St. Anne's Catholic Academy
Curriculum Information
Year 5
Summer 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:** StreetChild Journey to Jo'burg A variety ofnon-fiction texts aboutthe Berlin Wall The WaterTower Poetry: Renga	• Using formal and informal language • Commas to separate clauses • Use tenses correctly and accurately • Using a thesaurus to select appropriate powerful vocabulary to create imagery • Use parenthesis • Use figurative language such as similes, metaphors and onomatopoeia to enhance description and imagery • Use multi-clause sentences • Develop expanded noun phrases • Use time conjunction • Recognise and use adverbs • To use direct an direct speech • To use relative noun phrases • Identify spelling patterns • To use dictionary to check spellings • To use thesaurus to find synonyms • To edit work and peer assess to check for sense, meaning and improvements • To include appropriate features of particular genres • Reading comprehension	• 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 recount an experience from another character's perspective. • To use persuasive devices in my writing. • To edit and improve my writing. • Plan writing by identifying the audience • for 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 use descriptive devices. • To edit and improve my writing. • To write a diary entry using first person, • past tense, feelings/emotive language, paragraphs. • Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form • Draft and write by selecting appropriate grammar and vocabulary • In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action • Use a range of devices to build cohesion within and across paragraphs

			attitudes, feelings, ideas and behaviour	• To use the features of a biography in my writing. • Plan writing by identifying the audience for 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 understand the events in a story. • To empathise with characters from a story. • To use descriptive devices. • To edit and improve my writing. • Plan writing by identifying the audience and purpose of the writing selecting the appropriate form. Draft and write by selecting appropriate grammar and vocabulary. • In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action. Use a range of devices to build cohesion within and across paragraphs. • To research using the internet and make accurate and precise notes • To produce a factorial accurate non-chronological report with a clear structure (introduction, main body and conclusion). • To use an appropriate title and sub-headings. • To include formal and technical language. • 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 and active and passive voice. • To draft, edit and improve writing by using a variety of connectives, adapting word classes and using correct tense.
MATHS	**Statistics**	• Interpret charts • Compare sum and difference • Read and interpret line charts • Draw line charts • Use line graphs to solve problems • Read and interpret tables • Two-way tables • Time tables	• 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.	• Interpreting charts • Drawing charts • Reading tables • Drawing tables
	Decimals	• Add decimals within 1 • Subtracting decimals within 1 • Complements to 1 Adding decimals – crossing the whole • Add decimals with the same number of decimal places • Subtract decimals with the same number of decimal places • Add decimals with a different number of decimal places • Subtract decimals with a different number of decimal places • Add and subtract wholes and decimals • Read and write decimal sequences • Multiply decimals by 10, 100 and 1,000 • Divide decimals by 10, 100 and 1,000		• Partition numbers with three decimal numbers into units, tenths, hundredths and thousandths • Ensure decimal numbers are correctly aligned before adding or subtracting • Use extra zeros as an aid to adding and subtracting decimal numbers • Use given terms to calculate missing terms by subtracting to find the sequences 'rule' • To know multiplying by 10/100/1000 results in all the numbers moving 1/2/3 columns to the left • To know dividing by 10/100/1000 results in all the numbers moving 1/2/3 columns to the right • To know when multiplying by 10/100/100, 1/2/3 0's must be added as 'place holders'
	Properties of Shapes	• Identify angles • Compare and order angles • Measure angles in degrees Measuring angles with a protractor • Draw lines and angles accurately • Calculate angles on a straight line • Calculate angles around a point		• To know 'acute' angles are 1°-89 ° • To know a right angle is 90 ° • To know an obtuse angles is 91 °-179 ° • To know a 'reflex' angles is 180 °-360 ° • To there are 180 ° in a straight light • To know there are 360 ° in a complete circle • To know the internal angles of a triangle

