St Benedict's Catholic Academy
Curriculum Information
Year 5
Autumn 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;** **Limericks** **Recounts** **Non Chronological reports** **Newspaper reports** **Stories (different point of views and settings)** **Formal and informal**	Develop their grammar skills including: • Use pronouns • Use personal pronouns • Identify sentence types • Identify past, present and future verbs • Use fronted adverbials (time, reason, adverbs, manner and place) • Use apostrophes to show possession • Use inverted commas to show direct speech • Separate items in a list with a comma • Use expanded noun phrases • Determiners Develop their sentence construction including the following 'exciting' sentences: • Noun (who, which, where) • 2 pair sentences Develop their reading comprehension skills: • Meaning of words • Find, explain and record • Sequence and summarise • Inference • Prediction • Cohesion and structure • Choice of words • Comparison	• 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 • Use dictionary to check spellings • Use thesaurus to find synonyms • Include individual person writing targets • Edit work and peer assess to check for sense, meaning and improvements • 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	**Place Value** **Addition and Subtraction** **Multiplication and Division** **Fractions**	• Identify the place value 1000's, 100's, 10's and 1's • Read and write numbers t0 1,000,000 • Partition numbers to 1,000,000 • Rounding to the nearest 10,100 and 1000 • Compare and order numbers to 1,000,000 • Find 10, 100, 1000, 10000 and 10000 more or less than a number • Place numbers to 1,000,000 on a number line • Round numbers within 1,000,000 • Read and write Roman Numerals to 1000 • Add numbers with more than 4 digits using column method • Subtract numbers with more than 4 digits using column method • Round to estimate and approximate • Use inverse operations (addition and subtraction) • Solve multistep addition and subtraction problems • Find missing numbers • Calculate multiples and factors • Identify common factors, prime numbers, square numbers and cube numbers • Multiply and divide by 10,100 and 1000 • Multiples of 10,000 and 1000 • Convert mixed number to improper fractions • Complete fraction sequences • Compare and order fractions below 1 • Compare and order fractions above 1 • Add and subtract fractions • Add fractions within 1 • Add 3 fractions • Add mixed number fractions • Subtract fractions	• 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.	• Identifying place value • Comparing and ordering • Rounding • Adding and subtracting using column method • Problem solving • Calculating multiples and factors • Identifying certain numbers • Multiplication and division • Converting fractions • Adding and subtracting fractions • Multiplying fractions • Order and compare fractions

		• Subtract mixed number fractions • Subtract fractions breaking the whole		
RE	**Creation**

	Christmas	Christians to prepare for Chris to come again. • Know the main features of the Christmas story. • Understand some of the difficulties faces by the different characters in the story. • Ask deeper questions about the actions of Herod and why he was so opposed to the birth of this special child.		
PE	**Netball** **Hockey** **Football** **Indoor Athletics** **Gymnastics**	• 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	• 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

			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.	improvement to achieve their personal best.
ICT	**Online Safety** **Programming**	• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	• Children are encouraged to promote good etiquette when using digital technology with strong regard to e-safety • Children are encouraged to cooperate with each other and listen to each other's ideas and opinions. • They evaluate how things work and how they could change the instructions to make them work more effectively. • Children develop and demonstrate skills (in programming) and attitudes that will allow them to participate fully in, and contribute positively, to life and work in modern Britain. • Children learn the skills of creating a program and detecting where there is a problem and how they are going to resolve it.	• 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. • Design, write and debug programs that accomplish specific goals, including controlling or stimulating physical systems. • Solve problems by decomposing them • Use sequence and selection. • Use logical reasoning to explain how some simple algorithms work.
MFL	**French**	• Know basic classroom instructions – sit down, pens away, open your book. • Know the names of classroom objects.	• Pupils get a sense of fascination about linking their own language to another language and exploring the new words and phrases.	• Ask and answer questions, express opinions and respond to those of others

		• Know the vocabulary for school uniform. • Know how to use time to describe a school timetable. • Know the vocabulary to describe people in family. • Know vocabulary for toys. • Know how to express quantity. – Some, lots, little. • Know the vocabulary of a house. Things that we do at home using verbs. – Who lives in the house (family, pets) • Know prepositions to describe where things are. • Know the vocabulary of summer clothing. • Know vocabulary of summer holiday items – buckets, spades etc. • Know traditional vocabulary around Christmas. To listen to attentively and engage in conversations using the vocabulary they have acquired	• 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.	using the vocabulary they have acquired • Speak in sentences using familiar vocabulary, phrases and basic language structures. • Pronounce and intone words accurately. • Use a dictionary to find meanings of new words. • Be able to describe classroom objects using. • Be able to describe similarities and differences between school in England and France using affirmative and negative. • Describe the school uniform using colours. • Describe favourite toy. • Express needs – I am thirsty. I am hungry. I would like… • Be able to discuss Christmas and Easter in France.

