

**St Wulstan's Catholic Primary School**  
**Year 5 Curriculum**  
**Spring 2019**

Subject	Content
RE	<ul style="list-style-type: none"> <li>● <b><u>Unit D: Christmas</u></b></li> <li>● To know the main features of the Christmas Story.</li> <li>● To understand some of the difficulties faced by the different characters in the story.</li> <li>● <b><u>Judaism (Multi-Cultural Week)</u></b></li> <li>● To explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</li> <li>● To observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</li> <li>● <b><u>Unit E: Baptism</u></b></li> <li>● To explore the role of John the Baptist in the Baptism of Jesus.</li> <li>● To provide an opportunity for an in depth study of the signs, symbols and prayers associated with the Sacrament of Baptism.</li> <li>● <b><u>Unit F: Parables &amp; Sayings of Jesus</u></b></li> <li>● To gain a greater knowledge and understanding of the Parables of Jesus. They explore the concept of the Kingdom of God from the teachings of Jesus and ways in which Christians respond to this teaching today through their belonging to the Church.</li> <li>● <b><u>Unit G: Lent</u></b></li> <li>● To think about the concept of 'temptation' as the children study the temptations of Jesus.</li> <li>● To be given the opportunity to reflect on what nurtures and damages human relationships.</li> <li>● To study some important texts from the New Testament about Christian living and learn about the Sacrament of Reconciliation as a Sacrament of Healing and God's forgiveness.</li> <li>● <b><u>Unit H: Holy Week</u></b></li> <li>● To know many of the events of the last week of Jesus' life.</li> <li>● To understand the reasons why some people wanted to kill Jesus.</li> <li>● To know the story of the Passover and recognise key links between this story, the Last Supper, and the celebration of Mass.</li> </ul>
English	<ul style="list-style-type: none"> <li>● <b><u>Transcription</u></b></li> <li>● Use some prefixes and suffixes and understand the guidance for adding them.</li> <li>● Beginning to distinguish between homophones and other words which are often confused.</li> <li>● Beginning to 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.</li> <li>● Beginning to use dictionaries to check the spelling and meaning of words.</li> <li>● Use the first three letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>● To use a thesaurus confidently.</li> <li>● <b><u>Handwriting</u></b></li> <li>● Choose which shape of a letter to use when given choices and decide whether or not to join specific letters.</li> <li>● <b><u>Composition</u></b></li> <li>● To note and develop initial ideas, drawing on reading and research where necessary.</li> <li>● To use a wide range of devices to build cohesion within and across paragraphs.</li> <li>● To precis longer passages.</li> <li>● To assess the effectiveness of their own and others' writing.</li> <li>● To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>● To identify the audience for and purpose of the writing, selecting the appropriate form and using their own similar writing as models for their own.</li> <li>● In writing narratives, to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> </ul>

	<ul style="list-style-type: none"> <li>• In narratives, to describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</li> <li>• <b><u>Vocabulary Grammar Punctuation</u></b></li> <li>• Develop their understanding of the concepts set out in English Appendix 2 by using modal verbs or adverbs to indicate degrees of possibility.</li> <li>• Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading.</li> <li>• Develop their understanding of the concepts set out in English Appendix 2 by using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li> <li>• Use grammatical terminology for Year 5 converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Use grammatical terminology for Year 5 understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly].</li> <li>• Use grammatical terminology for Year 5 understanding linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</li> <li>• Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing.</li> </ul>
<p style="text-align: center;">Maths</p>	<ul style="list-style-type: none"> <li>• <b><u>Multiplication and Division</u></b></li> <li>• Multiply and divide numbers mentally drawing upon known facts.</li> <li>• Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.</li> <li>• Divide numbers up to 4 digits by a one-digit number using a formal written method of short division and interpret remainders appropriately for the context.</li> <li>• Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.</li> <li>• <b><u>Fractions</u></b></li> <li>• Compare and order fractions whose denominators are multiples of the same number.</li> <li>• Identify, name and write equivalent fractions of a given fractions, represented visually including tenths and hundredths.</li> <li>• Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt;1</math> as a mixed number [for example <math>2/5 + 4/5 = 1\ 1/5</math>].</li> <li>• Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</li> <li>• Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</li> <li>• Read and write decimal numbers as fractions [for example <math>0.71 = 71/100</math>].</li> <li>• Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> <li>• <b><u>Decimals and Percentages</u></b></li> <li>• Read, write, order and compare numbers with up to three decimal places.</li> <li>• Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</li> <li>• Round decimals with two decimal places to the nearest whole number and to one decimal place.</li> <li>• Solve problems involving number up to three decimal places.</li> <li>• Recognise the per cent symbol (%) and understand that per cent relates to number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.</li> <li>• Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math> <math>\frac{1}{4}</math> <math>\frac{1}{5}</math> <math>\frac{2}{5}</math> <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25.</li> </ul>
<p style="text-align: center;">Science</p>	<ul style="list-style-type: none"> <li>• <b><u>Working Scientifically:</u></b></li> <li>• Beginning to identify scientific evidence that has been used to support or refute ideas or arguments.</li> <li>• Beginning to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> </ul>

	<ul style="list-style-type: none"> <li>Beginning to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li><b><u>Earth &amp; Space</u></b></li> <li>To describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>To describe the movement of the Moon relative to the Earth.</li> <li>To describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> <li><b><u>Forces</u></b></li> <li>To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>To identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</li> <li>To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>
Computing	<ul style="list-style-type: none"> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>Select, use and combine a variety of software 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.</li> </ul>

Creative Curriculum	<p>We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music. Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.</p>
	<ul style="list-style-type: none"> <li><b><u>Spring 1: Stargazers</u></b></li> <li><b><u>Spring 2: Pharaohs</u></b></li> <li><b><u>Art and Design:</u></b></li> <li>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</li> <li>Find out about great artists, architects and designers in history.</li> <li><b><u>DT:</u></b></li> <li>Select from and use a wider range of tools and equipment, to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately.</li> <li>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.</li> <li>Investigate and analyse a range of existing products.</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li><b><u>Geography:</u></b></li> <li>Use maps and atlases, globes mapping to locate Egypt and describe features studied.</li> <li>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.</li> <li><b><u>History:</u></b></li> <li>To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>Learn about the achievements of the earliest civilizations – an overview of where and when the first Civilization appeared and a depth study of Ancient Egypt.</li> <li><b><u>Music:</u></b></li> </ul>