





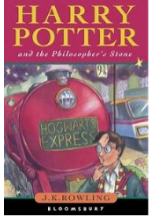


Proudly and joyfully, we love, live and learn as God's children

Year 5

Curriculum Overview for Autumn Term 2023

Curriculum Subject and topic	Curriculum Objectives	What you can do to help your child...
<p>RE</p> 	<p>Creation</p> <ul style="list-style-type: none"> • Know that there are two stories of Creation in the Book of Genesis. • Understand what being made in the image and likeness of God means and the responsibility to use our God given talents. Know some reasons for praising God the creator of the world. <p>Miracles and the sacrament of the sick</p> <ul style="list-style-type: none"> • Know a number of miracles of Jesus and identify how his actions brought change to people's lives. • Know about some places of pilgrimage and prayer for the sick. Understand that the Sacrament of the Sick is an important celebration for those who are ill. <p>Advent</p> <ul style="list-style-type: none"> • Know and understand that Christians prepare to remember the first Coming of Christ and prepare for his Second Coming during Advent. • They will know and discuss the messages of those who have proclaimed the coming of Christ. 	<p>Watch videos about the different stories of Creation. Genesis 1: 1-31 Genesis 2: 5-24</p>  <p>Learn about the seven Sacraments, knowing how and when each are taken.</p>  <p>Create and use an advent wreath.</p> <p>Read: Lk. 1: 26-26 – The Annunciation Lk. 1: 39-45 – The Visitation</p> 
<p>Literacy</p>	<p>Reading</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the 	<p>You could use the VIPERS method to develop reading skills: Vocabulary – find and explain the meaning of words in context</p>



meaning of words in context • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

Writing

- use dictionaries to check the spelling and meaning of words
- Write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - proofread for spelling and punctuation errors
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - ensuring the consistent and correct use of tense throughout a piece of writing
- Create stories and formal letters to persuade
- Create biographies about Anne Frank

Infer – make and justify inferences using evidence from the text

Predict – predict what will happen next based on the contents given

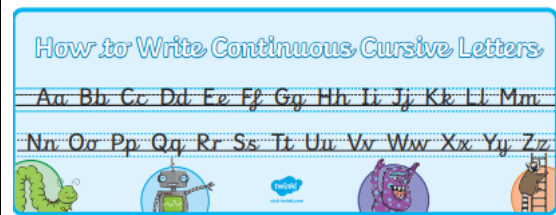
Explain – explain how the content contributes to the main theme

Retrieve – retrieve and record key information and identify key details

Summarise – summarise the main idea

Read a wide range of texts every night.

Practise handwriting continuous Cursive



Maths

Place value

- read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0
- round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000

Visit these platforms:

MyMaths.co.uk
Maths.com

Times Table Rockstars

Make visual representations of fraction of support understanding using objects.

and 100,000 • solve number problems and practical problems that involve all of the above • read Roman numerals to 1,000 (M) and recognise years written in Roman numerals

Addition and subtraction



- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Multiplication

- Find multiples and common multiples
- Find factors and common factors
- Find prime, square and cube numbers
- Multiply by 10, 100 and 1,000

Fractions

- Find fractions equivalent to a unit fraction
- Find fractions equivalent to a unit fraction
- Find fractions equivalent to a non-unit fraction
- Recognise equivalent fractions
- Convert improper fractions to mixed numbers
- Convert mixed numbers to improper fractions
- Compare fractions less than 1
- Order fractions less than 1
- Compare and order fractions greater than 1
- Find fractions equivalent to a non-unit fraction
- Recognise equivalent fractions
- Convert improper fractions to mixed numbers
- Step 5 Convert mixed numbers to improper fractions
- Compare fractions

	<p>less than 1 • Order fractions less than 1 • Compare and order fractions greater than 1</p>	
<p>Science</p>  	<p>Animals including humans</p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age <p>Properties and changes of materials</p> <ul style="list-style-type: none"> • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda 	<p>Animals including humans - KS2 Science - BBC Bitesize</p> <p>Create models and image to show how humans change as they age.</p> <p>Investigate how different materials change. E.g. How does ice change if we put it in the sun? Can we reverse this change?</p>
<p>Computing</p>	<p>Computers for communication and collaboration</p> <ul style="list-style-type: none"> • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design</p>	<p>Use the search engines to find information.</p>

	<ul style="list-style-type: none"> • create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Curricular links using previously taught skills 	
History	<p>Maya - A Non-European society</p> <ul style="list-style-type: none"> • To explore where and when the remains of the Mayan civilisation were discovered. • To identify and use a range of evidence sources to help me understand more about the Maya civilisation. • To find out about how the Mayans civilisation developed over time. • To find out about the city states of the Maya and how society was organised. • To find out about Mayan religion and beliefs. • To find out about everyday life for the Mayan people. • To explore Mayan writing, number system and calendars. 	<p>Research what life was like in Ancient Maya.</p> <p>Read fiction and non-fiction books about Ancient Maya.</p>
Geography	<p>The Grand Canyon</p> <ul style="list-style-type: none"> • To locate the Grand Canyon and identify key features • To understand how the Grand Canyon was formed. • To learn about the environment at the bottom of the Grand Canyon. • To find out about different biomes in the Grand Canyon. • To consider ways in which the Grand Canyon is used by humans, and how human behaviour has changed it • To consider the types of settlement and land use in and around the Grand Canyon. • To describe the human and physical geographic features of the Grand Canyon. 	<p>Research the Grand Canyon.</p> <p>Read fiction and non-fiction books about The Grand Canyon.</p>