Y5 Anglo Saxons

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

Geography	History
Knowledge To know where in the world the Anglo-Saxons originated from. To know the names of the 7 Kingdoms. To know why many of the Anglo-Saxons remained in Britain. To name and identify physical characteristics of the countries the Anglo Saxons originated from. To know what impact the Roman's had on physical features in Britain. To know place names that originate from the Anglo Saxon period.	**Knowledge** To know why the Romans chose to leave Britain. To know when the Anglo Saxon period was. To know why it is described as the Dark Ages. To know what life was like in Britain after the Romans. To know what a typical Anglo Saxon settlement was like. To know what life was like as an Anglo Saxon child. To know the religious beliefs of the Anglo Saxons and the subsequent development of Christianity. To know the laws and punishment systems of the Anglo Saxons. To know the role of an archaeologist. To know the language and number system used by the Anglo Saxons.
Skills To use an atlas to map and plot the routes travelled by the invaders. To locate and map the 7 kingdoms. To use a range of maps including computer/digital mapping to identify physical characteristics of the landscape of Britain and relate them to their Anglo-Saxon names. To identify place names with Anglo Saxon origin. To describe and understand key aspects of human geography (including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies) To identify and describe how the physical features affect the human activity within a location.	**Skills** To use sources of evidence to deduce information about the past. To select suitable sources of evidence, giving reasons for choices. To analyse a wide range of evidence to justify claims about the past. To use artefacts to make judgements about the past. To debate the moral issues and justification of invading another country. To discuss whether a culture has been enriched by invasion and migration. To write using Anglo Saxon runes. To use the Anglo Saxon number system to calculate.
Art	**Technology**
Knowledge To know the style and techniques used by Anglo Saxons to design their shields. To know what materials were used to make the shields. To know how Anglo Saxon's dyed their paint. To know the materials and techniques used to produce Anglo Saxon jewellery. To know the techniques to decorate the first Anglo Saxon bibles.	**Knowledge** To know the diet of Anglo Saxons. To know alternatives for sugar used by Anglo Saxons. To have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. To know how to use utensils and equipment including heat sources to prepare and cook food. To know about seasonality in relation to food products and the source of different food products. To know and use relevant technical and sensory vocabulary.
Skills To use a range of drawing tools with control and dexterity to accurately represent houses and artefacts from observation To use dry media to make different marks, lines, patterns and shapes within a drawing. To develop an awareness of composition, scale and proportion To draw a shield with Anglo Saxon detailing. To select a colour palette that is historically accurate. To use different brushes and stroke marks for effect. To select appropriate brushes for the task. To manipulate materials to make textures.	**Skills** To design, make and evaluate an Anglo-Saxon meal for the class for a celebration. To carry out sensory evaluations of relevant ingredients. To write a step-by-step recipe, including a list of ingredients, equipment and utensils To select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. To apply a range of techniques for measuring out, preparing and combining ingredients. To make, decorate and present the food product appropriately for the intended user and purpose. To evaluate the final product against the design brief.

Year 5 Water

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

Geography

Knowledge

To know the main eleven physical features of a river.
To know the five stages of the water cycle.
To know the role of the river in the water cycle.
To understand why people live near rivers.
To know the seven main rivers in the UK.
To know the ten main rivers in the world.
To know the main features of the River Amazon, Nile, Yangtze, Murray, Rhine and Mississippi.
To know the path and features of our local river.
To know the seas and oceans surrounding the British Isles.
To revise the five oceans of the world.

Skills

To identify and label the features of a river.
To annotate a diagram of the water cycle.
To use an atlas and digital mapping to identify and main rivers of the UK and the world.
To use an atlas to identify the main oceans of the world.
To use ICT and resource books to research features of the main rivers around the world.
To calculate the depth, width and flow rate of the River Anker.

History

Knowledge

To know our knowledge of the past is constructed from a range of sources.
To know why settlers throughout history have chosen to settle near rivers.
To know the causes and consequences of the Bos Castle flood in 2004.
To know the causes and consequences of the 2004 Indian Ocean tsunami.
To know the causes and consequences of God's actions in the story of Noah's Ark.
To know the changes of how rivers have been used.
To know the changes in bridge construction and type over time.

