St Benedict's Catholic Academy
Curriculum Information
Year 5
Spring 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:** **Balanced argument** **Formal letter** **Newspaper** **Poetry** **Biography** **Explanation text** **Non-chronological report**	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 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 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 • Use dictionary to check spellings • Use thesaurus to find synonyms • 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	**Multiplication and division** **Fractions** **Decimal and Percentages** **Perimeter and Area** **Statistics**	• Multiply 4 digit by 1 digit • Multiply up to 4 digit by 2 digit • Solve problems with multiplication and division • Carry out short division (up to 4 digit by 1 digit) • Divide with remainders • Multiply fractions by an integer • Multiply mixed number fractions by an integer • Calculate fractions of amounts • Decimals up to 2 d.p. • Decimals as fractions • Understanding thousandths • Thousands as decimals • Rounding decimals • Order and compare decimals • Percentages as decimals and fractions • Equivalent fractions, decimals and percentages • Calculate perimeter of rectangles, rectilinear shapes and polygons • Find the area of rectangles, compound shapes and irregular shapes • Read and interpret line charts • Draw line charts • Use line graphs to solve problems • Read and interpret timetables and two way tables	• Children continue to enjoy contextual mathematical lessons. • Children investigate different number sequences and where they occur in the real world. • Children will look at moral issues raised from a question and will investigate, often using statistics to find an answer.	• Use written methods of multiplication and division • Solve problems • Calculate fractions of amounts • Identify place value of tenths, hundredths and thousandths • Converting decimals • Rounding • Ordering and comparing • Understanding percentages • Find area and perimeter of shapes • Interpret and represent data in a variety of ways
RE	**Christmas** **Baptism**	• Know the main features of the Christmas story and understand some of the difficulties faced 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. • Reference Gospel accounts of the	• 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

		Baptism of Jesus • Describe, sequences and explain the signs, symbols and actions of the Sacrament of Baptism • Ask deeper questions about the meaning of Baptism and the symbols within the sacrament • Recognise a number of reasons why this sacrament is so important to people	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.	
	Parables and Sayings of Jesus	• Recall some of Jesus' teaching in the parables • Know that parables contain messages about living as followers of Christ today • Understand that the Kingdom of God was part of the language Jesus used to explain his preaching about welcoming and accepting God's presence through him. • Be able to think of some ways in which the church lives out this teaching of Jesus. • To explain through discussion and written work the challenge that Jesus' teaching offers • To think about some of the consequences of responding to it.		
	Lent	• Know that Lent is a season of change for Christians to become more like Christ and the reasons which motivate them. • Understand that Christ is the model and examples by which Christians try to live. • Develop a greater understanding of things that damage relationships and the evil consequences of giving into temptations • Think of reasons why Christians would want to experience and receive		

	Holy Week	forgiveness of God in the Sacrament of Reconciliation. • Develop knowledge of the story of Holy Week. • Will be able to understand why his death was necessary. • Discuss and write about some of the important places and people in Jerusalem at this time. • Know the story of the Passover and recognise key links between the story, the Last Supper and the celebration of mass.		
PE	**Netball** **Hockey** **Football** **Indoor Athletics** **Gymnastics** **Tag Rugby**	• 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	• 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

			competitive situations giving pupils a sense of justice and how to respond appropriately when they feel there is an injustice. • Opportunities to discuss viewpoints are encouraged whilst ensuring students are respectful of others understanding the consequences of overly critical assessment of performances.	demonstrate improvement to achieve their personal best.
ICT	**Online Safety** **Creating Media**	• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • Use different drawing tools to help them create images. • Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. • Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.	• 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**	• Know and use the alphabet to assist in correct spelling and pronunciation. • Take part in short conversations using sentences and familiar vocabulary. • Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). • Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns. • Listen attentively and understand more complex phrases and sentences in longer passages in French (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). • Write simple sentences and short paragraphs from memory or using supported written materials.	• Pupils get a sense of fascination about linking their own language to another language and exploring the new words and phrases. • 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.	• Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language through songs, rhymes and link the spellings, sound and meaning of words. • Engage in conversations; ask and answer questions; express opinions and respond 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.

