

**St Wulstan's Catholic Primary School**  
**Year 5 Curriculum**  
**Autumn 2018**

Subject	Content
RE	<ul style="list-style-type: none"> <li>● <b><u>Unit A: Creation</u></b></li> <li>● To know that there are two stories of Creation in the Book of Genesis.</li> <li>● To understand what being made in the image and likeness of God means and the responsibility to use our God-give talents.</li> <li>● To know some reasons for praising God the Creator of the world.</li> <li>● <b><u>Unit B: Miracles and the Sacrament of the Sick</u></b></li> <li>● To know a number of miracles of Jesus and identify how his actions brought change to peoples' lives.</li> <li>● To know about some places of pilgrimage and prayer for the sick.</li> <li>● To understand that the Sacrament of the Sick is an important celebration for those who are ill.</li> <li>● <b><u>Unit C: Advent</u></b></li> <li>● To know and understand that Christians prepare to remember the first Coming of Christ and prepare for his Second Coming during Advent.</li> <li>● To know and discuss the messages of those who have proclaimed the coming of Christ.</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>● Beginning to use a thesaurus.</li> <li>● <b><u>Handwriting</u></b></li> <li>● Write legibly, fluently and with increasing speed by beginning to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>● Write legibly, fluently and with increasing speed by beginning to choose the writing implement that is best suited for a task.</li> <li>● <b><u>Composition</u></b></li> <li>● Plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own.</li> <li>● Plan their writing by beginning to note and develop initial ideas, drawing on reading and research where necessary.</li> <li>● Plan their writing by beginning to consider how authors have developed characters and settings.</li> <li>● Draft and write by beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>● Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.</li> <li>● Draft and write by beginning to precis longer passages.</li> <li>● Draft and write by beginning to use a range of devices to build cohesion within and across paragraphs.</li> <li>● Draft and write by beginning to use some organisational and presentational devices to structure text and to guide the reader [for example, headings, and bullet points].</li> <li>● Evaluate and edit by beginning to assess the effectiveness of their own and others' writing.</li> <li>● Evaluate and edit by beginning to propose changes to vocabulary, grammar and punctuation to enhance writing.</li> <li>● Evaluate and edit by beginning to use the correct tense throughout a piece of writing.</li> </ul>

	<ul style="list-style-type: none"> <li>• Evaluate and edit by beginning to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li> <li>• Beginning to proof-read for spelling and punctuation errors.</li> <li>• Perform their own compositions, beginning to use appropriate intonation, volume so that meaning is clear.</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>Place Value:</u></b> Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.</li> <li>• Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.</li> <li>• Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</li> <li>• Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</li> <li>• Solve number problems and practical problems that involve numbers up to 1000000, negative numbers, rounding or jumping in steps.</li> <li>• Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</li> <li>• <b><u>Addition and Subtraction:</u></b></li> <li>• Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</li> <li>• Add and subtract numbers mentally with increasingly large numbers.</li> <li>• Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</li> <li>• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> <li>• <b><u>Statistics</u></b></li> <li>• Solve comparison, sum and difference problems using information presented in a line graph.</li> <li>• Complete, read and interpret information in tables, including timetables.</li> <li>• <b><u>Multiplication and Division:</u></b></li> <li>• Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</li> <li>• Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</li> <li>• Establish whether a number up to 100 is prime and recall prime numbers up to 19.</li> <li>• Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.</li> <li>• Multiply and divide numbers mentally drawing upon known facts.</li> <li>• Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.</li> </ul>

	<ul style="list-style-type: none"> <li>• Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</li> <li>• Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).</li> <li>• Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</li> <li>• Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</li> <li>• Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> <li>• <b><u>Area and Perimeter:</u></b></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), and 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>•</li> </ul>
Science	<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> <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>Properties of Materials</u></b></li> <li>• 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.</li> <li>• Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>• 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.</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>Autumn 1: Misty Mountain Sierra</u></b></li> <li>• <b><u>Art and Design:</u></b> <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> </ul> </li> <li>• <b><u>DT:</u></b> <ul style="list-style-type: none"> <li>• Apply understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>• Evaluate ideas and products against design criteria.</li> </ul> </li> <li>• <b><u>Geography:</u></b> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Use the eight points of a compass, four and six-figure grid references, symbols and key to build their wider knowledge of the UK and the wider world.</li> <li>• Describe and understand the key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.</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> </ul> </li> <li>• <b><u>Music:</u></b> <ul style="list-style-type: none"> <li>• Improvise and compose music for a range of purposes using the interrelated dimensions of music.</li> </ul> </li> <li>• <b><u>Science:</u></b> <ul style="list-style-type: none"> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> <li>• Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.</li> <li>• Set up simple practical enquiries, comparative and fair tests.</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</li> </ul> </li> </ul>