St Benedict'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	**Various styles of writing including;** **Formal Persuasive Letter** **Comic strip** **Newspaper** **Poetry** **Storyboard** **Fictional Writing** **Descriptive Writing** **Sports Commentary** **Obituary** **Class Novels:** **Harry Miller's Run by David Almond** **Stormbreaker By Anthony Horowitz**	Develop their grammar skills including: • 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 Develop their reading skills: • Meaning of words • Find, explain and record • Sequence and summarise • Inference • Prediction • Cohesion and structure • Choice of words • Comparison • Conveying likes and dislikes of poems giving reasons • Performing using appropriate tone, intonation and pace	• 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	• 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

			experiences of others in order to develop their understanding of other people's attitudes, feelings, ideas and behaviour.	
MATHS	**Decimals**

	Measurement **Converting units of time**	• 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 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 =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 • 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**	• 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.	• 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	• Discussions • Debates • Making comparisons • Inferencing life lessons from parables

	Pentecost **The Work of the Apostles** **Marriage and Holy Orders**	• 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. • 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	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.	

		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.		
PE	**Cricket** **Rounders** **Tennis** **Tri-Golf** **Athletics** **Indoor Athletics** **Gymnastics** **Dance**	• Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• Physical education lessons have teamwork, self-reflection, 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. • 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	• Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns. • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

			whilst ensuring students are respectful of others understanding the consequences of overly critical assessment of performances.	
ICT	**Online Safety** **Creating and Using Databases** **Spreadsheet Modelling** **Making Sense of Online Content 2**	• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • Create and use a field type database to record, display and interrogate information on a variety of different topics. • To know that spreadsheets can be used in real life situations to handle large amounts of numerical data and how they can be used to manage financial information. • Recognise the difference between good and poor web content and learn about how to evaluate websites effectively. Experience hoax or fake online content.	• 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.	• Use technology safely, respectfully and responsibly • Recognise acceptable behaviour and unacceptable behaviour and identify a range of ways to report concerns about content and contact. • Create and use a field type database to record, display and interrogate information on a variety of different topics. • Understand how spreadsheets can be used in real life situations to handle large amounts of numerical data and how they can be used to manage financial information. • How spreadsheets can be used in real life situations to handle large amounts of numerical data and how they can be used to manage financial information.
MFL	**French** **The World Around Me**	Develop their vocabulary including: • Weather • Homes • Household items • My bedroom	• Pupils get a sense of fascination about linking their own language to another language and exploring the new words and phrases.	• Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language

		• Countries • Nationalities • Around Town • Shops • Wild Animals • Farm Animals • Recycling	• 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.	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. • 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 Knowledge Organiser

Britain at Play!

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 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.
To use an atlas to locate and plot the UK's National Parks.
To research the founding of the UK's National Parks and the key features of each.

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, including Riversley Park, 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 the techniques various artists over time have used to show figures and forms in movement.
To know who Keith Haring and some of his artwork.
To know the techniques used by Keith Haring.
To know how the use of colours and materials, movement lines and outlines can enhance a piece of artwork.
To know what colours schemes can catch the viewer's eye.
To know how to draw the human body using different sized ovals.

Skills

To make thoughtful observations about starting points for my work.
To evaluate and analyse the artwork of others using the language of art, craft and design.
To sketch from first-hand experience.
To use ovals to create a realistic moving figure.
To use sketching techniques to develop line, body shape and posture.
To overlap shapes to show the impression of movement using printing or collage techniques.
To explore different printing and collage techniques.
To create printing blocks using a relief or impressed method.
To add collage to a printed or painted background.
To use various tools and effects from a graphics package to create images and artwork in the style of Keith Haring.
To create own narrow boat design using 'Roses & Castles' style, developing ideas in a sketch book.

Technology

Knowledge

To know what constitutes a balanced diet and know the role and importance of each of the different food groups
To know how to construct a tent by following instructions.
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 a Y5 child for the purpose of play.
To carry out research into user's needs and existing products using surveys, interviews and questioning.
To develop a simple design specification taking account of constraints including time, resources and cost.
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.
To design, plan and draw a new leisure centre to scale.
To safely use a range of skills to prepare, combine and cook ingredients to create a dish as part of a day's balanced diet.

