

Welcome to St Alban's



Year 5

Transition Meeting

Following in the footsteps of Jesus we love, live and learn together.

Dear Lord,

At the beginning of this new school
year we ask for your mercy. Bless the
students, staff and parents of St
Alban's that together we may grow in
faith, hope and love as we learn from
you and each other how to follow
your son Jesus.
Amen



The Year 5 Team

Mr Gallagher - Class Teacher

Mrs Thompson and Mrs Williams - Teaching Assistants

Contact:

year5@stalbanrc.bham.sch.uk

SEN and Inclusion:

Mrs Jones – SENCO

Mrs Doherty – Pastoral Lead

senco@stalbanrc.bham.sch.uk

Attendance:

90% attendance is $\frac{1}{2}$ a day missed every week.

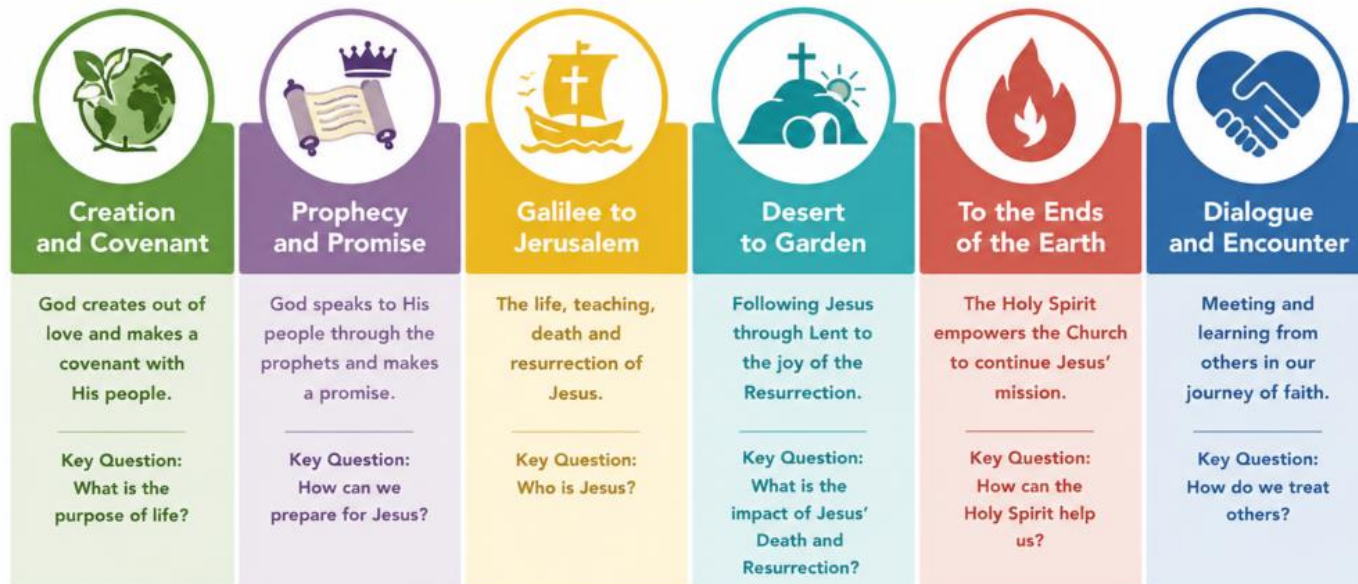
If we look closer.....1 school year at 90% attendance = 4 full weeks of lessons MISSED.

Attendance during one school year	Equivalent days lost in school year	Equivalent sessions lost	Equivalent weeks Missed	Equivalent lessons Missed
95%	9 Days	18 Sessions	2 weeks	50 lessons
90%	19 Days	38 Sessions	4 weeks	100 lessons
85%	29 Days	58 Sessions	6 weeks	150 lessons
80%	38 Days	72 Sessions	8 weeks	200 lessons
75%	48 Days	96 Sessions	10 weeks	250 lessons
70%	57 Days	114 Sessions	11.5 weeks	290 lessons
65%	67 Days	134 Sessions	13.5 weeks	340 Lessons

Religious Education:

The Six Branches of Discerning Disciples

Our Religious Education curriculum is structured around six branches which enable pupils to encounter, follow and respond to Jesus Christ.



DISCERNING DISCIPLES

A religious education programme for Catholic primary schools in the Archdiocese of Birmingham

Together, these six branches help our pupils to grow as **Discerning Disciples**: encountering Jesus, growing in faith and living our mission.



