

## Year 5 Curriculum : Autumn Term, First Half

### *Blue Class:*

### *Indigo Class:*

#### English

- Apply knowledge of root words, prefixes and suffixes to understand new vocabulary
- Use punctuation to inform intonation & expression
- Develop and maintain positive attitudes to reading and understanding through listening to books read aloud, exploring themes, analysing and comparing texts, expressing preferences & recommending books to peers
- Learn and prepare a wide range of poems and plays to read aloud and perform to audiences
- Use a range of active reading strategies to develop comprehension skills: checking for sense; exploring meaning of words in context; inference; prediction; skimming and scanning; summarising; identifying ways in which text features contribute to meaning
- Discuss and evaluate authors' use of language
- Distinguish between fact and opinion
- Take part in challenging discussions about books
- Explain & discuss understanding of texts in variety of ways, eg formal presentations and debates
- Provide reasoned justification for views
- Use relative clauses with pronouns *who, which, where, whose, when, that*, and demarcate using commas
- Plan writing based on reading, identifying audience and purpose
- Draft and write by selecting appropriate grammar and vocabulary; blending action, dialogue and description within and across paragraphs; using devices to organise text and build cohesion
- Evaluate and edit by assessing effectiveness of own and others' work, suggesting & making appropriate changes
- Learn spellings assigned to Year 5
- Write fluently, learning when to print or join

#### Mathematics

- Place value, ordering, and rounding.
- Using a calculator
- Reading numbers from scales.
- Understanding  $\times$  and  $\div$
- Mental calculations strategies ( $\times$  and  $\div$ )
- Pencil and paper procedures ( $\times$  and  $\div$ )
- Money and real life problems
- Making decisions and checking results using a calculator.
- Fractions, decimals and percentages
- Ratio and proportion
- Using a calculator
- Handling data

#### RE/SMSC

*(Religious Education and Spiritual, Moral, Social and Cultural Development)*

- Explore key Christian values
- Reflect on personal beliefs and values and how these impact behaviour
- Develop understanding of Harvest Festival traditions and celebrations and explore how these relate to Bible scripture
- Discuss and debate values which are most important to us
- Understand that everyone is entitled to a view and an equal right to be heard

## Year 5 Curriculum : Autumn Term, First Half

**Blue Class:**

**Indigo Class:**

<u>Science</u>	<u>History</u>	<u>Geography</u>	<u>Music</u>
<p><b>Year A: Living Things and Their Habitats</b></p> <ul style="list-style-type: none"> <li>Differences in life cycles of mammals/ amphibian/ insect/ bird</li> <li>Describe life process of reproduction some animals and plants.</li> </ul> <p><b>Year B : Living Things and Their Habitats</b></p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups– to common characteristics based on similarities and differences include micro-organisms, plants and animals.</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<p><b>Year A: Extend Chronology beyond 1066. Victorians/ Battle of Britain</b></p> <p>Changing power of Monarchs. Change in aspects of crime and punishment. Legacy of Greek and Roman culture. First railways / travel changes/ communication.</p> <p><b>Year B: A Local History Study</b></p> <p>A depth study linked to any of the British areas of study in Year A. Trace how several aspects of National History are reflected in our locality.</p>	<p><b>Year A: Human Impact– Altrincham Town Centre</b></p> <p>(Links with English / Text/ Letter writing)</p> <p><b>Year B: Overview of Locational Knowledge</b></p> <p>( Maps– identify cities, rivers etc.)</p>	<p>All pupils: Listen and Appraise Musical activities include Performing practice, Improvising, Singing, Composing. Sharing and Performance. Trafford Music Service instrumental groups Harvest / Christmas Music Don't stop Believing—Charanga</p> <p>Progression from First Access– instrumental lessons Singing Club</p>
<u>Computing</u>	<u>Languages (French)</u>	<u>Design Technology</u>	<u>Physical Education</u>
<ul style="list-style-type: none"> <li>Write a programme that solves a problem or real experience.</li> <li>Create and refine a sequence of instructions to control events.</li> </ul>	<ul style="list-style-type: none"> <li>Greetings = parce que/ un peu / tres.</li> <li>Basic personal information</li> <li>Revise days/ months/ dates</li> <li>Position of adjectives</li> <li>Questions and answers</li> <li>Sentence building</li> <li>Animals- masc / fem nouns</li> <li>Plural agreements</li> <li>Adjective agreements</li> <li>Alphabet and accents</li> <li>Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Photograph Frames (Materials and structures)</li> <li>Focus on wood joints, measures (jinx joint)</li> </ul>	<p>PE and Games are taught by a specialist and by the class teacher.</p> <p>Focus areas this term will be:</p> <ul style="list-style-type: none"> <li>Football</li> <li>Netball</li> <li>Gymnastics</li> </ul>

