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| **Year: 5**  **Autumn 1** | **St. Joseph’s Curriculum Planning** |
| **Subject** | **National Curriculum Objectives** |
| Mathematics | * Read, write, compare and order 5-digit numbers, understanding the place value and using < and >signs; add and subtract multiples of 10, 100 and 1000 to and from 5-digit numbers; use written addition to add two 4-digit numbers; work systematically to spot patterns. * Add and subtract 2- 3- and 4-digit numbers mentally; choose a strategy for solving mental additions or subtractions; solve word problems * Understand place value in decimal numbers; multiply and divide numbers with up to two decimal places by 10 and 100; multiply and divide by 0 and 100; add and subtract 0·1 and 0·01; multiply and divide by 4 by doubling or halving twice; use mental multiplication strategies to multiply by 20, 25 and 9 * Revise converting 12-hour clock times to 24-hour clock times; find a time a given number of minutes or hours and minutes later; calculate time intervals using 24-hour clock format; measure lengths in mm and convert to cm; find perimeters in cm and convert cm to m * Solve subtraction using a written method for 3-digit − 3-digit numbers and for 4-digit numbers; use counting up (Frog) as a strategy to perform mental subtraction; find change from a multiple of ten pounds using counting up |
| English (Spoken) | * Listen and respond appropriately to adults and their peers * Ask relevant questions to extend their understanding and knowledge * Use relevant strategies to build their vocabulary * Articulate and justify answers, arguments and opinions * Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * Speak audibly and fluently with an increasing command of Standard English * Participate in discussions, presentations, performances, role play, improvisations and debates * Gain, maintain and monitor the interest of the listener(s) * Consider and evaluate different viewpoints, attending to and building on the contributions of others * Select and use appropriate registers for effective communication. |
| English (Reading) | * Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. * Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. * Reading books that are structured in different ways and reading for a range of purposes. * Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions English – key stages 1 and 2 34 Statutory requirements. * Recommending books that they have read to their peers, giving reasons for their choices. * Identifying and discussing themes and conventions in and across a wide range of writing. * Making comparisons within and across books. * Learning a wider range of poetry by heart. * Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. * Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. * Asking questions to improve their understanding * 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 one paragraph, identifying key details that support the main ideas. * Identifying how language, structure and presentation contribute to meaning. * Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. * Distinguish between statements of fact and opinion. * Retrieve, record and present information from non-fiction. * Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously. * Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views. |
| English (Writing)  Cracking writing | * Use further prefixes and suffixes and understand the guidance for adding them * Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 * Use dictionaries to check the spelling and meaning of words * Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary * Use a thesaurus. * 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 * Choosing the writing implement that is best suited for a task. * Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own * Noting and developing initial ideas, drawing on reading and research where necessary * In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed * Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * Using a wide range of devices to build cohesion within and across paragraphs * Assessing the effectiveness of their own and others’ writing * Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * Ensuring the consistent and correct use of tense throughout a piece of writing * Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register * Proof-read for spelling and punctuation errors * Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. |
| English (Vocabulary, Grammar and Punctuation) | * Develop their understanding of the concepts set out in English Appendix 2 * Using the perfect form of verbs to mark relationships of time and cause * Using expanded noun phrases to convey complicated information concisely * Using modal verbs or adverbs to indicate degrees of possibility * Using relative clauses beginning with who, which, where, when, whose, that or * with an implied (i.e. omitted) relative pronoun * Learning the grammar for years 5 and 6 in English Appendix 2 * Using commas to clarify meaning or avoid ambiguity in writing * Using brackets, dashes or commas to indicate parenthesis * Using semi-colons, colons or dashes to mark boundaries between independent clauses * Using a colon to introduce a list * Punctuating bullet points consistently * Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. |
| Science | * Describing the Sun, Earth and Moon as approximately spherical bodies. * Identifying scientific evidence that has been used to support or refute ideas or arguments. * Describing the movement of the Earth, and other planets, relative to the Sun in the solar system. * Using the idea of the Earth’s rotation to explain day and night and the apparent movement of the Sun across the sky. * Reporting and presenting findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations. * Describing the movement of the Moon relative to the Earth. |
| Religious Education (R.E) | * Know that for a long time people have asked questions about Creation * Reflect on some important responses * Know about the story of Creation in the bible   Reflect on the importance of this story   * Know about the story of the fall * Think about how it helps us to understand the suffering world * Understand that God calls us to care for creation * Be aware of our responsibilities * Know about some of God’s great helpers * Reflect on what we can learn from them * Be aware of God’s great gifts to us * Reflect on the importance of our own gifts |
| Physical Education (P.E) | * 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. |
| Computing | * 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 * 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 * Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact |
| History | * Know and understand significant aspects of history: nature of ancient civilisations, expansion and dissolution empires. * Note connections, contrasts and trends over time. Ask questions about change, cause, similarity and difference. * Understand our knowledge of the past is constructed from a range of sources. Note connections, contrasts and trends over time. * Make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. * Understand the methods of historical enquiry, how evidence is used to make historical claims. * Understand how our knowledge of the past is constructed from a range of sources. Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. |
| Geography | N/A |
| Art and Design | * Create sketch books to record observations and use them to review and revisit ideas. * Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. * Learn about great artists, architects and designers in history. |
| Design and Technology | * Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups * Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design * Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities * Investigate and analyse a range of existing products * Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work |
| Music | * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. * Improvise and compose music for a range of purposes using the inter-related dimensions of music. * Listen with attention to detail and recall sounds with increasing aural memory. * Use and understand staff and other musical notations. * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. * Develop an understanding of the history of music. |
| M.F.L | * To listen attentively to spoken language and show understanding by joining in and responding. * To describe people, places, things and actions orally\* and in writing. * To speak in sentences, using familiar vocabulary, phrases and basic language structures. * To write phrases from memory, and adapt these to create new sentences, to express ideas clearly. * To understand key features and patterns of French. * To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. |
| P.H.S.E | * To reflect on and celebrate their achievements, identify their strengths, areas for improvement and set high aspirations and goals. * To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these. * To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. * To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. * To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. * To approach challenges positively by collecting information, looking for help, making responsible choices and taking action. |