		• Identify properties of Triangles and Quadrilaterals • Calculate lengths and angles in shapes • Identify regular and irregular polygons • Identify properties of 3-D shapes		=180 ° • To know an equilateral triangle has equal length sides and 3 internal angles of 60 ° • To know a isosceles triangle has two equal sides • To know a scalene triangles has sides and internal angles that are all different
	Position and Direction	• Describe position of object on a grid using co-ordinates • Draw objects on a grid • Position in the first quadrant		
	Negative numbers	• To recognise numbers beyond zero • Position negative numbers on a number line • Identify negative numbers in context • Use negative numbers in context		• To know the term negative numbers are numbers beyond zero
	Volume	• To compare the volume of different solids • To order the volume of different solids • To build shapes to represent volume • To estimate the volume of different solid shapes • To select the appropriate method of measure		• To know that volume is the amount of solid space something takes up • To know the difference between volume and capacity • To know the term cm cubed

	Measurement **Converting units of time**	• Translate objects on a grid • Complete translation with coordinates • Identify and draw lines of symmetry • Complete a symmetric figure • Draw reflection with coordinates • To read and calculate Kilometres • To read and calculate Kilograms • To read, write and convert between millimetres • To read, write and convert millilitres • To convert between Metric units Imperial units • To convert different units of time To read and understand timetables		• To know how to use a protractor to measure angles • To know co-ordinates are read X-Y, and given in brackets separated by a comma • To know 1000m=1km • To know 1000g=1kg • To know 1000ml=1l • To know 1km=0.7miles • To know the number of days in each month To read a 24 hour clock
RE	**Easter** **Pentecost**	• Know that the Easter vigil is the Church celebration of the Resurrection of Christ. • Know the structure of the Vigil and will understand the meaning attached to some of the symbols used during the Vigil. • Be able to discuss the importance of Christian belief in eternal life. • Have a greater understanding of the meaning of the Church's Easter symbols. • They will be able to ask questions about why the Church uses fire, water, bread and wine to celebrate the Resurrection of Christ. • They will understand and explain why belief in eternal life is essential for Christians. • They should know the events surrounding the transformation of the Apostles of Jesus through the gift of the Holy Spirit.	• 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	• 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 •

	The Work of the Apostles **Marriage and Holy Orders**	• They will know that the Holy Spirit is included in the Church's belief in the Holy Trinity. • They will be able to discuss some of the qualities of the Holy Spirit. • Explain some reasons why prayer to the Holy Spirit is so important. • Have a knowledge of the work of the Apostles after Pentecost. • Understand some reasons why they are so keen to proclaim the resurrection of Christ to the world. • Discuss many of the teachings and activities of the Apostles after Pentecost. • Recognise the importance of the early church community in the lives of the Apostles. • To know that marriage and Holy Orders are Sacraments of Commitment. • Recall the promises made in Marriage and key tasks of the Archbishop, Priests and deacons. Explain the meaning of the Body of Christ as a term for roles and responsibilities in the Church. • Can explain the meaning of the promises made at Marriage and why the roles of Bishops, Priests and deacons are important in the life of the Church. • Be able to recall a number of different ways in which people contribute to the life of the Church through the roles and responsibilities they embrace.	preparation for life in modern Britain.	
PE	**Hockey**	**<u>Hockey</u>** - To show good control when moving in different directions. - To know how to pass with control and move into a space. - To tackle a player with control and time it correctly to win the ball.	• Physical education lessons have teamwork, self-reflection, aspirations to improve performance, rules, sportsmanship and etiquette and appreciation of sports from other countries.	Hockey Perform basic skills of hockey such as dribbling, shooting and push passes Implement the basic rules of hockey Develop tactics and apply them during games