## Year 5 Curriculum : Autumn Term, First Half

### *Indigo Class:*

### *Blue Class:*

#### Art

##### **Painting:**

- Discuss the work of still life artists
- Collect objects for a still life that say something about themselves.
- Make still life sketches
- To design and compose a still life painting using their preparatory studies and knowledge of artists' work.
- To critically evaluate the work of a still life artist.

##### **Drawing:**

People In Motion

##### **Pupils will be taught:**

- **To create sketch books to record their observations and use them to review and revisit ideas**
- **To improve their mastery of art and design techniques, including drawing painting, sculpture, and sculpture with a range of materials.**
- **About great artists , architects and designers in history.**

##### **Collage & Photography:**

- To recognise pop art.
- To critically evaluate the work of a pop artist (Patrick Caulfield) Look at others too.
- To select suitable modern day pop art images.
- To produce modern pop art images through collage and or painting, in the style of Patrick Caulfield.
- Extension of unit:
- To take pop art style photos (Teacher to use coloured dyes to produce photos with a coloured 'wash' , just like a Warhol single colour screen print

##### **Printing:**

- Produce a simple sketch design for a block print
- Discuss and respond to a variety of prints inc Warhol
- Produce a sketched design for a block print
- Produce a multi layered print.

## Year 5 Curriculum : Autumn Term, Second Half

*Blue Class:*

*Indigo Class:*

### English

- Apply knowledge of root words, prefixes and suffixes to understand new vocabulary
- Use punctuation to inform intonation & expression
- Develop and maintain positive attitudes to reading and understanding through discussion, listening to books read aloud, exploring themes, analysing and comparing texts expressing preferences and recommending books to peers
- Learn and prepare a wide range of poems and plays to read aloud and perform to audiences
- Use a range of active reading strategies to develop comprehension skills: checking for sense; exploring meaning of words in context; inference; prediction; skimming and scanning; summarising; identifying ways in which text features contribute to meaning
- Discuss and evaluate authors' use of language
- Distinguish between fact and opinion
- Take part in challenging discussions about books
- Explain & discuss understanding of texts in variety of ways, eg formal presentations and debates
- Provide reasoned justification for views
- Create complex sentences using *ed /ing* openers
- Plan writing based on reading, identifying audience and purpose
- Draft and write by selecting appropriate grammar and vocabulary; blending action, dialogue and description within and across paragraphs; using devices to organise text and build cohesion
- Evaluate/edit by assessing effectiveness of own and others' work, suggesting appropriate changes
- Learn spellings assigned to Year 5
- Write fluently, learning when to print or join

### Mathematics

- Shape and space
- Reasoning about shapes
- Measures including problems
- Mental calculation strategies (x and ÷)
- Pencil and paper procedures (+ and -)
- Money and real life problems
- Making decisions and checking results including using a calculator
- Properties of numbers
- Reasoning about numbers

### RE/SMSC

*(Religious Education and Spiritual, Moral, Social and Cultural Development)*

- Find out about different forms of prayer in worship, within Christian and other faith communities
- Explore Bible sources for commonly used prayers, in particular the Lord's Prayer and Psalm 23
- Explore the Christmas story in the Gospels of Matthew and Luke
- Discuss what Christians learn from the Christmas story and why it is significant
- Explore the concept of incarnation
  
- Learn about making choices that affect health and wellbeing, including diet, hygiene, exercise and substance use and abuse, in accordance with the school's Health Education Policy
- Explore influencing factors and controls over behaviour including the rule of law

