



## Year Five ~ Curriculum Overview

### Summer Term

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| <b>Building the Kingdom Catholic Social Teaching</b>                                                            | <b>Solidarity and the Common Good</b><br>"If one member of Christ's body suffers, all suffer. If one member is honoured, all rejoice."<br>– 1 Corinthians 12:12-26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Big Questions</b>                                                                                            | What does Jesus mean when he says we are 'brothers and sisters'?<br>Who needs our help?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Religious Education</b><br> | <b>Our gospel virtues for this term are:</b><br><b>Compassionate &amp; Loving</b><br><b>Faith-filled &amp; Hopeful</b><br><b>This term's topics in RE will be:</b><br><b>Unit I – Easter</b> <ul style="list-style-type: none"> <li>Children will know that the Easter Vigil is the Church Celebration of the Resurrection of Christ.</li> <li>They will know the structure of the Vigil and will understand the meaning attached to some of the symbols used during the Vigil.</li> <li>They will be able to discuss the importance of Christian belief in eternal life.</li> </ul> <b>Unit J – Pentecost</b> <ul style="list-style-type: none"> <li>Children will know about the transformation of the Apostles of Jesus through the gift of the Holy Spirit.</li> <li>They will know that the Holy Spirit is included in the Church's belief in the Holy Trinity.</li> <li>They will be able to discuss some of the qualities of the Holy Spirit.</li> </ul> <b>Unit K – The Work of the Apostles</b> <ul style="list-style-type: none"> <li>Children will have a knowledge of the work of the Apostles after Pentecost.</li> <li>They will understand some reasons why they were so keen to proclaim the Resurrection of Christ to the world.</li> </ul> <b>Unit L – Marriage and Holy Orders</b> <ul style="list-style-type: none"> <li>Children will know that Marriage and Holy Orders are Sacraments of Commitment.</li> <li>Recall the promises made in Marriage and key tasks of the Archbishop, Priests and deacons.</li> <li>Explain the meaning of the Body of Christ as a term for roles and responsibilities in the Church.</li> <li><b>Prayers children will learn:</b><br/>           The Rosary<br/>           The Memorare         </li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Key Liturgical dates</b>                                                                                     | <b>Sunday 11 May World Day of Prayer for Vocations</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Thursday 29 May - Solemnity of The Ascension of the Lord – Holy Day of Obligation<br>Sunday 8 June - Solemnity of Pentecost<br>Sunday 15 June - Solemnity of The Most Holy Trinity<br>Sunday 22 June - Solemnity of The Most Holy Body and Blood of Christ<br>Tuesday 24 June - Nativity of St. John the Baptist<br>Friday 27 June - Solemnity of The Most Sacred Heart of Jesus<br>Sunday 29 June - St. Peter and St. Paul - Holy Day of Obligation |
| <b>RSE ~ Life to the Full</b>                                                                                   | <b>Relationship &amp; Health Education</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



Module 1: Unit 2 – Me, My Body, My Health, children will learn that celebrating differences between people is enriching to a community and know that their self-confidence should arise from being loved by God. They will learn about the physical changes that boys and girls go through during puberty and how they should respect and take care of their bodies as gifts from God.

Module 3: Unit 2 – Living in the Wider World teaches children some of the principles of Catholic Social Teaching from Together For The Common Good, which will help them to fulfil their purpose of making a difference in the world around them. Teaching includes the common good, the human person, social relationships and stewardship. This links to a deeper exploration of the world of work: getting and changing jobs, aspiration and goal setting, gender stereotypes, unemployment and more. This module concludes with teaching about money, in which children are invited to consider what influences our money choices, including God’s call to live generously. Additionally, children will consider why some people have more than others, developing an awareness of fairness and justice.

## English



**Class Reading Texts:**  
The Story of Titanic for Children by Joe Fullman  
Overheard in a Tower Block by Joseph Coelho

**Writing Text 1:**  
Kaspar, Prince of Cats by Michael Morpurgo  
**Writing Outcomes:** Character descriptions, reports, letters, advertising leaflet, balanced report  
**Main outcome:** Newspaper article

**Writing Text 2:**  
High Rise Mystery by Sharna Jackson  
**Writing Outcomes:** Character description, police report, setting description, newspaper article, dialogue, formal persuasive letter  
**Main outcome:** Biography  
Extended narrative

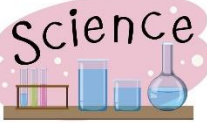
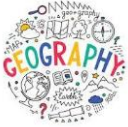
## Maths