Skills

To use a range of sources to research the history of settlement near rivers.
To debate God's actions within the story of Noah's Ark.
To analyse how humans adapt to change their lives in reflection of natural disasters.
To use ICT and resource books to research the change in river usage.
To present the events of the Bos Castle flood and Indian Ocean tsunami.

Art

Knowledge

To revise who Claude Monet was and know the main events in his life.
To know the inspiration and techniques behind his water lilies series.
To know what the impressionist movement was.
To know other art work by Claude Monet.
To know what 'perspective' is

Skills

To create the illusion that objects are overlapping.
To use different brush marks and strokes for effect.
To select brushes appropriate for tasks.
To use scale to show perspective.
To mix tints and shades fit for purpose.
To work on a sustained piece of work and review and refine to improve
.

Technology

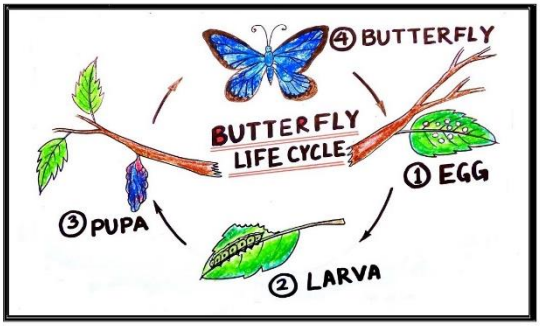
Knowledge

To know the function and use of a bridge.
To know the best materials for bridge building.
To name significant bridge designs and bridge designers.
To name 5 significant bridges both within the UK and world.
To know what structures are and how they can be made stronger, stiffer and more stable.
To know the correct technical vocabulary for the project.

Skills

To investigate and evaluate a range of existing frame structures.
To design and make a model bridge.
To draw up a specification for my design.
To generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.
To develop a clear plan and suggest alternative methods of making if the first attempts fail.
To select appropriate materials, tools and techniques and explain their choices.
To measure and mark out accurately.
To use craft knives and junior hacksaws to cut straws, dowel and wood safely and accurately.
To join with accuracy to ensure a good quality finish to the product.To evaluate the product against the original design specification.

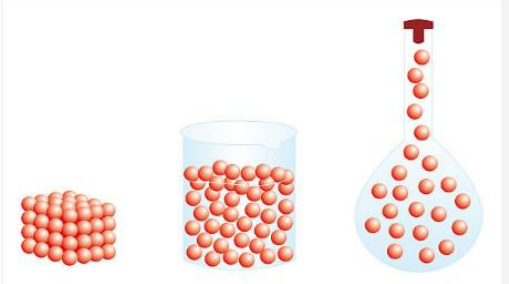
Year 5 Living Things and Their Habitats



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

Science	
Knowledge	**Skills**
To know the differences between the life cycles of amphibians and insects.	To order, label and describe the life cycle stages of a butterfly and a frog.
To name familiar animals that undergo 'metamorphosis.'	To order, label and describe the life cycle stages of a dog and a chicken.
To know the differences between the life cycles of mammals and birds.	To identify differences between types of mammals.
To name the parts of a flower.	To label and explain the function of the parts of a flower.
To know and describe the processes of sexual and asexual reproduction in plants.	To dissect a plant and label each part they find.
To know the difference between sexual and asexual reproduction.	To discuss the importance of sexual reproduction of plants and the benefits to the environment.
To name some plants that grow asexually.	
To understand what a 'primatologist' and a 'naturalist' does.	To debate the advantages and disadvantages of sexual and asexual plant reproduction.
To know who Jane Goodall is and key facts about her life and work.	To explain how a plants' features are adapted to pollination by insect or wind.
	To follow a set of instructions to asexually reproduce a Geranium plant.

Y5 Properties and Changing Materials



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

Science	
Knowledge	**Skills**
To recall which materials are magnetic. To know which materials make good electric conductors. To know which materials make good thermal insulators. To know which materials will dissolve in a liquid. To know how to separate mixtures through filtering, sieving and evaporating To know which chemical processes are reversible. To know chemical changes that are irreversible. To know which materials are permeable. To know how to increase the rate of dissolving. To know the flexibility of materials. To know and describe 3 different states of matter.	To plan, carry out and record a fair test. To increase the rate of dissolving. To construct and complete an electrical circuit. To increase the flow rate of electricity around a circuit. To compare and group together everyday materials on the basis of their properties To use knowledge of solids, liquids and gases to decide how mixtures might be separated To describe how to recover a substance from a solution To reverse chemical changes. To alter the state of a material.