## Year 5 Curriculum : Autumn Term, Second Half

*Blue Class:*

*Indigo Class:*

<u>Science</u>	<u>History</u>	<u>Geography</u>	<u>Music</u>
<p><b>Year A: Animals including humans</b></p> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age.</li> </ul> <p><b>Year B: Animals including humans</b></p> <ul style="list-style-type: none"> <li>Identify and main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.</li> <li>Recognise the impact of diet, exercise, drugs, lifestyle on the ways their bodies function</li> <li>Describe the ways which nutrients and water are transported within humans and plants.</li> </ul>	<p><b>Year A: Extend Chronology beyond 1066. Victorians/ Battle of Britain</b> Changing power of Monarchs. Change in aspects of crime and punishment. Legacy of greek and roman culture. First railways / travel changes/ communication.</p> <p><b>Year B: A Local History Study</b> A depth study linked to any of the British areas of study in Year A. Trace how several aspects of National History are reflected in our locality.</p>	<p><b>Year A: Human Impact– Altrincham Town Centre</b> (Links with English / Text/ Letter writing)</p> <p><b>Year B: Overview of Locational Knowledge</b> ( Maps– identify cities, rivers etc.)</p>	<p>All pupils: Listen and Appraise Musical activities include Performing practice, Improvising, Singing, Composing. Sharing and Performance.</p> <p>Trafford Music Service instrumental groups Harvest / Christmas Music 'Don't Stop Believing'—Charanga Progression from First Access– instrumental lessons Singing Club</p>
<u>Computing</u>	<u>Languages (French)</u>	<u>Design Technology</u>	<u>Physical Education</u>
<ul style="list-style-type: none"> <li>Write a programme that solves a problem or real experience.</li> <li>Create and refine a sequence of instructions to control events</li> </ul>	<ul style="list-style-type: none"> <li>Greetings = parce que/ un peu / tres.</li> <li>Basic personal information</li> <li>Revise days/ months/ dates</li> <li>Position of adjectives</li> <li>Questions and answers</li> <li>Sentence building</li> <li>Animals- masc / fem nouns</li> <li>Plural</li> </ul>	<ul style="list-style-type: none"> <li>Photograph Frames (Materials and structures)</li> <li>Focus on wood joints, measures (jinx joint)</li> </ul> <p style="text-align: center;"><b><u>Art and Design</u></b></p>	<p>PE and Games are taught by a specialist and by the class teacher.</p> <p>Focus areas this term will be:</p> <ul style="list-style-type: none"> <li>Football</li> <li>Netball</li> <li>Lacrosse</li> </ul>

## Year 5 Curriculum : Autumn Term, Second Half

*Indigo Class:*

*Blue Class:*

### Art

#### **Painting:**

- Discuss the work of still life artists
- Collect objects for a still life that say something about themselves.
- Make still life sketches
- To design and compose a still life painting using their preparatory studies and knowledge of artists' work.
- To critically evaluate the work of a still life artist.

#### **Drawing:**

People In Motion

#### **Pupils will be taught:**

- **To create sketch books to record their observations and use them to review and revisit ideas**
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#### **Collage & Photography:**

- To recognise pop art.
- To critically evaluate the work of a pop artist (Patrick Caulfield) Look at others too.
- To select suitable modern day pop art images.
- To produce modern pop art images through collage and or painting, in the style of Patrick Caulfield.
- Extension of unit:
- To take pop art style photos (Teacher to use coloured dyes to produce photos with a coloured 'wash' , just like a Warhol single colour screen print

#### **Printing:**

- Produce a simple sketch design for a block print
- Discuss and respond to a variety of prints inc Warhol
- Produce a sketched design for a block print
- Produce a multi layered print.

