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| **Year: 5**  **Spring 1** | **St. Joseph’s Curriculum Planning** |
| **Subject** | **National Curriculum Objectives** |
| Mathematics | * Read, write and order numbers with up to 6 digits and understand the place value of each digit; place 6-digit numbers on a number line and find numbers between; solve place-value additions and subtractions with 6-digit numbers; understand place value in decimal numbers as tenths and hundredths; multiply and divide by 10/100/1000 using a place-value grid; understand place value in decimal numbers to 2-decimal places; place decimal numbers on a line; round two-place decimal numbers to nearest tenth and whole number; say the number a tenth or a hundredth more * Rehearse mental addition strategies for decimals and whole numbers; use counting on as a strategy to perform mental addition of 2-place decimals to the next whole number; solve missing number sentences; use mental strategies to solve multi-step word problems; use counting up as a strategy to perform written subtraction (Frog) * Use rules of divisibility to find if numbers are divisible by 2, 3, 4, 5, 9 and 10; identity prime numbers; revise finding factors of numbers; find squares and square roots of square numbers; finding patterns and making and testing rules; use mental multiplication and division strategies; relate mental division strategies to multiples of ten of the divisor * Know properties of equilateral, isosceles, scalene and right-angled triangles; find that angles in a triangle have a total of 180°; sort triangles according to their properties; use scales to weigh amounts to the nearest half interval; convert from grams to kilograms and vice versa, from millilitres to litres and vice versa, and from metres to kilometres and vice versa; read scales to the nearest half division; understand that we measure distance in kilometres and miles; use ready reckoning to give approximate values of miles in kilometres and vice versa; draw line conversion graphs * Use a written column method to add amounts of money in pounds and pence; add 2-place decimals using written column addition; subtract decimal numbers using counting up (Frog) |
| 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 * Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms * 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 * Punctuating bullet points consistently * Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. |
| Science | * To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. * To identify the effects of water resistance. * To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. * To identify the effects of air resistance, water resistance and friction. * To identify the effects of friction. * To identify the effects of air resistance. |
| Religious Education (R.E) | * Know that Jesus has come for everyone * Reflect on how we can join his mission * Understand what it means to be a follower of Jesus   -Reflects on what it means for you   * Know that the beatitudes show us the way to live   -Think of ways they can help us to be true followers of Jesus   * Understand why Jesus blessed the merciful   -Think about what it means for us   * Know why Jesus blessed the pure in heart * Reflect on the presence of God within you * Know why Jesus blessed those persecuted for doing what is right * Think of what you can do to help those suffering today * Understand why Jesus blessed the poor in spirit * Reflect on what we can learn from Fr. Arrupe * Know that the meek are blessed   -Reflect on the importance of trying to do God’s will   * Know what it means to be a saint   -Think about how it could affect your life |
| 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 * Understand how key events and individuals in design and technology have helped shape the world Technical knowledge * Apply their understanding of how to strengthen, stiffen and reinforce more complex structures * Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]   Apply their understanding of computing to program, monitor and control their products. |
| 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 know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’ * To understand what positively and negatively affects their physical, mental and emotional health. * To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. * To recognise when they need help and to develop the skills to ask for help * To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. * To explore and critique how the media present information. * To recognise and challenge stereotypes. |