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| **Year: 5**  **Summer 2** | **St. Joseph’s Curriculum Planning** |
| **Subject** | **National Curriculum Objectives** |
| Mathematics | * Identify factors and multiples, find factor pairs; revise equivalent fractions; compare and order fractions with related denominators; add fractions with same or related denominators, then convert answer into a mixed number; subtract fractions with same and related denominators, revise multiplying fractions by whole numbers * Use short division to divide 3-digit numbers by 1-digit numbers and 4-digit numbers by 1-digit numbers, including those which leave a remainder; express a remainder as a fraction; use long multiplication to multiply 3-digit and 4-digit numbers by teens numbers * Find the area and perimeter of squares and rectangles by calculation and pursue a line of enquiry; estimate and find the area of irregular shapes; calculate the perimeter and area of composite shapes; use the relations of area and perimeter to find unknown lengths; begin to understand the concept of volume; find the volume of a cube or cuboid by counting cubes; understand volume as measurement in three dimensions; relate volume to capacity; recognise and estimate volumes * Understand what percentages are, relating them to hundredths; know key equivalences between percentages and fractions, finding percentages of amounts of money; find equivalent fractions, decimals and percentages; solve problems involving fraction and percentage equivalents; write dates using Roman numerals * Find cubes of numbers to 10; draw and interpret line graphs showing change in temperature over time; begin to understand rate; use timetables using the 24-hour clock and use counting up to find time intervals of several hours and minutes; solve problems involving scaling by simple fractions; use factors to multiply; solve scaling problems involving measure |
| 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 passive verbs to affect the presentation of information in a sentence * Using the perfect form of verbs to mark relationships of time and cause * Using expanded noun phrases to convey complicated information concisely * Learning the grammar for years 5 and 6 in English Appendix 2 * Indicate grammatical and other features by: * Using commas to clarify meaning or avoid ambiguity in writing * Using hyphens to avoid ambiguity * Using semi-colons, colons or dashes to mark boundaries between independent * clauses * Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. |
| Science | * To find out about the work of naturalists and animal behaviourists in the context of the life and work of David Attenborough. * To identify scientific evidence that has been used to support or refute ideas or arguments in the context of how CSI technicians use evidence to solve crimes. * To use knowledge of solids, liquids and gases to decide how mixtures might be separated in the context of using chromatography to solve a ‘crime’. * To describe how scientific ideas have changed over time in the context of Margaret Hamilton’s development of the software for the Apollo Moon missions. * To describe the movement of the Earth, and other planets, relative to the Sun in the solar system in the context of classifying and ordering planets based on their sizes, surface and orbits. * To describe the life process of reproduction in some plants and animals in the context of Eva Crane’s research into the life cycle of bees. * To compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets in the context of finding materials appropriate for a particular use. * To plan different types of scientific enquiries to answer questions in the context of checking the accuracy of the proportions described in da Vinci’s Vitruvian Man. * To use test results to make predictions in the context of making predictions about height and length based on their results about the proportions of the human body. * To identify scientific evidence that has been used to support or refute ideas in the context of the theories surrounding the alignment of the stones at Stonehenge. |
| Religious Education (R.E) | * Know what the church teaches about other faiths * Understand what we believe about our Catholic faith * Know some important Muslim beliefs * Know about some Muslim celebrations * Know some of the beliefs we share Muslims and the differences between us * Understand some important Muslim practices |
| 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 describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. * To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), 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 * 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 |
| 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 that their actions affect themselves and others. * To work collaboratively towards shared goals. * To listen and respond respectfully to a wide range of people, * To feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary, constructively challenge their points of view. * To recognise and respond appropriately to a wider range of feelings in others. * To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. * 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 learn how to resolve differences by looking at alternatives, seeing and respecting others’ points of view |