## Year 5 Curriculum : Spring Term, First Half

### *Blue Class:*

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#### English

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- Discuss and evaluate authors' use of language
- Distinguish between fact and opinion
- Take part in challenging discussions about books
- Explain & discuss understanding of texts in variety of ways, eg formal presentations and debates
- Provide reasoned justification for views
- Create complex sentences using simile starters
- Plan writing based on reading, identifying audience and purpose
- Draft and write by selecting appropriate grammar and vocabulary; blending action, dialogue and description within and across paragraphs; using devices to organise text and build cohesion
- Evaluate/edit by assessing effectiveness of own and others' work, suggesting appropriate changes
- Learn spellings assigned to Year 5
- Write fluently, deciding when it is appropriate to print or join

#### Mathematics

- Place value, ordering, and rounding.
- Using a calculator
- Reading numbers from scales.
- Understanding  $\times$  and  $\div$
- Mental calculations strategies ( $\times$  and  $\div$ )
- Pencil and paper procedures ( $\times$  and  $\div$ )
- Money and real life problems
- Making decisions and checking results using a calculator.
- Fractions, decimals and percentages
- Using a calculator
- Shape and space
- Reasoning about shapes

#### RE/SMSC

*(Religious Education and Spiritual, Moral, Social and Cultural Development)*

- Know that Muslims worship in a Mosque and explore rules and customs for worship
- Reflect on impact of Muslim and other beliefs on behaviour and everyday life
- Know the Five Pillars of Islam
- Understand what we mean by tolerance and discuss examples; explore possible consequences of intolerance in school and in the wider community
- Understand and demonstrate what it means to develop a respectful environment where attitudes to diversity are positive

## Year 5 Curriculum : Spring Term, First Half

**Blue Class:**

**Indigo Class:**

<u>Science</u>	<u>History</u>	<u>Geography</u>	<u>Music</u>
<p><b>Year A: Properties and changes of materials:</b></p> <ul style="list-style-type: none"> <li>Compare and group together everyday materials– properties (hardness, solubility, transparency, conductivity, elec. and thermal, and response to magnetism)</li> <li>Some materials dissolve in liquid and how to recover.</li> <li>Mixtures– solids, liquids and gases separating use of filters, sieving and evaporation.</li> </ul> <p><b>Year B: Properties and changes of materials</b></p> <ul style="list-style-type: none"> <li>Give reasons based on evidence from comparative and fair tests uses of everyday materials.</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible</li> <li>Explain that some changes result in the formation of new materials including changes associated with burning, action of acid on bicarbonate of soda.</li> </ul>	<p><b>Year A; Ancient Greece</b> (Link Art /D.T./ P.E.) A study of Greek Life—achievements, their influence on the Western World.</p> <p><b>Year B: Non– European Society contrasts with Britain</b> Islamic Civilisation including a study of Bagdad AD 900 or Mayan Civilisation or Benin (West Africa) AD 900—1300 (Link Geography/ Art/ P.E.) RE focus.</p>	<p><b>Year A: Geography of Greece</b> Holidays Culture—People Food Tourism Climate</p> <p><b>Year B: Rocks, minerals and natural resources</b> (Link to York residential-year 6 and Min Y Don –year 5)</p>	<p>All pupils: Listen and Appraise Musical activities include Performing practice, Improvising, Singing, Composing. Sharing and Performance.</p> <p>Singing</p> <p>Key Strings visit Progression from First Access– instrumental lessons Singing Club</p>
<p style="text-align: center;"><u>Computing</u></p> <ul style="list-style-type: none"> <li>Class data logging activity, downloading and interpreting events.</li> <li>Search a large database to research.</li> <li>Prepare a presentation in a suitable format.</li> </ul>	<p style="text-align: center;"><u>Languages (French)</u></p> <ul style="list-style-type: none"> <li>New Year + Fete des Rois</li> <li>Sentence starters</li> <li>Numbers 0-60</li> <li>Family</li> <li>Seasons and weather</li> <li>Clothes</li> <li>Plural of nouns</li> <li>Easter</li> </ul>	<p style="text-align: center;"><u>Design Technology</u></p> <ul style="list-style-type: none"> <li>Photograph Frames (Materials and structures)</li> <li>Focus on wood joints, measures (jinx joint)</li> </ul>	<p style="text-align: center;"><u>Physical Education</u></p> <p>PE and Games are taught by a specialist and by the class teacher.</p> <p>Focus areas this term will be:</p> <ul style="list-style-type: none"> <li>Football</li> <li>Netball</li> <li>Lacrosse</li> </ul>

## Year 5 Curriculum : Spring Term, First Half

### Art

#### **Painting:**

- Discuss the work of still life artists
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- To critically evaluate the work of a still life artist.

#### **Drawing:**

People In Motion

#### **Pupils will be taught:**

- **To create sketch books to record their observations and use them to review and revisit ideas**
- **To improve their mastery of art and design techniques, including drawing painting, sculpture, and sculpture with a range of materials.**
- **About great artists , architects and designers in history.**

#### **Collage & Photography:**

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- To select suitable modern day pop art images.
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- Extension of unit:
- To take pop art style photos (Teacher to use coloured dyes to produce photos with a coloured 'wash' , just like a Warhol single colour screen print

#### **Printing:**

- Produce a simple sketch design for a block print
- Discuss and respond to a variety of prints including Warhol
- Produce a sketched design for a block print
- Produce a multi layered print.

## Year 5 Curriculum : Spring Term, Second Half

### *Blue Class:*

### *Indigo Class:*

#### English

- Apply knowledge of root words, prefixes and suffixes to understand new vocabulary
- Use punctuation to inform intonation & expression
- Develop and maintain positive attitudes to reading and understanding through listening to books read aloud, exploring themes, analysing and comparing texts, expressing preferences & recommending books to peers
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- Distinguish between fact and opinion
- Take part in challenging discussions about books
- Explain & discuss understanding of texts in variety of ways, eg formal presentations and debates
- Provide reasoned justification for views
- Use adverbial devices to build cohesion within and across paragraphs
- Plan writing based on reading, identifying audience and purpose
- Draft and write by selecting appropriate grammar and vocabulary; blending action, dialogue and description within and across paragraphs; using devices to organise text and build cohesion
- Evaluate and edit by assessing effectiveness of own and others' work, suggesting & making appropriate changes
- Learn spellings assigned to Year 5
- Write fluently, deciding when it is appropriate to print or join

#### Mathematics

- Measures including problems
- Handling data
- Mental calculation strategies (+ and -)
- Pencil and paper procedures (+ and -)
- Money and real life problems
- Making decisions and checking results including using a calculator
- Properties of numbers
- Reasoning about numbers

#### RE/SMSC

*(Religious Education and Spiritual, Moral, Social and Cultural Development)*

- Explore how the Gospels tell the story of the events leading up to Good Friday
- Reflect on the significance of the Easter story to Christians
- Understand and explain how actions and behaviour choices might have consequences for themselves and others
- Recognise the nature and consequences of bullying and discuss ways to respond to it

## Year 5 Curriculum : Spring Term, Second Half

**Blue Class:**

**Indigo Class:**

<u>Science</u>	<u>History</u>	<u>Geography</u>	<u>Music</u>
<p><b>Year A: Properties and changes of materials</b></p> <ul style="list-style-type: none"> <li>Compare and group together everyday materials– properties, hardness, solubility, transparency conductivity elec. and thermal, and response to magnetism</li> <li>Some materials dissolve in liquid and how to recover.</li> <li>Mixtures– solids, liquids and gases separating use of filters, sieving and evaporation.</li> </ul> <p><b>Year B: Evolution and Inheritance</b></p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time fossils</li> <li>Living things produce offspring of the same kind, offspring vary and are not identical.</li> <li>Animals and plants adapt to the environment in different ways and evolve.</li> </ul>	<p><b>Year A; Ancient Greece</b> (Link Art /D.T./ P.E.) A study of Greek Life—achievements, their influence on the Western World.</p> <p><b>Year B: Non– European Society contrasts with Britain</b> Islamic Civilisation including a study of Bagdad AD 900 or Mayan Civilisation or Benin (West Africa) AD 900—1300 (Link Geography/ Art/ P.E.) RE focus.</p>	<p><b>Year A: Geography of Greece</b> Holidays Culture—People Food Tourism Climate</p> <p><b>Year B: Rocks, minerals and natural resources</b> (Link to York residential-year 6 and Min Y Don –year 5)</p>	<p>Singing All pupils: Listen and Appraise Musical activities include Performing practice, Improvising, Singing, Composing. Sharing and Performance.</p> <p>Key Strings visit Progression from First Access– instrumental lessons Singing Club</p>
<p style="text-align: center;"><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>Class data logging activity, downloading and interpreting events.</li> <li>Search a large database.</li> <li>The children will prepare a presentation in a suitable format.</li> </ul>	<p style="text-align: center;"><b><u>Languages (French)</u></b></p> <ul style="list-style-type: none"> <li>New Year + Fete des Rois</li> <li>Sentence starters</li> <li>Numbers 0-60</li> <li>Family</li> <li>Seasons and weather</li> <li>Clothes</li> <li>Plural of nouns</li> <li>Easter</li> </ul>	<p style="text-align: center;"><b><u>Design Technology</u></b></p> <ul style="list-style-type: none"> <li>Photograph Frames (Materials and structures)</li> <li>Focus on wood joints, measures (jinx joint)</li> </ul>	<p style="text-align: center;"><b><u>Physical Education</u></b></p> <p>PE and Games are taught by a specialist and by the class teacher.</p> <p>Focus areas this term will be:</p> <ul style="list-style-type: none"> <li>Football</li> <li>Netball</li> <li>Lacrosse</li> </ul>

