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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
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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
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| 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.
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| 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
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| 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.
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| 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.
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| 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
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| 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.
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| 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.
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| 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.
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