	Badminton **Cricket** **Athletics**	- To know to mark my opponent with success. - To know how to hit a moving ball into a goal from different angles with some success. - To know how to sometimes evaluate and recognise success to help improve performance. **Badminton** - To know different types of serves in-game and new shots learnt in games. - To know how to defend points in competitive games. - To know the importance of footwork in order to move confidently around the playing area. - To know how to work cooperatively in a game of doubles. **Cricket** - To know how to link together a range of cricket skills: - To know how rules can be adapted in a game of cricket. - To know the different aspects of fitness required in a game of cricket: power, flexibility and cardiovascular **Athletics** - To know how to sustain pace over short and longer distances such as running 100m and running for 2 minutes - To know the techniques for effectively passing a baton at speed in a relay race. - To know how to perform jumps with increasing power and accuracy. - To know how to perform throws with increasing power and accuracy. - To know different ways to measure performance in athletic events.		depending on what is going on around them on the court Badminton Use different types of serves and shots in games Play with others and be aware of how to keep score as well as rules More confidently move around the play area whilst developing footwork and different techniques Cricket Link together a range of skills and use in combination Collaborate as a team and make changes during a game depending on what is going on at that point Recognise how certain areas of fitness such as cardiovascular link to cricket Athletics Sustain pace over short and long distances Show an ability to be able to run as part of a relay team Perform a range of jumps and throws demonstrating increasing power and accuracy

			• 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. • Expressing feelings and emotions in their dance and gymnastic performances. • Self and peer assessment are important to enable students to have an accurate grasp of where they are and how they need to improve. • Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations giving pupils a sense of justice and how to respond appropriately when they feel there is an injustice. • Opportunities to discuss viewpoints are encouraged whilst ensuring students are respectful of others understanding the consequences of overly critical assessment of performances.	• Perform a range of jumps and throws demonstrating increasing power and accuracy • Link together a range of skills and use in combination. • Collaborate with a team to choose, use and adapt rules in games. • Recognise how some aspects of fitness apply to rounders, e.g. power, flexibility and cardiovascular endurance • Introduce Volley shots and Overhead shots • Apply new shots into game situations • Play with others to score and defend points in competitive games • Further, explore Tennis service rules
ICT	**<u>Creating media Introduction to vector graphics</u>**	Begin to create vector drawings, using different drawing tools to help them create images. To recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object.	• 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 recognise that vector drawings are made using shapes • I can experiment with the shape and line tools • I can discuss how vector drawings are different from paper-based drawings

	Programming B **Selection in quizzes**	To layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work. Develop knowledge of 'selection' by revisiting how 'conditions' can be used in programming, and then learning how the 'if… then… else…' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'. They represent this understanding in algorithms, and then by constructing programs in the Scratch programming environment.		• I can identify the shapes used to make a vector drawing • I can explain that each element added to a vector drawing is an object • I can move, resize, and rotate objects I have duplicated • I can recall how conditions are used in selection • I can identify conditions in a program • I can modify a condition in a program • I can use selection in an infinite loop to check a condition • I can identify the condition and outcomes in an 'if… then… else…' statement • I can create a program that uses selection to produce different outcomes

Music	Dancing in the Street	•Listen & Appraise: Dancing In The Street (Motown) •Learn the Structure of a song: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3. •Discuss instruments/voices you can hear: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax). •Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture? •Musical Activities using glockenspiels and/or recorders Warm-up games play and copy back using up to 3 notes – F, G + A. Bronze: F | Silver: F + G | Gold: F, G + A	• 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.

MFL	**My Home** **Clothes**	this unit the children will learn how to: whether they live in a house or an rtment and say where it is. eat, recognise and attempt to spell up to nouns (including the correct article for h) for the rooms of the house in French. somebody in French what rooms they e or do not have in their home. somebody else in French what rooms y have or do not have in their home. empt to create a longer spoken or tten passage in French recycling viously learnt language (including basic ails about themselves such as name and this unit the children will learn how to: eat and recognise the vocabulary for a iety of clothes in French. the appropriate genders and articles these clothes. the verb PORTER in French with reasing confidence. what they wear in different ther/situations. cribe clothes in terms of their colour apply adjectival agreement.	• Pupils get a sense of fascination about linking their own language to another language and exploring thenew words and phrases. • Pupils get excited about learning anew language. • Pupils recognise the importance of learning a MFL from another country to enable them to respect how difficult it is when people visitBritain 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	• Listen attentively to spoken language andshow 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 tothose of others; seek clarification and help. • Develop accurate pronunciation and intonation so that others understand whenthey ate reading aloud or using familiar words or phrases. • Respond to listening activities • Complete written activities • Complete verbal (spoken activities) with partners, independently and in groups