DIOCESE OF BIRMINGHAM
Diocesan Education Service

Year 5 Curriculum

 St Alban's Catholic Primary School <i>Following in the Footsteps of Jesus we love, live and learn together</i> 	
Year Five ~ Curriculum Overview	
Autumn Term	
 Religious Education	Our gospel virtues for this term are: Compassionate & Loving Faith-filled & Hopeful This term's topics in RE will be: Creation and Covenant Prayers children will learn: The Magnificat
 RSE ~ Life to the Full	Relationship & Health Education Module Two: Created to love others UKS2 Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives.
 English	Class Reading Texts: 'Who Let the Gods Out' written by Max Evans. Cosmic by Frank Cottrell-Boyce Reading Comprehension - Understand what they read by: - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. - Asking questions to improve their understanding. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence. Writing Texts: Journey to Is Jack written by Beverley Naidoo. Hidden Figures by Margot Lee Shetterly Vocabulary, Grammar & Punctuation - Using expanded noun phrases to convey complicated information concisely. - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. - Use direct speech to show a shift in formality.
 Maths	Place Value <i>In this unit, children will learn:</i> Roman numerals to 1,000. Numbers to 10,000. Numbers to 100,000. Numbers to 1,000,000. Read and write numbers to 1,000,000. Powers of 10. 10/100/1,000/10,000/100,000 more or less. Partition numbers to 1,000,000. Number line to 1,000,000. 10 Compare and order numbers to 100,000.

	Compare and order numbers to 1,000,000. Round to the nearest 10, 100 or 1,000. Round within 100,000. Round within 1,000,000. Count in 2s, 5s, 10s and 3s. Addition and Subtraction <i>In this unit, children will learn:</i> Mental strategies. Add whole numbers with more than four digits. Subtract whole numbers with more than four digits. Round to check answers. Inverse operations Multi-step addition and subtraction problems. Compare calculations. Find missing numbers. Multiplication and Division <i>In this unit, children will learn:</i> Multiples. Common multiples. Factors. Common factors. Prime numbers. Square numbers. Cube numbers Multiply by 10, 100 and 1,000. Divide by 10, 100 and 1,000. Multiples of 10, 100 and 1,000. Fractions <i>In this unit, children will learn to:</i> Find fractions equivalent to a unit fraction. Find fractions equivalent to a non-unit fraction. Recognise equivalent fractions. Convert improper fractions to mixed numbers. Convert mixed numbers to improper fractions. Compare fractions less than 1. Order fractions less than 1. Compare and order fractions greater than 1. Add and subtract fractions with the same denominator. Add fractions within 1. Add fractions with total greater than 1. Add to a mixed number. Add two mixed numbers. Subtract fractions. Subtract from a mixed number. Subtract from a mixed number - breaking the whole. Subtract two mixed numbers.
 Science	Materials (Chemistry) - Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets. - Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

Year 5 Curriculum

	- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials. - Demonstrate that dissolving, mixing and changes of state are reversible changes. - Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible. Forces (Physics) - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. - Identify the effects of air resistance, water resistance and friction that act between moving surfaces. - Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
PE 	Invasion games (Autumn Term One) Swimming (Autumn Term One) Outdoor Adventurous Activities (Autumn Term Two)
Geography 	Spatial Sense (Autumn Term One) <i>By the end of this unit, children will know:</i> - To be able to read and understand how to use a range of maps. - To understand that cartographers draw imaginary lines to divide the world into sections. Lines of latitude are parallel to the equator running from east to west. Lines of longitude run from north to south. - To know there are four hemispheres. The Equator divides the Southern and Northern hemispheres, and the Prime Meridian divides the Eastern and Western hemispheres. - To use coordinates to locate places on a map. - To use map scale and understand it is the proportion between the distance on a map and the actual distance on the earth's surface. - To interpret a relief map and know that it shows the height of land.
History 	Baghdad 900CE (Autumn Term Two) <i>By the end of this unit, children will know:</i> - The Islamic Empire spread rapidly after Mohammad's death. - Baghdad is a city that was built a long time ago near the river Tigris by Caliph Al-Mansur was the leader of the Abbasid Caliphate. - To understand the layout of the city Baghdad in 900 CE - Many people came to Baghdad to trade and to study. - Many important books were translated into Arabic by scholars in Baghdad. - In 1258 CE, Baghdad was invaded and much of the city was destroyed.
Art 	Style in Art Artists: George Stubbs, Edvard Munch, Thomas Chippendale, Antoine Watteau, Van Doesburg, Pollock & Kandinsky - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing and painting with a range of materials. - To know about great artists and designers in history.