Y5 Walls and Barricades

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

Geography

Knowledge

To know where Hadrian's Wall is on a map.
To know how and why the location of Hadrian's Wall was chosen.
To know the features of Hadrian's Wall.
To know where the Berlin Wall is located.
To know that Berlin is the capital city of Germany.
To know why and where the Great Wall of China was built.
To know where South Africa is on a map.
To know geographical vocabulary used to describe physical and human features.
To know and use OS symbols to communicate understanding of location.
To know what a 'sill' is and how it is formed.
To know what contour lines on a map show.

Skills

To confidently use geographical vocabulary.
To use 4 and 6 figure grid references.
To use OS maps and keys to locate and describe features of Hadrian's Wall.
To use OS symbols and a key to investigate the surrounding geographical features of Hadrian's Wall.
To identify and describe how the physical features affect human activity within a location.
To use an atlas and Google Earth to locate South Africa, China, Germany and Berlin.
To compare and contrast types of geographical representation such as aerial images compared with maps.

History

Knowledge

To know the different purposes of walls over time.
To know what life was like when Hadrian's Wall was built.
To know the role of archaeology in informing us about the past.
To know key dates and facts about the rise and fall of the Berlin Wall.
To know how the events of The Berlin Wall escalated and how lives were affected by rapid change.
To know why the Berlin wall fell and the lessons that can be learnt from it.
To know the impact of The Great Wall of China on the lives of the people, the economy and why it is known as one of the great wonders of the world.
To know what 'Apartheid' means and the impact it had on the people of South Africa.
To know key events in the life of Nelson Mandela.

Skills

To use a variety of sources to establish what like was like when Hadrian's Wall was built.
To research key facts about the rise of the Berlin Wall.
To understand the significance of the Berlin Wall for Germany.
To understand cause and effect.
To describe why The Great Wall of China was built.
To use a timeline to place in chronological order, key events in the life of Nelson Mandela.
To explore the system of Apartheid in South Africa.
To use a range of ways to present information about significant walls in history.
To seek out and analyse a wide range of evidence in order to justify claims about the past.

Art

Knowledge

To know how graffiti has developed over time.
To know the historical importance of the Berlin Wall graffiti.
To identify classic and contemporary graffiti artwork.
To identify key features of graffiti artwork and the techniques used to create it- font, colours and layers.
To know the techniques used when creating graffiti-font, colours and layers.

Skills

To explore the roles and purpose of art.
To evaluate and compare graffiti artwork in the local community.
To ask questions and make thoughtful observations of my own and others artwork.
To use a range of sources to research graffiti art both classic and contemporary.
To use a range of media to design, develop and create a piece of graffiti artwork depicting a social message.
To collect information, sketches and resources in a sketch book.
To use the techniques of graffiti.
To show understanding of the use of colour, line and tone for effect and to suggest mood.
To use graphics software to create graffiti images.

Technology

Knowledge

To know and use relevant technical and sensory vocabulary.
To know about axles, axle holders and wheels that are fixed or free moving.
To know that mechanical systems have an input, process and an output.
To know how cams can be used to produce different types of movement and change the direction of movement.
To carry out evaluations of existing products.

Skills

To design, make and evaluate a moving space-themed toy for young children for play and entertainment.
To generate innovative ideas by carrying out research using surveys, interviews and questionnaires.
To develop and communicate ideas through discussion and annotated drawings.
To produce detailed lists of tools, equipment and materials and step-by-step plans.
To select from and use a range of tools and equipment to make products that that are accurately assembled and well finished.
To work within the constraints of time, resources and cost.
To test products with the intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.