Year 5/6 Summer Olympics

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

Geography

Knowledge

To know the location of 5 previous host countries for the Olympics.
To know key human and physical geography of an area of the UK (London)
and compare and contrast with an area abroad (Paris)
To explore the impact of weather and climate on tourism in Paris.
To know how to use maps to plan a journey
To understand different cultures in relation to travel and tourism.
To know how tourism can impact the local economy.
To know what sustainable tourism is and how it can benefit both the environment and local communities.

Skills

To use an atlas to locate previous host countries.
To use longitude and latitude to locate host countries around the world.
To use different types of maps to identify important features such as rivers, mountains and key landmarks.
To explore how different cultures can be a barrier to travel.
To investigate how tourism can have positive and negative impacts on the local economy.
To describe the similarities and differences between two host countries.
To describe some of the advantages and disadvantages of tourism

History

Knowledge

To know the meaning and history of the Olympics.
To know the historical background of the Olympic Torch.
To compare and contrast changes over time
To know key facts about Olympic Winners throughout history.
To know the history of the Paralympics

Skills

To place historical host countries on a timeline.
To devise, ask and answer more complex questions about the past.
To research and select suitable sources of evidence, to justify evidence on the past.
To understand that no single source of evidence gives the full answer to questions about the past.
To understand that the past is represented and interpreted in different ways and give reasons for this.
To use original ways to present information and ideas.
To research and present information in different ways on the Olympics.

Art

Knowledge

To know the names of Olympian Artists
To know the importance of using sketchbooks to develop observational drawing skills.
To know how to use colour, line and tone effectively in sketching.
To know how textile art could be incorporated into the Olympics.

Skills

To make observations as a starting point to evaluate the work of others.
To explore different techniques in sketching such as shading
To show understanding of the use of colour, line and tone for effect and capture the atmosphere and mood of different Olympic sporting events.
To create a textile item relating to the Olympics considering what materials, colours and design elements to incorporate.
To work on a sustained piece of work and review and refine to improve.

Technology

Knowledge

To know the intended purpose for the product.
To know what sustainable resources are and use them for the product.
To know how CAD can assist with designing a product.
To know the importance of step-by-step instructions to make a product.
To know how to measure and cut accurately to form, shape and design.

Skills

To generate innovative ideas through research.
To develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes including using computer-aided design.
To design purposeful, functional, appealing products for the intended use that are sustainable on a simple design specification.
To produce detailed lists of equipment and recycled materials relevant to the task.
To formulate step-by-step plans and allocate tasks within a team.
To select from and use a range of tools and equipment including CAD, to make a product that is accurately assembled and well finished.
To evaluate the finished product and consider the views of others to improve the design.

Year 5 Knowledge Organiser

Animals Including Humans

Science	
Knowledge	**Skills**
To know the name and description of the 6 stages of human development. To know that the rate of human development varies between children. To know why the body changes during puberty. To know how to make good choices that have an impact on their health. To know and recount the stages of menstruation. To know the range and use of sanitary protection. To know that there are different gestation periods among mammals.	To order the 6 stages of human development. To present data on a line graph. To analyse and draw conclusions from different graphs. To describe the main changes that occur in a girl's body during puberty. To describe the main changes that occur in a boy's body during puberty. To report findings orally and in written explanations. To plan and carry out a group presentation To explain the main changes that take place in old age. To present facts and information about the ageing process in humans. To explain the differences in mammal gestation.

Year 5 Knowledge Organiser

Living Things and Their Habitats

Science	
Knowledge	**Skills**
To understand the differences between the life cycles of amphibians and insects. To understand the differences between the life cycles of mammals and birds. To understand the process of sexual reproduction in plans. To understand the process of asexual reproduction in plans. To understand what a primatologist and a naturalist does.	To label and describe the life cycle stages of a butterfly and a frog. To label and describe the life cycle stages of a dog and a chicken. To identify and verbally discuss the differences between the two life cycles. To label and explain the purpose of the essential parts of the plant for reproduction. In groups, dissect a plant and label each part they find. To discuss the importance of sexual reproduction of plants and the benefits to the environment. To debate the advantages and disadvantages of sexual and asexual plant reproduction. To follow a set of instructions to asexually reproduce a Geranium plant. Use ICT to research the life and work of Jane Goodall. Using the research, create a fact file to present findings.