

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

Subject	Content
RE	<ul style="list-style-type: none"> <li>● <b><u>Unit I: Easter</u></b></li> <li>● To know that the Easter Vigil is the Church Celebration of the Resurrection of Christ.</li> <li>● To know the structure of the Vigil and will understand the meaning attached to some of the symbols used during the Vigil.</li> <li>● To be able to discuss the importance of Christian belief in eternal life.</li> <li>● <b><u>Unit J: Pentecost</u></b></li> <li>● To about the transformation of the Apostles of Jesus through the gift of the Holy Spirit.</li> <li>● To know that the Holy Spirit is included in the Church's belief in the Holy Trinity.</li> <li>● To discuss some of the qualities of the Holy Spirit.</li> <li>● <b><u>Unit K: Work of the Apostles</u></b></li> <li>● To have a knowledge of the work of the Apostles after Pentecost.</li> <li>● To understand some reasons why the Apostles were so keen to proclaim the Resurrection of Christ to the world.</li> <li>● <b><u>Unit L: Marriage and Holy Orders</u></b></li> <li>● To know that Marriage and Holy Orders are Sacraments of Commitment.</li> <li>● To recall the promises made in Marriage and key tasks of the Archbishop, Priests and deacons.</li> <li>● To explain the meaning of the Body of Christ as a term for roles and responsibilities in the Church.</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> <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> </ul>

	<ul style="list-style-type: none"> <li>• Use grammatical terminology for Year 5 converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</li> <li>• 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>	<p><b><u>Number - Decimals</u></b></p> <ul style="list-style-type: none"> <li>• Read and write decimal numbers as fractions.</li> <li>• Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</li> <li>• Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place.</li> <li>• Read, write, order and compare numbers with up to 3 decimal places.</li> <li>• Solve problems involving number up to 3 decimal places.</li> <li>• Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per 100”, and write percentages as a fraction with denominator 100, and as a decimal fraction.</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 fractions with a denominator of a multiple of 10 or 25.</li> </ul> <p><b><u>Geometry – Properties of Shapes</u></b></p> <ul style="list-style-type: none"> <li>• Identify 3-D shapes, including cubes and other cuboids, from 2-D representations</li> <li>• Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li> <li>• Draw given angles, and measure them in degrees (o)</li> <li>• Identify: angles at a point and 1 whole turn (total 360o) angles at a point on a straight line and half a turn (total 180o) other multiples of 90o</li> <li>• Use the properties of rectangles to deduce related facts and find missing lengths and angles</li> <li>• Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</li> <li>• Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</li> </ul> <p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>• Convert between different units of metric measure.</li> <li>• Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</li> <li>• Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</li> <li>• Calculate and compare the area of rectangles (including squares) including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes.</li> <li>• Estimate volume and capacity.</li> <li>• Solve problems involving converting between units of time.</li> <li>• Use all four operations to solve problems involving measure using decimal notation including scaling.</li> </ul>
<p style="text-align: center;">Science</p>	<p><b><u>Working Scientifically:</u></b></p> <ul style="list-style-type: none"> <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> <li>• Beginning to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> </ul> <p><b><u>Animals Including Humans</u></b></p> <ul style="list-style-type: none"> <li>• To describe the changes as humans develop to old age.</li> </ul>

	<p><b><u>Living Things and Their Habitats</u></b></p> <ul style="list-style-type: none"> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>• Describe the life process of reproduction in some plants and animals.</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>

	<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>
Creative Curriculum	<p><b><u>Summer 1: Pharaohs</u></b>  <b><u>Summer 2: World War II</u></b>  <b><u>Art and Design:</u></b></p> <ul style="list-style-type: none"> <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> </ul> <p><b><u>DT:</u></b></p> <ul style="list-style-type: none"> <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> </ul> <p><b><u>History:</u></b></p> <ul style="list-style-type: none"> <li>• To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> </ul> <p><b><u>Music:</u></b></p>