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| **Year: 5**  **Spring 2** | **St. Joseph’s Curriculum Planning** |
| **Subject** | **National Curriculum Objectives** |
| Mathematics | * Use a written method (grid) to multiply pairs of 2-digit numbers; use short division to divide 3-digit numbers by 1-digit numbers, including those which leave a remainder * Find unit fractions and non-unit fractions of 3-digit numbers; use short multiplication to multiply 3-digit numbers by 1-digit numbers; begin to use short multiplication to multiply 4-digit numbers by 1-digit numbers * Understand what a polygon is; draw polygons using dotted square and isometric paper; revise terms obtuse, acute and reflex angles, perpendicular and parallel sides; recognise quadrilaterals as polygons and identify their properties; classify quadrilaterals; draw regular polygons and explore their properties; revise metric units of weight, capacity and length; understand that we can measure in imperial units and relate these to their instances in daily life * Place mixed numbers on lines; count up in fractions using equivalence; convert improper fractions to mixed numbers and vice versa; write improper fractions as mixed numbers and vice versa; multiply proper fractions by whole numbers * Solve subtraction of 4-digit numbers using written column subtraction (decomposition); add several numbers using written column addition; use column to solve problems |
| 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  Unit 3  Unit 6 | * 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 passive verbs to affect the presentation of information in a sentence * Using expanded noun phrases to convey complicated information concisely * Learning the grammar for years 5 and 6 in English Appendix 2 * Using commas to clarify meaning or avoid ambiguity in writing * Using hyphens to avoid ambiguity * Using brackets, dashes or commas to indicate parenthesis * Using semi-colons, colons or dashes to mark boundaries between independent * clauses * 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 compare and group together everyday materials on the basis of their properties, including their hardness, transparency and response to magnets. * To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic * To compare and group together everyday materials on the basis of their thermal conductivity. * "To compare and group together everyday materials on the * basis of their electrical conductivity." * To know that some materials will dissolve in liquid to form a solution. * To compare and group together everyday materials on the basis of their solubility. * To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. * To demonstrate that dissolving, mixing and changes of state are reversible changes. * To describe how to recover a substance from a solution. * To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. |
| Religious Education (R.E) | * Understand that actions have consequences * Reflect on some of the consequences of actions * Understand that Mary, our mother untangles the knots of sin * Reflect on how Mary is always ready to help us * Know about Gods love and forgiveness * Reflect on what this means for us * Understand the meaning of sin * Reflect on how sin hurts us, others and our relationship with God * Know what happens in the Sacrament of Reconciliation * Reflect on how this sacrament helps us * Understand that God is love and always ready to forgive * Reflect on what it means to experience forgiveness |
| 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 | N/A |
| Geography | * To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America. * To name and locate cities of the UK and their identifying human and physical characteristics. * To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. * To use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world. * To use the eight points of a compass to build knowledge of the United Kingdom and the wider world. * To use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world. * To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. * To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time. |
| 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 reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. * To face new challenges positively by collecting information, looking for help, making responsible choices and taking action. * To learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future. * To recognise and challenge stereotypes. * To understand what is meant by enterprise and begin to develop enterprise skills. |