

Our Lady of Perpetual Succour Catholic Primary School



Year 5 Curriculum Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Domestic church family: Ourselves. Who am I? Baptism/ confirmation belonging: Life choices. Is commitment important? Other Faith: Judaism Advent/ Christmas loving: Hope What does it mean to live in hope?		Local church community: Mission Do we all have a mission in life? Eucharist relating: Memorial sacrifice Why do we need memories? Lent/Easter giving: Sacrifice Why do we need to make sacrifices?		Pentecost serving: Transformation How can energy transform? Reconciliation Inter-relating: Freedom & responsibility How do rules bring freedom? Other Faith: Sikhism Universal Church world: Stewardship. Can I be a steward of creation?	
English Texts/Writing Genres	'Cosmic' by Frank Cottrell-Boyce Character descriptions, Setting descriptions, Haiku poems, diary entries, Persuasive advert, information leaflet, fact-file, chronological comic strip,	'The Buried Crown' by Ally Sherrick 'The Lion the Witch and the Wardrobe' by CS Lewis Setting descriptions, Poetry by heart, Recounts, Chronological report, Letters,	'Kensuke's Kingdom' by Michael Morpurgo Informal letters, Ship's log entries, Character profiles, Recounts, Non-chronological reports, Weather reports.	'Mr William Shakespeare's Plays' by Marcia Williams The Highwayman by Alfred Noyes Narrative poems (The Highwayman) Themed poems, Great British writers: William Shakespeare –	'Ma'at's Feather' by Juliet Desailly Hieroglyphic messages, Poetic incantations, Traditional narrative, Glossary, Explanation text.	'Double Act' by Jacqueline Wilson Play-scripts, Persuasive writing, Diaries, Performance poetry, Non-chronological report, Balanced comparison text.

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	Diary entry.	Precis of longer passages.		Shakespeare's legacy of language, word-play; Biography, Information text, Recount.		
English Grammar	<p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Understand linking devices across paragraphs to build cohesion including adverbials of</p>	<p>To use expanded noun phrases to convey complicated information concisely.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p> <p>To master and deepen the use of direct speech (including punctuation within and surrounding</p>	<p>To use commas to clarify meaning or avoid ambiguity.</p> <p>To use hyphens to avoid ambiguity.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use modal verbs or adverbs to indicate degrees of possibility.</p>	<p>To convert nouns or adjectives into verbs.</p> <p>To ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>	<p>To embed the use of relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>To use a colon to introduce a list.</p> <p>To punctuate bullet points consistently.</p> <p>To spell words To spell words ending in Words</p>	<p>To propose changes to vocabulary, grammar and punctuation in their writing to enhance effects and clarify meaning.</p> <p>To revise, understand and use the terms:</p> <ul style="list-style-type: none"> • Modal verb • Relative pronoun • Relative clause • Parenthesis • Bracket

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	<p>time, place and number.</p> <p>Spell some words with silent letters.</p> <p>Spell words with further prefixes and suffixes and understand the guidance for adding them, such as: the letter string 'ough' and ending in 'ible', and 'able'.</p>	<p>inverted commas).</p> <p>To understand verb prefixes.</p> <p>To use knowledge of morphology and etymology in spelling.</p> <p>To be able to spell words ending in 'ibly', 'ably'.</p> <p>To spell words with the 'ee' sound spelt 'ei'.</p>	<p>To spell words with the suffixes: 'cious', 'tious', 'cial', 'tial'</p> <p>To spell words with silent letters, or are often confused</p>	<p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To spell homophones and other words that are easily confused such as verbs ending in 'se' and nouns ending in 'ce'.</p> <p>To spell further words ending in 'ent', 'ence', 'ency' 'ant', 'ance' 'ancy'</p> <p>To spell further words with double letters.</p>	<p>ending in 'shus' spelt –'cious' and then 'tious'.</p> <p>To distinguish between homophones and other words that are often confused.</p> <p>To spell words that have letters that are not silent but they are quiet, such as 'average', 'vegetable' etc.</p> <p>To spell words Words ending in shul spelt -cial or -tial.</p>	<ul style="list-style-type: none"> • Dash • Cohesion • ambiguity <p>To spell words using knowledge of morphology and etymology to understand that the spelling of some words needs to be learnt specifically.</p> <p>To use further prefixes and suffixes and understand the guidance for adding them</p>
Maths	<p>Number and Place Value:</p> <p>Numbers to 1 million</p>	<p>Calculations:</p> <p>Multiplication and Division.</p>	<p>Fractions, Decimals and Percentages:</p> <p>Fractions</p>	<p>Mid-year Tests</p> <p>Fractions, Decimals and</p>	<p>Geometry – Position and Direction:</p>	<p>Measurement:</p> <p>Area and perimeter</p>