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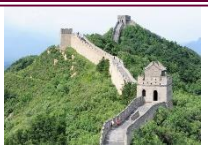
			appreciate the similarities and differences between France and Britain.	• Read carefully and show understanding of words, phrases and simple writing. • Appreciate stories, songs, poems and in the language. • Use a dictionary to find the meaning of new words. • Adapt these to create new sentences, to express ideas clearly. •

Year 5 - Walls and Barricades



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

Geography	History
Knowledge To know where Hadrian's Wall is on a map. To know why the Great Wall of China was built and where it was built. To know what country Nelson Mandela is from. To know where the Berlin wall is located. To know that Berlin is the capital city of Germany. To know that apartheid took place in South Africa. To know some geographical vocabulary used to describe some physical and human features.	**Knowledge** To Know what apartheid was and what impact it had on the people of Africa. To Know the effect that the Berlin Wall had on the lives of German people. To know the dates of the rise and fall of the Berlin Wall. To know why the Berlin Wall fell and the lessons that can be learnt from it. To know the impact of The Great Wall of China on the lives of the people, the economy and understand why it is known as one of the great wonders of the world. To know the story of Troy and the Trojan horse. To know and understand the consequences of anti-social & aggressive behaviours, such as bullying and racism, on individuals & communities. To know some key events in Nelson Mandela's life and when he died.
Skills To use an atlas to locate South Africa, China, Germany and Berlin. To use Google Earth to locate South Africa, China, Germany and Berlin. To locate the Great Wall of China and the Berlin Wall on a map and Google Earth. To confidently use geographical vocabulary. To use OS maps and keys to locate and describe the features of Hadrian's wall. To use OS symbols and a key to look at the surrounding geographical features.	**Skills** To order the events of Nelson Mandela's life on a timeline. To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. To explore in more detail the system of apartheid in South Africa. To debate on ethical questions surrounding apartheid. To describe why the Great Wall of China was built. To understand the significance of the Berlin Wall for Germany.
Art	**Technology**
Knowledge To know the historical and social importance of the Berlin Wall Graffiti. To explore the roles and purposes of art. To identify classic and contemporary graffiti artwork. To identify the key features of graffiti artwork. To know the techniques used when creating graffiti – font, colour and layers.	**Knowledge** To know how to use electrical systems in a product. To know the use of computer control systems in products. To know the essential characteristics of a series circuit and experience of creating a battery powered product. To know and use technical vocabulary relevant to the project.
Skills To use a range of sources to research graffiti art both classic and contemporary. To demonstrate the techniques of graffiti, including font, colour and layers. To choose appropriate historical colours to apply to artwork. Select and record from first hand observation, experience and imagination and explore ideas for different purposes. To ask questions and make thoughtful observations of my own and others artwork.	**Skills** To develop a design specification for a functional product. Generate, develop and communicate ideas through discussions and pictorial representations of electrical circuits or circuit diagrams. Competently select and accurately assemble materials, and securely connect electrical components. Test the system to demonstrate its effectiveness for the intended user and purpose. To evaluate their work and improve it inspired from the work of others.

Year 5

Save our Planet! Take Action!

