and knowledge:

Science	
Knowledge	**Skills**
To identify and name forces acting on an object To know the difference between a push and a pull force To know the effect of gravity on unsupported objects To know Isaac Newton helped develop the theory of gravity. To know how air resistance affects moving objects To know the effects of water resistance To know the effects of friction on a moving vehicle To know how different mechanisms work To know that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect by exploring and by designing a simple mechanism.	To explain how different forces act on objects. To accurately measure the force of gravity pulling on objects To investigate the effects of air resistance Investigate the best parachute to slow a person down. Plan and conduct an investigation into the effects of air resistance To identify streamlines shapes To identify the effects of water resistance by creating and racing streamlined boats To investigate the effects of friction on a moving vehicle To investigate the effects of friction created by different materials To recognise and control variables in an investigation To identify the effects of friction by investigating brakes To identify a simple mechanism To design my own mechanism for a given purpose

Year 5 Spring 2

Science

Animals Including Humans

Science	
Knowledge	**Skills**
I know the 6 stages of human development. I know the changes the human body goes through as an adult develops to old age I know the development of babies in their first year I know what is meant by the terms 'line graphs' and 'bar charts' I know what is meant by the term 'puberty' I know what is meant by the term 'old age' I know what is meant by facts and myths and how facts are statements that can be proved to be true. I know the different gestation periods of animals.	I can order the 6 stages of human development I can explain the changes that occur during the 6 stages of human development I can draw a timeline to indicate stages in the growth and development of humans. I can explain how babies grow and develop. I can record data and results of increasing complexity using bar and line graphs I can present data I can compare graph types and select which is most appropriate for my data. I can compare graph types I can describe the main changes that occur during puberty. I can give reasons why changes occur during puberty. I can explain the main changes that take place in old age. I can distinguish between facts and myths about old age. I can report on the gestation periods of different animals (verbally and in written form)