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	Calculations: Four Operations on Whole Numbers	Word problems with all four operations. Statistics: Graphs	Mid-year Tests Fractions, Decimals and Percentages: Decimals	Percentages: Percentages Geometry – Properties and Shapes: Geometry	Position and Movement Measurement: Measurements Measurements: Area and perimeter	Measurements: Volume Number and Place Value: Roman Numerals
Science	Mission Control Earth and space: Describe the shape and movements of the Earth, Sun, Moon and other planets. Describe why day turns to night. Explain the phases of the moon.	WW2 Light: Recognise light travels in straight lines. Light travels from light sources shadows.	In Your Element Earth, Air, Fire, Water: Forces – gravity air resistance, water resistance and friction.	In Your Element Earth, Air, Fire, Water: Forces – pulleys and gears (simple machines)	The Egyptians Animals including humans: Describe how humans change as they age.	North America Living things and their habitats: Life Cycles
Computing	Computing systems and networks Unit 1: Sharing Information		Creating media Unit 3: Video Editing Planning,	Programming A Unit 5: Selection in Physical Computing	Programming B Unit 6: Selection in Quizzes Exploring	Data and information Unit 4: introduction to spreadsheets

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	Identifying and exploring how information is shared between digital systems.		capturing, and editing video to produce a short film.	Exploring conditions and selection using a programmable microcontroller.	selection in programming to design and code an interactive quiz.	Answering questions by using spreadsheets to organise and calculate data.
History/Geography	<p>Geography: Planet Earth</p> <p>Locate and name places and describe their location in terms of the equator and the tropics of cancer and Capricorn. use large and small scale maps.</p> <p>History: Identify and sequence key events of time studied – Space Age.</p>	<p>History: WW2</p> <p>Examine causes and results of great events and the impact on people. Use evidence to build up a picture of a past event, by identifying primary and secondary sources.</p> <p>Geography: Locate countries involved in WW2.</p>	<p>Geography: In Your Element</p> <p>Weather – climate zones in relation to the poles and equator, Beaufort scale Fault lines, Main cities along the canal network.</p>	<p>History: In Your Element</p> <p>The development of the canal network. Significant British events and figures - engineers - local links.</p>	<p>History: The Egyptians</p> <p>Find out the key dates, characters and events of time studied.</p> <p>Use a range of sources including primary and secondary.</p> <p>Geography: Use a variety of maps to locate key areas including the Nile.</p>	<p>Geography: Continent of North America</p> <p>Range of climates. The physical and political characteristics of the continent.</p> <p>History: Identify the key historical figures in the development of the USA.</p>

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Art/DT	Art: Charcoal and oil pastels of moon and mixed media of planets including textiles. Investigate, research and test and adapt ideas using a sketchbook. Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.	DT: CAD design – WW2 designing and making clothes.	Art: Interpretation of the elements using a variety of media. HPAN artwork.	DT: Mechanical systems – pulleys and gears. Art: Interpretation of the elements using a variety of media.	Art: Egyptian sarcophagus, decoration. DT: Clay Canopic jars.	Art: Focus on the American artist Jackson Pollock. DT: Textiles – making animals
Music	Musical Instruments – Play, Composing and Improvising 'Sing and play in different styles' unit step 1 and 4	Listening & Understanding Symphony No. 5 – Beethoven Hallelujah from Messiah – Handel	Singing In this topic the children will compare and contrast different genres looking at time signatures composition and chords.	Musical Instruments – Play, Composing and Improvising This topic considers 'texture'. Styles of music have different textures.	Listening & Understanding This topic explores musical improvisation. To consider an 'interval' in music composition.	Singing – Battle of the Bands Singing and listening are at the heart of this unit. The children will play, improvise and compose, copying back

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	'Melody and Harmony' unit step 1 and 3.	(Compare and contrast the songs)		Explore how voices and instruments combine to create texture in music.		complex melodic patterns as a call and response exercise, both aurally and visually.
PE	Hockey Forest Schools	Gymnastics Rugby	Swimming Tennis	Swimming Tennis	Swimming Dance	Swimming Handball
French	Talking about Us Say and write an extended opinion about a school subject using a like/dislike verb.	Time in the city Say and write a simple sentence to describe what is in a town/city.	Healthy eating and going to the market Remember and say familiar fruit/veg nouns. Follow / give simple instructions for a recipe	Clothes, colours and fancy dress Can read and understand descriptive sentences about clothes, using descriptive nouns and adjectives.	Out of this World Use adjectives accurately to describe planets Read and understand simple facts about the planets.	At the seaside Language Puzzle Use sentence starters to create a sequence of sentences related to the seaside.
PHSE	Reflect on personal responsibility for maintaining good relationships.	Learn about the different types of relationships among friends and families and develop the	Learn about sources of help and support for individuals, families and groups.	Recognise that actions have consequences for themselves and other, recognise others' feelings	Learn how to manage feelings as they change. Investigate what is involved in	As they approach puberty; the changes in emotions that puberty brings and how to manage their feelings

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	<p>Explore ways of dealing with broken relationships and bringing about reconciliation.</p> <p>Harvest – collecting for the Widnes food bank.</p>	<p>skills needed to be effective in relationships.</p> <p>Understand about a healthy lifestyle and the options and choices they make.</p>	<p>Explore the meaning of friendship, trust and loyalty.</p> <p>Equality and Diversity week. Children's Mental Health Week.</p>	<p>and put themselves in someone else's shoes.</p> <p>To be able to talk about relationships and how to seek advice from significant adults.</p>	<p>bringing up children.</p>	<p>Including menstruation.</p> <p>Explore different ways to respond to the gifts of creation- using a variety of media and experiences</p> <p>Money week.</p>
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