**Geometry: Angles**  
*In this unit, children will learn:*  
Step 1 Understand and use degrees  
Step 2 Classify angles  
Step 3 Estimate angles  
Step 4 Measure angles up to 180°  
Step 5 Draw lines and angles accurately  
Step 6 Calculate angles around a point  
Step 7 Calculate angles on a straight line  
Step 8 Lengths and angles in shapes  
Step 9 Regular and irregular polygons  
Step 10 3-D shapes

**Geometry: Position and Direction**  
*In this unit, children will learn:*  
Step 1 Read and plot coordinates  
Step 2 Problem solving with coordinates  
Step 3 Translation  
Step 4 Translation with coordinates  
Step 5 Lines of symmetry  
Step 6 Reflection in horizontal and vertical lines

**Number: Decimals**  
*In this unit, children will learn:*  
Step 1 Use known facts to add and subtract decimals within 1  
Step 2 Complements to 1  
Step 3 Add and subtract decimals across 1  
Step 4 Add decimals with the same number of decimal places  
Step 5 Subtract decimals with the same number of decimal places  
Step 6 Add decimals with different numbers of decimal places

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|                                                                                                      | <p>Step 7 Subtract decimals with different numbers of decimal places</p> <p>Step 8 Efficient strategies for adding and subtracting decimals</p> <p>Step 9 Decimal sequences</p> <p>Step 10 Multiply by 10, 100 and 1,000</p> <p>Step 11 Divide by 10, 100 and 1,000</p> <p>Step 12 Multiply and divide decimals - missing values</p> <p><b>Number: Negative Numbers</b></p> <p>Step 1 Understand negative numbers</p> <p>Step 2 Count through zero in 1s</p> <p>Step 3 Count through zero in multiples</p> <p>Step 4 Compare and order negative numbers</p> <p>Step 5 Find the difference</p> <p><b>Measurement: Converting Units</b></p> <p>Step 1 Kilograms and kilometres</p> <p>Step 2 Millimetres and millilitres</p> <p>Step 3 Convert units of length</p> <p>Step 4 Convert between metric and imperial units</p> <p>Step 5 Convert units of time</p> <p>Step 6 Calculate with timetables</p> <p><b>Measurement: Volume</b></p> <p>Step 1 Cubic centimetres</p> <p>Step 2 Compare volume</p> <p>Step 3 Estimate volume</p> <p>Step 4 Estimate capacity</p> |
| <p>Science</p>    | <p><b>Meteorology (Chemistry and Physics)</b></p> <p><b>Scientific Understanding:</b></p> <ul style="list-style-type: none"> <li>• Know the atmosphere protects Earth and enables life.</li> <li>• Know human actions can help or harm the atmosphere.</li> <li>• Know that four air masses affect the weather we experience in the UK.</li> <li>• Know a weather front is a boundary where warm and cold air meet.</li> <li>• Know that thunder and lightning is caused by electrical charge moving through the air.</li> </ul> <p><b>The Human Body (Biology)</b></p> <p><b>Scientific knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>• Humans undergo many changes as they develop from conception to old age.</li> <li>• Puberty is the physical process by which the human changes from child to adult and can reproduce.</li> <li>• As humans age, they begin to slow and sometimes problems like heart dis-ease or arthritis occur.</li> </ul>                                                                                |
| <p>PE</p>         | <p><b>Basketball</b></p> <p><b>Athletics</b></p> <p><b>Tennis</b></p> <p><b>Gymnastics</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>Geography</p>  | <p><b>New Zealand (Summer Term One)</b></p> <p><i>By the end of this unit, children will know:</i></p> <ul style="list-style-type: none"> <li>• New Zealand is located in the South Pacific Ocean.</li> <li>• New Zealand has volcanoes, geysers and can experience earthquakes.</li> <li>• Scientists think Maori people came from Polynesia to New Zealand around 700 years ago.</li> <li>• New Zealand has a temperate climate with lots of rainfall and sunshine.</li> <li>• Melanesia, Micronesia and Polynesia are groups of islands in the Pacific Ocean.</li> </ul> <p><b>Local Study (Summer Term Two)</b></p> <p><i>By the end of this unit, children will know:</i></p> <ul style="list-style-type: none"> <li>• To use my knowledge from fieldwork to explain an important local issue.</li> </ul>                                                                                                                                                                                                                                                    |