## Year 5 Curriculum : Spring Term, Second Half

*Indigo Class:*

*Blue Class:*

### Art

#### **Painting:**

- Discuss the work of still life artists
- Collect objects for a still life that say something about themselves.
- Make still life sketches
- To design and compose a still life painting using their preparatory studies and knowledge of artists' work.
- To critically evaluate the work of a still life artist.

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- To take pop art style photos (Teacher to use coloured dyes to produce photos with a coloured 'wash' , just like a Warhol single colour screen print

#### **Printing:**

- Produce a simple sketch design for a block print
- Discuss and respond to a variety of prints inc Warhol
- Produce a sketched design for a block print
- Produce a multi layered print.

## Year 5 Curriculum : Summer Term, First Half

### **Blue Class:**

### **Indigo Class:**

#### English

- Apply knowledge of root words, prefixes and suffixes to understand new vocabulary
- Use punctuation to inform intonation & expression
- Develop and maintain positive attitudes to reading and understanding through listening to books read aloud, exploring themes, analysing & comparing texts, expressing preferences & recommending books to peers
- Learn and prepare a wide range of poems and plays to read aloud and perform to audiences
- Use a range of active reading strategies to develop comprehension skills, eg identifying ways in which text features contribute to meaning
- Discuss and evaluate authors' use of language
- Distinguish between fact and opinion
- Take part in challenging discussions about books
- Explain & discuss understanding of texts in variety of ways, eg formal presentations and debates
- Provide reasoned justification for views
- Explore, collect and use modal verbs
- Explore how commas can be used to avoid ambiguity
- Convert nouns and adjectives into verbs using suffixes
- Plan writing based on reading, identifying audience and purpose
- Draft and write by selecting appropriate grammar and vocabulary; blending action, dialogue and description within and across paragraphs; using devices to organise text and build cohesion
- Evaluate and edit by assessing effectiveness of own and others' work, suggesting & making appropriate changes
- Learn spellings assigned to Year 5
- Write fluently, deciding when to print or join

#### Mathematics

- Place value, ordering, and rounding.
- Using a calculator
- Reading numbers from scales.
- Understanding  $\times$  and  $\div$
- Mental calculations strategies ( $\times$  and  $\div$ )
- Pencil and paper procedures ( $\times$  and  $\div$ )
- Money and real life problems
- Making decisions and checking results using a calculator.
- Fractions, decimals and percentages
- Ratio and proportion
- Using a calculator
- Handling data

#### RE/SMSC

*(Religious Education and Spiritual, Moral, Social and Cultural Development)*

- Find out about examples of people who "witness" Christian faith
- Explore New Testament accounts (Acts) of people meeting Jesus after the resurrection
- Reflect on change and transformation brought about by faith and know what Christians mean by redemption
- Explore challenges and problems arising from peer pressure or other influences, such as the media
- How do we use our judgement?