<p>Art</p>	<p>Chinese Art To explore the themes, styles and colours of traditional Chinese art. To explore the theme of dragons in Chinese art. To find out about importance of brushstrokes in Chinese art. To find out about and replicate Chinese calligraphy. To find out about the Terracotta Army. To find out about and recreate porcelain of the Ming dynasty.</p>	<p>Look at a range of Chinese Art. Research the Teracotta Army.</p>
<p>Design and Technology</p>	<p>Building Bridges</p> <ul style="list-style-type: none"> • To explore ways in which pillars and beams are used to span gaps • To explore ways in which trusses can be used to strengthen bridges. • To explore ways in which arches are used to strengthen bridges. • To understand how suspension bridges are able to span long distances. • To develop criteria and design a prototype bridge for a purpose. • To analyse and evaluate products according to design criteria. 	<p>Use the Internet to look at different bridges across the world.</p>
<p>Citizenship</p>	<p>Dignity of the Human Person We are all equal in God’s eyes and loved</p> <ul style="list-style-type: none"> • St Theresa of Calcutta • Little Ways Week and Therese • St. Francis of Assisi • Stewardship Day • Black History Month • All Saints Day • All Soul’s Day • St Martin de Porres • Remembrance Sunday <p>Family and Community What makes a community?</p> <ul style="list-style-type: none"> • Christ the King 	<p>Discuss and share your experiences of these special and Holy days. Visit a place of worship.</p>

	<ul style="list-style-type: none"> • Advent • Attentive and discerning 	
PE	<p>Gymnastics</p> <ul style="list-style-type: none"> • I can contribute to evaluating and improving the performance of myself and others. • I can demonstrate confidence, technique and flexibility in performing simple vaults. • I can work cooperatively with others to teach and learn sequences. <p>Team games</p> <ul style="list-style-type: none"> • I can switch between attacking and defending, including applying the principles of 'marking'. • I can discuss and help improve my team's performance within a range of competitive games. 	<p>Watch gymnasts in action.</p> <p>Watch team games and identify how players work together.</p>
Music	<p>The Fresh Prince of Bel-Air by Will Smith (Old School Hip Hop)</p> <p>Sing in unison, with clear diction, controlled pitch and a sense of phrase. -to play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. to maintain my own part and be aware how the different parts fit together. to compose increasingly complicated rhythmic and melodic phrases with given structures. to comment on the success of own and others compositions, suggesting improvements based on intended outcomes. - to listen to and recall a range of sounds and patterns of sounds confidently. to listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time. to describe, compare and evaluate different</p>	<p>Listen to other pieces of music from the genre.</p>

	<p>types of music, beginning to use musical words.</p> <p>Recorder Lessons with a trained musician.</p>	
<p>Life to the Full</p>	<p>Module 1: Created and Loved By God. Unit 1 – Religious Understanding explores the Gospel story of the ‘Calming of the Storm’ (from Matthew, Mark and Luke). Over five story sessions, children will consider experiences of change, growth and development, and the trust that they can have in the person of Jesus through times of trial and tribulation. This is the religious and spiritual foundation for the exploration throughout the rest of the work covered in Module 1: Created and Loved By God.</p> <p>In Unit 2 – Me, My Body, My Health, children will learn that celebrating differences between people is enriching to a community and know that their self-confidence should arise from being loved by God. They will learn about the physical changes that boys and girls go through during puberty and how they should respect and take care of their bodies as gifts from God. Genitals are also mentioned here, but not named and identified.</p> <p>Continuing through the Paradise Street series, Unit 3 – Emotional Well-Being helps children learn about pressures that they may experience from themselves, others and the media. Children will develop ideas on how to build resilience through thankfulness, use simplified CBT techniques to manage their thoughts, feelings and actions and cope with new or difficult</p>	<p>To engage with the teachings from Life to the Full and deepen the experience for your child, you can access the online parent platform: Website: https://www.tentenresources.co.uk/parent-portal/ School Username: st-mark-b42 School Password: gospel-242</p>

	feelings such as romance and rage. The final session in this Unit covers how children may be affected by what they see online, including pornography.	
French	<ul style="list-style-type: none"> • back to school in France • teachers • dates, birthdays I can... <ul style="list-style-type: none"> • transcribe and sound out new words with target SSC • listen and read sentences and show understanding • say short sentences to describe people • ask and answer simple yes/no questions about being • write from memory, adapt and describe people • use regular singular and plural m/f adjectives after être and time adverbs 	KS2 French - BBC Bitesize Watch videos learning numbers 0-31.

Exciting and engaging learning opportunities:	Details of home learning project:
A visit to Tower Hill Library. A trip to Cadbury World to learn about the achievements of the Mayans.	Our next History topic will be Changing Roles of Women. For this project you could choose a famous woman in history to study. How did her role change and how did she bring about change? You could create a PowerPoint/ use your biographic writing skills to create your own biography.