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|                                                                                                     | <ul style="list-style-type: none"> <li>• To understand that geographers think about problems in local areas and suggest ways they can be solved.</li> <li>• To know a graph is a mathematical drawing that shows information using lines, shapes and colours.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>History</b><br>  | <p><b>The Industrial Revolution</b> (Summer Term One)</p> <p><i>By the end of this unit, children will know:</i></p> <ul style="list-style-type: none"> <li>• To know that 'Industrial Revolution' describes the transition from a society based on hand manufacturing and human or animal power, to a society based on machinery.</li> <li>• To understand the Industrial Revolution had an enormous impact on British society, changing many people's way of life.</li> <li>• To understand the significance of cotton spinning moving from being a hand craft, to being mechanised.</li> <li>• To understand why coal and iron were so important for the Industrial Revolution.</li> <li>• To know that there was a surge in child labour during the Industrial Revolution.</li> </ul> <p><b>The Victorian Age</b> (Summer Term Two)</p> <p><i>By the end of this unit, children will know:</i></p> <p>Queen Victoria is the second longest reigning monarch in British history, ruling from 1837 to 1901. She had such a profound impact on the culture and life of the nineteenth century, that the period is commonly known as the 'Victorian Age'.</p> <ul style="list-style-type: none"> <li>• The industrial revolution caused cities to grow rapidly. This was called urbanisation. Slums in the city had poor sanitation and were overcrowded.</li> <li>• The 1834 Victorian Poor Law reformed relief for the poor and as a result, many poor people were forced to live in the workhouse.</li> <li>• The Great Exhibition took place in 1851. It was designed to showcase amazing objects and inventions from around the world.</li> <li>• Many aspects of life by 1900 were not that dissimilar to today. Street lighting, medicines, trains, the motor car, department stores and compulsory education were all in existence by then.</li> </ul> |
| <b>Art</b><br>   | <p><b>Artist: Dan Genders (Tape Artist)</b></p> <p><b>Printmaking</b></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• To improve their mastery of art and design techniques, with a range of materials; about great artists, architects and designers in history.</li> </ul> <p><b>Take One Picture</b></p> <ul style="list-style-type: none"> <li>• To create sketchbooks to record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials; about great artists, architects and designers in history.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Music</b><br> | <p><b>This term, children will learn about:</b></p> <p><b>Tonality</b></p> <p><i>By the end of this unit, children will:</i></p> <ul style="list-style-type: none"> <li>• To be introduced to melody; how it is made, why it is used and where we often hear it. We will be singing together and listening to a musical extract.</li> <li>• We will learn how to play a melody on a xylophone (or an interactive xylophone).</li> <li>• We will learn how composers use melody within music to tell a story or express an emotion.</li> <li>• We will explore the effect of moving between major and minor keys on emotional response.</li> <li>• We will explore how folk tunes have been learned throughout time and how subjects for song tales were invented.</li> </ul> <p><b>Structure</b></p> <p><i>By the end of this unit, children will:</i></p> <ul style="list-style-type: none"> <li>• We will be exploring the binary form music structure, which led to the development of more styles like pop, soul and rock.</li> <li>• We will be exploring the characteristics of ternary form, and how to identify a</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|                                                                                                         | <p>piece of ternary form music.</p> <ul style="list-style-type: none"> <li>• We will learn about Sonata form - the culmination of binary and ternary form.</li> <li>• We will deepen our understanding of sonata structure and learn about a new structure: rondo form.</li> <li>• We will look at two rondos that have different sections, and learn how the same form can be varied.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Spanish</b></p>  | <p><b>This term, children will learn:</b></p> <p><b>Unit 8 – My People</b></p> <ul style="list-style-type: none"> <li>• We will use the verb "hay" with eight place nouns and their corresponding indefinite articles, to be able to say what there is in town. We will use the conjunction "y" and the adverb "también" to extend our sentences.</li> <li>• We will use adjectives to describe places in the town in the masculine and feminine.</li> <li>• <b>Where do you live?</b></li> <li>• We will recap how to say our name and UK nationality. We will then discover the Spanish speaking countries and how to say our nationality from some of those.</li> <li>• We will be putting together all of the learning from this unit to be able to talk about where we live, our nationality and the language we speak.</li> </ul> |
| <b>Other key dates</b>                                                                                  | <p><b>22nd April: Earth Day</b></p> <p><b>16th – 22nd June: World Refugee Week</b></p> <p><b>18th July: Nelson Mandela Day</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |