



Year Five ~ Curriculum Overview

Summer Term

Building the Kingdom Catholic Social Teaching	"The Earth is God's gift to us. We must protect it for future generations" Pope Benedict XVI 2008 Stewardship
Big Question	How can we look after God's world?
Religious Education 	Our gospel virtues for this term are: Grateful & Generous Attentive & Discerning This term's topics in RE will be: Unit I – Easter - Children will know that the Easter Vigil is the Church Celebration of the Resurrection of Christ. - They will know the structure of the Vigil and will understand the meaning attached to some of the symbols used during the Vigil. - They will be able to discuss the importance of Christian belief in eternal life. Unit J – Pentecost - Children will know about the transformation of the Apostles of Jesus through the gift of the Holy Spirit. - They will know that the Holy Spirit is included in the Church's belief in the Holy Trinity. - They will be able to discuss some of the qualities of the Holy Spirit. Unit K – The Work of the Apostles - Children will have a knowledge of the work of the Apostles after Pentecost. - They will understand some reasons why they were so keen to proclaim the Resurrection of Christ to the world. Unit L – Marriage and Holy Orders - Children will know that Marriage and Holy Orders are Sacraments of Commitment. - Recall the promises made in Marriage and key tasks of the Archbishop, Priests and deacons. - Explain the meaning of the Body of Christ as a term for roles and responsibilities in the Church. Prayers children will learn: The Rosary The Memorare
RSE ~ Life to the Full 	Relationship & Health Education Module 3: Created to live in community UKS2 Module 3, Unit 1 – Religious Understanding deepens pupils understanding and appreciation of the three-part community of love, the Trinity, with the endpoint of discussing the Trinity as it might be communicated in a church setting. Children will learn that the Trinity demonstrates the perfect loving community, and we are called to emulate this self-giving and self-sacrificing love in our communities.

English



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

Reading Comprehension

- 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 justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

- **Writing Texts:** The man who walked between the towers by Mordicai Gerstein. High Rise Mystery by Sharna Jackson.

Vocabulary, Grammar & Punctuation

- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
- 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]
- Use of commas to clarify meaning or avoid ambiguity
- Use of expanded noun phrases to convey complicated information concisely
- Use of inverted commas and other punctuation to indicate direct speech (Y4)
- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
- How words are related by meaning as synonyms and antonyms [for example, big, large, little] (Y6)
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] (Y6)
- Use of layout devices [for example, headings, subheadings, columns, bullets or tables] to structure text (Y6)

Maths



Perimeter and Area

In this unit, children will learn:

- Step 1** Perimeter of rectangles
- Step 2** Perimeter of rectilinear shapes
- Step 3** Perimeter of polygons
- Step 4** Area of rectangles
- Step 5** Area of compound shapes
- Step 6** Estimate area

Shape

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
- Step 7** Subtract decimals with different numbers of decimal places
- Step 8** Efficient strategies for adding and subtracting decimals
- Step 9** Decimal sequences
- Step 10** Multiply by 10, 100 and 1,000
- Step 11** Divide by 10, 100 and 1,000
- Step 12** Multiply and divide decimals - missing values

Statistics

In this unit, children will learn to:

- Step 1** Draw line graphs
- Step 2** Read and interpret line graphs
- Step 3** Read and interpret tables
- Step 4** Two-way tables
- Step 5** Read and interpret timetables

Number: Negative Numbers

In this unit, children will learn to:

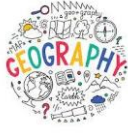
- Step 1** Understand negative numbers
- Step 2** Count through zero in 1s
- Step 3** Count through zero in multiples
- Step 4** Compare and order negative numbers
- Step 5** Find the difference

Measurement: Converting Units

In this unit, children will learn to:

- Step 1** Kilograms and kilometres
- Step 2** Millimetres and millilitres
- Step 3** Convert units of length
- Step 4** Convert between metric and imperial units
- Step 5** Convert units of time
- Step 6** Calculate with timetables

Measurement: Volume

	<i>In this unit, children will learn to:</i> Step 1 Cubic centimetres Step 2 Compare volume Step 3 Estimate volume Step 4 Estimate capacity
Science 	The Human Body (Biology) • Recognise the first stages of human growth: gestation, birth and infancy. • Humans have a gestation period of nine months. • Human body experiences changes as it goes through puberty. • Hormones released into the bloodstream cause physical, mental and emotional changes. • Physical and mental changes happen to the body from adulthood to old age. • All living things follow a life cycle of birth, growth, reproduction and death. Meteorology (Chemistry and Physics) • Know the atmosphere protects Earth and enables life. • Know human actions can help or harm the atmosphere. • Know that four air masses affect the weather we experience in the UK. • Know a weather front is a boundary where warm and cold air meet. • Know that thunder and lightning is caused by electrical charge moving through the air.
PE 	Basketball Athletics
Geography 	Australia <i>By the end of this unit, children will know:</i> • Australia is a large country and is very diverse. • After Captain James Cook sailed to Australia, the British claimed land and set up prison colonies. • Australia's biodiversity is under threat from invasive species, climate change and urbanisation. Local Study (Summer Term Two) By the end of this unit, children will know: • To use my knowledge from fieldwork to explain an important local issue. • To understand that geographers think about problems in local areas and suggest ways they can be solved. • To know a graph is a mathematical drawing that shows information using lines, shapes and colours.
History 	The Industrial Revolution <i>By the end of this unit, children will know:</i> • 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. • To understand the Industrial Revolution had an enormous impact on British society, changing many people's way of life. • To understand the significance of cotton spinning moving from being a hand craft, to being mechanised. • To understand why coal and iron were so important for the Industrial Revolution. • To know that there was a surge in child labour during the Industrial Revolution. The Victorian Age (Summer Term Two) By the end of this unit, children will know: 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'.

	• The industrial revolution caused cities to grow rapidly. This was called urbanisation. Slums in the city had poor sanitation and were overcrowded. • The 1834 Victorian Poor Law reformed relief for the poor and as a result, many poor people were forced to live in the workhouse. • The Great Exhibition took place in 1851. It was designed to showcase amazing objects and inventions from around the world. • 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.
Art 	Chinese painting and ceramics Art Focus: Finches and Bamboo, Fisherman • Experimenting using Chinese painting materials • Painting Chinese characters • Painting bamboo using Chinese painting materials The fourth task in lessons 5 and 6, painting a Chinese-style flower painting, can be described as 'divergent' (using specified techniques but with an unspecified endpoint). Printmaking Pupils should be taught: • To improve their mastery of art and design techniques, with a range of materials; about great artists, architects and designers in history.
Music 	This term, children will learn about: Compose and Rehearse <i>By the end of this unit, children will:</i> • Know the key features of minimalism. • Compose, practise and notate a repeating rhythmic minimalist cell. • Compose, practise and notate a repeating melodic minimalist cell, layering this with a drone and rhythmic cell underneath. • Build a minimalist composition creating cells that compliment and connect well to each other. • Structure and notate a minimalist composition considering the most effective way to do this. • Rehearse effectively for a performance and make improvements after receiving feedback.
Spanish 	This term, children will learn: I can understand dates made by combining numbers and months. I can say when my birthday is and ask others about their birthday. I can understand and answer different questions about dates. I can talk about dates for special events and festivals. I can describe people using 'son' and 'estan'. I can say how people are, today and in general. I can ask and answer questions about El Día de los Muertos using 'cuántos' and 'cuántas'. I can understand and write a description of an 'altar' in the context of the Mexican tradition, El Día de los Muertos.