	Art from Western Africa Western African Art: Malian antelope headdress, Benin Plaques, Benin Ivory mask of Queen Mother, Benin Ivory Salt Cellar - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - To improve their mastery of art and design techniques, including drawing, paintings and sculpture with a range of materials for example, pencil, paint, clay - To know about great artists, architects and designers in history.
Music 	This term, children will learn about: Duration <i>By the end of this unit, children will:</i> - To understand how to maintain the pulse using the voice and body. - To understand the difference between on and off beats. - To explore on and off beats in different musical styles. - To understand syncopated rhythms. - To explore ostinatos. - To understand polyrhythms.
Spanish 	This term, children will learn: To recall some basic greetings and how to say our name, as well as some simple vocabulary to describe yourself. To learn the months of the Year. Introduce yourself by your name, age and birthday. To say which country you live in and the language you speak. To learn six masculine and feminine pets and the indefinite articles 'un/una'. To learn about adjective position and agreement when describing a pet's colour.

Year 5 Topics

Geography/History

Year 5

Spatial Sense

Baghdad 900CE

Mountains,
Volcanoes and
Earthquakes

The Industrial
Revolution

Local Study

The Victorians

Year 5 Topics

Science

Year 5	Science				
	The Human Body	Materials	Living Things	Forces	Astronomy
	1. Gestation and Infancy 2. Adolescence and Puberty 3. Slowing Down 4. Growth in Humans and Animals 5. Preparation for Assessment (Research and Scientific Drawing)	1. Properties of Materials 2. Which material is best? 3. Solubility - which materials are most soluble/what solubility means 4. Separating Mixtures - sieving, filtering, evaporating 5. Reversible Changes - dissolving, mixing, change of state	1. Life Cycles of Plants and Animals in Our Local Area 2. Life Cycles of Mammals and Amphibians 3. Life Cycles of Insects and Birds 4. Reproduction in Plants 5. The Work of David Attenborough and Jane Goodall	1. Forces including Gravity 2. Air Resistance, Water Resistance and Friction 3. Guided Investigation: Paper Drop 4. Guided investigation: Paper Drop 5. Pulleys, Gears and Levers	1. The Big Bang and the Expanding Universe 2. Gravity 3. Our Solar System 4. The Moon 5. Our Galactic Neighbourhood
					1. Meteorology and the Atmosphere 2. The Ozone Layer 3. Air Movement 4. Cold and Warm Fronts 5. Thunder and Lightning

Art

Year 5 Summary Concepts in Art: Style, Colour, Pattern, Abstract Types of Art: Rococo, Modernism, Abstract, Islamic, African, Chinese, Printmaking Skills: Painting, Drawing, 3D form, Printing, Mixed media Process: (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, independently choosing materials and creating a design for a finished artwork – this may be working with others to produce an artwork.	Painting Using acrylic on canvas, creating texture with acrylic, painting with inks, using Chinese painting materials – brush use Drawing Using lines, rulers and compasses, observation, using pencil, using oil pastels and soft pastels to show tone 3d form Modelling with clay – sticking and carving (reliefs), Cardboard reliefs, Printing Mono-printing with Perspex, screen-printing	Style in Art Artists/Designers: Stubbs, Munch, Watteau, Chippendale, Van Doesburg, Breuer, Mondrian, Delaunay, Pollock, Rothko, Kandinsky Concepts: What is style in art, features of Rococo art and design, features of Modernist art and design, comparing Rococo and Modernist styles, features and ideas behind abstract art, colour theory in abstract art Skills: Using oil pastels and soft pastels to create light/shade and different marks, accurately copying shapes, independent design by drawing, painting with acrylic on canvass, painting patterns, using colour theory to make colour decisions, creating texture with acrylic DRAWING PAINTING		Art from Western Africa Art: Antelope headdresses of Mali, ivory carvings and bronze relief sculptures and panels from Benin Concepts: Spiritual purpose and significance of many African works of art, ceremonial masks, cultural changes reflected in artwork, for example the influence of the Portuguese traders on West African art. Skills: Using 3d mixed media to design and create relief sculptures. 3D FORM DRAWING	Chinese Painting and Ceramics Art: Become familiar with examples of Chinese art, including: silk scrolls, calligraphy, brush writing and painting, porcelain. Concepts: Chinese painting materials, using brushes and colour in a different way, Chinese painting style and design, creation and decoration of porcelain, Chinese trade with and influence on Western Europe. Skills: Using Chinese painting materials and Chinese painting style – emphasis on brush use. PAINTING	Print Making Artists: Rembrandt, Hogarth, Hokusai, Warhol Concepts: Printmaking as an indirect art form: blocks, plates, silk screens. Printmaking can be a positive (relief), negative (intaglio) or stencil process. Printmaking allows the creation of multiple versions of the same design. Skills: Mono-printing with Perspex, printing ink and pencils, screen-printing with stencils. PRINTING	History of Photography Or Take One Picture The artist(s), concepts and skills covered in this unit will depend upon the focus picture chosen by the National Gallery Take One Picture scheme. Photographers: Dorothea Lange, Lewis Wicks Hine, Jason Evans, Peter Keetman, Aaron Siskind Concepts: The beginnings and development of photography – camera obscura, daguerreotype, roll films, the Kodak camera, colour, digital photography. Victorian portraiture. Documentary photography. Abstract photography. Skills: Using a digital camera, composition - different views, angles and positions, using a viewfinder, zooming in, editing. PHOTOGRAPHY COLLAGE
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Building the Kingdom Autumn Term: Family and Community