## Year 5 Curriculum : Summer Term, First Half

**Blue Class:**

**Indigo Class:**

<b>Science</b>	<b>History</b>	<b>Geography</b>	<b>Music</b>
<p><b>Year A Earth and Space:</b></p> <ul style="list-style-type: none"> <li>Describe the movement of the Earth, and other planets relative to the Sun in the solar system.</li> <li>Describe the movement of the moon relative to the Earth.</li> <li>Describe the sun, earth and Moon as spherical spheres.</li> <li>Earth's rotation— day and night and the apparent movement of the sun across the sky.</li> </ul> <p><b>Year B Light:</b></p> <ul style="list-style-type: none"> <li>Light appears to travel in straight lines</li> <li>Objects are seen because they reflect light into the eye</li> <li>Light travels from a light source to our eyes or from objects.</li> <li>Shadows and light travel in straight lines—same shape as object that cast them.</li> </ul>	<p><b>Year A: Viking Anglo Saxon struggle for Kingdom of England up to Edward the Confessor.</b></p> <p>Raids and Invasions Danegald / Anglo Saxon Laws and Justice.</p> <p>Resistance by Alfred the Great and Athelstan, First King of England Edward the Confessor— his life and death.</p> <p><b>Year B; Ancient Civilisation</b></p> <p>When they first appeared. Achievements of ancient civilisations and an in depth study of Indus Valley / Shang Dynasty of Ancient China.</p>	<p><b>Year A : Rivers, Water Cycle and Mountains</b></p> <p>Residential visits— York, Min Y Don (Wales)</p> <p><b>Year B: Study of a UK Region</b></p> <p>North East (York residential)</p>	<p>All pupils: Listen and Appraise Musical activities include Performing practice, Improvising, Singing, Composing. Sharing and Performance.</p> <p>Singing</p> <p>Key Strings visit</p> <p>Progression from First Access— instrumental lessons Singing Club</p>
<p style="text-align: center;"><b>Computing</b></p> <ul style="list-style-type: none"> <li>Create digital artwork.</li> <li>Plan a story board for a video animation.</li> </ul>	<p style="text-align: center;"><b>Languages (French)</b></p> <ul style="list-style-type: none"> <li>Places in a town</li> <li>Countries in Europe</li> <li>Towns in France</li> <li>Dictionary skills</li> </ul>	<p style="text-align: center;"><b>Design Technology</b></p> <ul style="list-style-type: none"> <li>Photograph Frames (Materials and structures)</li> <li>Focus on wood joints, measures (jinx joint)</li> </ul>	<p style="text-align: center;"><b>Physical Education</b></p> <p>PE and Games are taught by a specialist and by the class teacher.</p> <p>Focus areas this term will be:</p> <ul style="list-style-type: none"> <li>Football</li> <li>Cricket</li> <li>Gymnastics</li> </ul>

## Year 5 Curriculum : Summer Term, First Half

**Indigo Class:**

**Blue Class:**

### Art

#### **Painting:**

- Discuss the work of still life artists
- Collect objects for a still life that say something about themselves.
- Make still life sketches
- To design and compose a still life painting using their preparatory studies and knowledge of artists' work.
- To critically evaluate the work of a still life artist.

#### **Pupils will be taught:**

- **To create sketch books to record their observations and use them to review and revisit ideas**
- **To improve their mastery of art and design techniques, including drawing painting, sculpture, and sculpture with a range of materials.**
- **About great artists , architects and designers in history.**

#### **Collage & Photography:**

- To recognise pop art.
- To critically evaluate the work of a pop artist (Patrick Caulfield) Look at others too.
- To select suitable modern day pop art images.
- To produce modern pop art images through collage and or painting, in the style of Patrick Caulfield.
- Extension of unit:
- To take pop art style photos (Teacher to use coloured dyes to produce photos with a coloured 'wash' , just like a Warhol single colour screen print

#### **Printing:**

- Produce a simple sketch design for a block print
- Discuss and respond to a variety of prints inc Warhol
- Produce a sketched design for a block print
- Produce a multi layered print.