Y5 Mexico and the Mayans

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

Geography	History
Knowledge To know where Mexico is in the world and which continent it is in. To know the symbolism of the Mexican flag. To know key facts about Mexico including food, traditions, festivals and landmarks. To know that the language most commonly spoken in Mexico is Spanish. To know how tourism has developed to become their main industry. To know the farming techniques used by the Mayans. To know the main food groups farmed by the Mayans. To know the countries that Mexico borders. To know the main rivers and mountains of Mexico.	**Knowledge** To know who the Mayans were and when they lived. To know where to place the Ancient Mayan Civilisation in time. To know key dates related to the Mayan civilisation. To know key information about the Mayan way of life. To know the historical significance of Chichen Itza. To know that pok to pok was a traditional Mayan sport. To know the basic beliefs and religious rituals of the Mayans.
Skills To locate Mexico on a map using longitude and latitude. To use technology to research information about Mexico. To use geographical vocabulary. To develop informed opinions about a place. To understand the difference between human and physical geography. To know the key physical and human characteristics of Mexico. To describe the similarities and differences between Mexico and the UK.	**Skills** To place events in a given period in chronological order. To ask and answer questions about the Mayans using a range of sources (books, pictures, artefacts, internet) To understand our knowledge of the past is constructed from a range of sources. To research Chichen Itza. To research and present information about each of the Mayan gods. To debate the ethics of religious sacrifice. To carry out mathematical calculations using the Mayan number system. To describe the legacy of the Ancient Mayan Civilisation. To evaluate historical opinions as to why the Mayans disappeared.
Art	**Technology**
Knowledge To know the different functions of Mayan Masks e.g. Battle Masks, Death Masks and Event Masks. To know the materials used to make Mayan masks. To know which tools to select and use to carve and shape the clay. To know how to manage and manipulate the clay, To know how to join clay using a slip. To know the cultural significance in the colours used by the Maya for their traditional masks.	**Knowledge** To know what foods were popular among Mayans and their significance. To know how farming and climate influenced their diet. To know how to maintain good hygiene within the kitchen. To know how to reduce and increase the heat of foods through the use of chillis. To know how to safely and accurately prepare an avocado. To know to use different chopping boards for meat, vegetables and fish.
Skills To observe features of each design of mask To compare and evaluate the designs and their use of colour. To design a Mayan Mask, developing ideas in a sketchbook. To use clay to shape, form, model and construct a Mayan Mask. To develop skills in using clay, including slabs and slips. To choose appropriate historic colours to apply as a finish to the Mayan mask.	**Skills** To follow recipes to create typical Mexican food. To weigh ingredients using scales. To chop vegetables using appropriate knife and finger techniques. To combine ingredients appropriately To cook ingredients, controlling the temperature of the oven or hob To evaluate their products against their original design specification To taste and season food appropriately. To wash hands regularly.

Year 5 Earth and Beyond

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

Science	
Knowledge	**Skills**
To know that the Earth, Moon and Sun are approximately spherical in shape and to know their approximate comparative size. To know the orbits of the Sun, Moon and Earth. To know the order and movements of the remaining 8 planets in the solar system. To know why we have leap years. To know that the Earth's rotation causes day and night. To know how long the earth takes to complete a full rotation and to orbit the sun. To know that the four seasons are created by the Earth's orbit of the Sun. To know how the hours of daylight alter between the winter solstice and summer solstice. To name the eight moon phases in the Lunar Moon.	To use scientific evidence to support theories. To plot the orbits of the Earth and Moon around the Sun. To describe the movements of the remaining planets, relative to the Sun in the solar system. To illustrate the Earth's rotation. To model the rotation and orbit of the earth and moon around the sun. To illustrate and annotate a diagram showing the tilt of the Earth and its elliptical orbit of the Sun causing the seasons. To graphically represent the changes of daylight hours during the year. To sketch and label a diagram of the Lunar Moon phases.

Year 5 Animals Including Humans

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

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.