- ▶ At **St Albans**, we belong to **one human family**.
- ▶ Our *Building the Kingdom* theme—**The Call to Family and Community**—reminds us that we do not walk alone. We are called to look after our families, welcome the newcomer, and actively participate in our school and local communities to build a world where everyone thrives together.

Maths

Autumn

Number

Place value

[VIEW](#)

Free trial

Number

Addition
and
subtraction

[VIEW](#)

Number

Multiplication and
division A

[VIEW](#)

Number

Fractions A

[VIEW](#)

Spring

Number

Multiplication and
division B

[VIEW](#)

Number

Fractions B

[VIEW](#)

Number

Decimals and
percentages

[VIEW](#)

Measurement

Perimeter
and area

[VIEW](#)

Statistics

[VIEW](#)

Summer

Geometry

Shape

Geometry

Position
and
direction

Number

Decimals

Number
Negative numbers

Measurement

Converting
units

Measurement
Volume

PE and Health:

Active day(s): Monday and Tuesday

Swimming: Tuesday

Life to the Full:

- ▶ From September 2020, Relationship and Sex Education became statutory in all Secondary Schools and in all Primary Schools in England.
- ▶ Relationship and Sex Education in Catholic Schools
- ▶ It's a programme in Relationships and Health Education based on the Department of Education guidance which became statutory during the academic year 2020/21. This programme is rooted in a Christian understanding of the human person, based on "A Model Catholic RSE Curriculum" provided by the Catholic Education Service.



Parent Portal:

<https://www.tentenresources.co.uk/parent-portal/>

To access the Parent Portal please follow the link above, you will need the following login credentials for our school:

School Username: st-alban-b14

School Password: cathedral-city

My Happy Mind:

My Happy Mind is an NHS-backed, science-based mental health and wellbeing program used in schools and homes to help children build resilience, confidence, and self-esteem.

Lessons will take place weekly in school and information will be sent out to parents about how you can access the portal at home.



Important dates:

Whole School Theatre Trip – 8th December

Rewards and Regulation:

- ▶ Shining Star Certificate for academic achievements
- ▶ Champions of Christ certificate for demonstrating the principles of Catholic Social teaching
- ▶ Gospel Virtues
- ▶ House Points
- ▶ Whole class reward
- ▶ My Happy Mind
- ▶ Zones of Regulation



Planners:

- ▶ Children should record the name of their book and the page numbers they have read each night, along with any unfamiliar/challenging words
- ▶ Parents, please check and sign planners
- ▶ Planners will be checked/signed weekly in school (each Friday)



Homework:

- ▶ Daily reading – 10 minutes a day (Signed by parents)
- ▶ TTRockStars: Children should be practising their times tables several times per week. Rapid recall of multiplication and division facts will contribute to their confidence and success in maths.
- ▶ Spelling: Children will stick their new spellings into their spelling books each Friday. They will be tested on their spellings the following Friday.
- ▶ CGP Maths book weekly – to be marked in class on Fridays

Any questions?

If you have questions at any point throughout the year please speak to me after children have been dismissed or contact me via the Year 5 email address: year5@stalbanrc.bham.sch.uk