**Year 5 Curriculum : Summer Term, Second Half**

***Blue Class:***

***Indigo Class:***

**English**

- Apply knowledge of root words, prefixes and suffixes to understand new vocabulary
- Use punctuation to inform intonation & expression
- Develop and maintain positive attitudes to reading and understanding through listening to books read aloud, exploring themes, analysing and comparing texts, expressing preferences & recommending books to peers
- Learn and prepare a wide range of poems and plays to read aloud and perform to audiences
- Use a range of active reading strategies to develop comprehension skills, eg identifying ways in which text features contribute to meaning
- Discuss and evaluate authors' use of language
- Distinguish between fact and opinion
- Take part in challenging discussions about books
- Explain & discuss understanding of texts in variety of ways, eg formal presentations and debates
- Provide reasoned justification for views
- Identify and use brackets and dashes
- Investigate and use verb prefixes
- Plan writing based on reading, identifying audience and purpose
- Draft and write by selecting appropriate grammar and vocabulary; blending action, dialogue and description within and across paragraphs; using devices to organise text and build cohesion
- Evaluate and edit by assessing effectiveness of own and others' work, suggesting & making appropriate changes
- Learn spellings assigned to Year 5
- Write fluently, deciding when it is appropriate to print or join

**Mathematics**

- Shape and space
- Reasoning about shapes
- Measures including problems
- Handling data
- Mental calculation strategies (+ and -)
- Pencil and paper procedures (+ and -)
- Money and real life problems
- Making decisions and checking results including using a calculator
- Properties of numbers
- Reasoning about numbers

**RE/SMSC**

*(Religious Education and Spiritual, Moral, Social and Cultural Development)*

- Explore beliefs, stories and practices in Sikhism
- Reflect on own personal beliefs and faith development
  
- Identify positive strategies for coping with change and facing new challenges
- Learn about different jobs and associated skills; express aspirations for the future

## Year 5 Curriculum : Summer Term, Second Half

*Blue Class:*

*Indigo Class:*

<u>Science</u>	<u>History</u>	<u>Geography</u>	<u>Music</u>
<p><b>Year A Forces:</b></p> <ul style="list-style-type: none"> <li>• Explain unsupported objects fall towards Earth because of gravity</li> <li>• Effects of air resistance, water resistance and friction between moving surfaces.</li> <li>• Recognise mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect.</li> </ul> <p><b>Year B Electricity:</b></p> <ul style="list-style-type: none"> <li>• Brightness of a lamp and loudness of a buzzer is associated with number and voltage of cells.</li> <li>• Compare and give reasons to variations in how components function– brightness and loudness</li> <li>• Use recognised symbols when representing a simple circuit in diagram.</li> </ul>	<p><b>Year A: Viking Anglo Saxon struggle for Kingdom of England up to Edward the Confessor.</b></p> <p>Raids and Invasions Danegald / Anglo Saxon Laws and Justice.</p> <p>Resistance by Alfred the Great and Athelstan, First King of England Edward the Confessor– his life and death.</p> <p><b>Year B; Ancient Civilisation</b> When they first appeared. Achievements of ancient civilisations and an in depth study of Indus Valley / Shang Dynasty of Ancient China.</p>	<p><b>Year A : Rivers, Water Cycle and Mountains</b></p> <p>Residential visits– York, Min Y Don (Wales)</p> <p><b>Year B: Study of a UK Region</b></p> <p>North East (York residential)</p>	<p>All pupils: Listen and Appraise Musical activities include Performing practice, Improvising, Singing, Composing. Sharing and Performance.</p> <p>Singing</p> <p>Key Strings visit</p>
<u>Computing</u>	<u>Languages (French)</u>	<u>Design Technology</u>	<u>Physical Education</u>
<ul style="list-style-type: none"> <li>• Create digital artwork.</li> <li>• Plan a story board for a video animation</li> </ul>	<ul style="list-style-type: none"> <li>• Places in a town</li> <li>• Countries in Europe</li> <li>• Towns in France</li> <li>• Dictionary skills</li> </ul>	<ul style="list-style-type: none"> <li>• Photograph Frames (Materials and structures)</li> <li>• Focus on wood joints, measures (jinx joint)</li> </ul>	<p>PE and Games are taught by a specialist and by the class teacher. Focus areas this term are:</p> <ul style="list-style-type: none"> <li>• Cricket</li> <li>• Football</li> <li>• Handball</li> <li>• Rounders</li> </ul>

## Year 5 Curriculum : Summer Term, Second Half

**Indigo Class:**

**Blue Class:**

### Art

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