Geography	History
Knowledge To know what global warming is To know the location of the polar regions on a map of the world To know how global warming is affecting the polar regions. To know what climate change is To understand what a carbon footprint is To know how climate change has affected and changed global temperatures and weather patterns.	**Knowledge** To know when awareness of climate change was first discovered and developed over time. To know about Key figures in developing the Green House effect theory and global warming. To understand how shipping disasters cause damage to environments around the world.
Skills To explain what global warming is. To locate the locations of the polar regions on a map of the world. Explain some of the reason for changes seen to the environment in the polar regions. To describe how aspects physical and human geography are linked to climate change. Identify how human activity is contributing to climate change. Recognise that the Earth's climate is changing and that human activities are contributing towards this change. To investigate how supply chain issues are impacting on environmental change. Review evidence of change in global temperatures and weather patterns.	**Skills** To research key events and figures in the development of our understanding of climate change. To explain how climate change was first discovered and how it has developed over time. Create a timeline of climate change key events/ legislation. To research about a shipping disaster which caused significate damage to the environments around the world. To ask and answer questions.
Art	**Technology**
Knowledge To know who the artist Donald J Ryker is. To know Donald J Ryker and is style of painting. To know what influenced his art work. To understand how he has adapted his painting. techniques to over come his physical difficulties. To examine and review the Donald J Ryker's 'Forest Fire' painting.	**Knowledge** To know how tapestry and cross stitch has been used to document historic events. To know what materials are used to create a cross stitch. To know how to map a cross stitch design onto Aida cloth. To know how to thread a needle. To know how to start and finish a thread.
Skills To critique a piece of Donald J Ryker's art work To design a piece of art to illustrate climate change issues. To explore different painting strokes using acrylic paint. To discover how to change effects of acrylic paint from water colour style to oil painting. To understand how to mix colours to create different tone, shade and depth.	**Skills** To be able to design a cross stitch poster to illustrate the damage climate change is causing globally. To demonstrate needlework skills in the form of a cross stitch. To be able to follow a pattern to accurately produce a design. To evaluate the effectiveness of the cross-stitch design.

Year 5 Knowledge Organiser

Space

Science	
Knowledge	**Skills**
To know why the Sun, Earth and Moon are spherical. To know and describe features of the planets in the solar system To know the correct order of the planets in the solar system. To know the scientific reasons for day and night. To know the names of the planets in the solar system. To know the difference between heliocentric ideas of planetary movements. To know that the planets orbit the sun. To know how day and night occur. To know the moon orbits the earth. To know how the planets, move in the solar system. To know how any why the Sun moves across the sky.	To identify scientific evidence which does or does not provide evidence for an idea or argument. To describe a sphere To identify scientific evidence To explain why we know the Sun, Earth and Moon are spherical. To describe the movements of the Earth. To explain how the planets, move in the solar system To explain day and night and the apparent movement of the sun across the sky. To investigate night and day in different parts of the Earth. To report and present findings from enquiries. To explain the movement of the moon.

Year 5 - Scientist and Inventors

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

Science	
Knowledge	**Skills**
To know about the work of naturalists and animal behaviourists in the context of the life and work of David Attenborough To know how evidence is used to solve crimes. To know how to use chromatography to separate mixtures and to solve a 'crime'. To know that scientific ideas have changed over time in the context of Margaret Hamilton's development of the software for the Apollo Moon Missions. To know key facts about Margaret Hamilton's life and work. To know Neil deGrasse Tyson's views about the planets. To know key facts about Eva Crane and her work with bees. To know Stephanie Kwolek's work with materials.	To create a documentary inspired by David Attenborough To answer questions about David Attenborough's life To identify scientific evidence that has been used to support or refute ideas or arguments in the context of how CSI technicians used evidence to solve crimes. To order key dates in space travel on a timeline. To explain how Margaret Hamilton programmed the Apollo Spacecrafts. To explain how Margaret Hamilton's work changes people's ideas. To order facts about Eva Crane's life To describe the life cycle of bees and the importance of bees. To order facts about Stephanie Kwolek's life To identify uses for Kevlar. To group and rank materials based on their hardness and weight. To record my results accurately To explain what my results show.