



# **Curriculum Framework**

**for**

# **Year 5**

# The National Curriculum and the Early Years Foundation Stage

In Nursery and Reception we follow the Early Years Foundation Stage Curriculum. A link to this can be found on our website.

In Years One to Six we follow the national curriculum for England and Wales. A link to the National Curriculum can be found on our website. This gives a detailed breakdown of programmes of study for each curriculum area as follows:

<b>English</b>	Programmes of Study for: <ul style="list-style-type: none"><li>● Year One</li><li>● Year Two,</li><li>● “Lower Key Stage Two” (by the end of Year Four)</li><li>● “Upper Key Stage Two” (by the end of Year Six)</li><li>● Programmes of Study for each Year Group for Vocabulary, Grammar and Punctuation</li></ul>
<b>Maths</b>	Programmes of Study for each group from Years One to Six
<b>Science</b>	Programmes of Study for each group from Years One to Six
<b>All other National Curriculum Subjects</b>	Attainment Targets and Subject Content for Key Stage One (Years One and Two) and Key Stage Two (Years Three to Six)

We also follow the Cambridgeshire Agreed Syllabus for Religious Education.

## How the Curriculum Is Organised

On the following pages you can see what is being taught in each curriculum area each half term.

Whatever we are teaching, there are certain key features that are consistent about how the curriculum is organised and delivered...

### 1. A “Context for Learning”

We teach most subjects through a “Context for Learning”. This is the over-arching topic we use to provide a meaningful context to the children’s work. Usually each half term will have a different “Context for Learning”. We use these contexts to teach all the national curriculum subjects, and look to make links between the subject areas.

English and mathematics are taught each day and linked to the theme where possible. Some lessons may be taught discretely if they do not fit in with the context for learning.

We may when appropriate focus on a particular curriculum area for a few days. For example, rather than having one art lesson at a particular time every week, children may have a week focusing on art, enabling them to really get their teeth into a particular project.

Some curriculum areas may not be taught every half term (for example, History may be taught one half term then Geography the following half term).

## **2. An Exciting “Entry Point”**

Each context for learning begins with a “wow” entry point for the children. The purpose of these is to stimulate children’s excitement, interest and motivation to learn. These events usually happen in the first couple of weeks of teaching using that context. They may involve children going on a class trip or it may be an event organised in school.

## **3. Our Question Boards**

Each class begins each half term’s context for learning by brainstorming what they already know about the area and generating questions that they would like to find out the answers to. Each classroom has a “questions board” with the children’s questions displayed. These help inform the teacher’s planning for each half term and are used to help the children to become active, independent learners.

We strongly believe that this skills-based approach to teaching and learning has a positive impact on your child’s enjoyment and achievement at school.

## **A Personalised Curriculum for Your Child**

Precise learning objectives are differentiated according to each child’s next steps in their learning. You can find out more detail about your child’s next steps in learning by coming to the Parents’ Evening Meetings in the Autumn and Spring terms, from your child’s Annual Written Report in the Summer Term and by making an appointment with your child’s class teacher if you feel you need more information or have any concerns.

Homework is another good way of keeping up with what your child is learning. Reading with your child, helping them learn spellings, number bonds, multiplication tables and other activities that are sent home give a good indication of the areas your child is working on.

# Our Curriculum for Year 5 for the First Half of Autumn Term

## Context for Learning: Jungle Journey

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
English	Animated Jungle	To watch an animated video of children in the jungle and re-tell the story using descriptive language.
	Space Jungle	To watch a live action video of a young girl in a strange jungle in space and re-tell the story using interesting language.
	Big Writing Adventures – Animals in Danger	Children will learn how to write a persuasive yet factual report for a radio broadcast. They will learn how to write a breaking news article as well as a biographical magazine article. They will learn how to use rhetorical questions, personal pronouns and other emotive language to persuade. They will use expanded noun phrases to build interesting descriptions, varied sentence structures, including sentences with subordinate clauses and single-clause sentences for effect. Furthermore they will use a range of time adverbs/adverbials as well as fronted adverbials to structure their writing. Alliteration and a range of adverbs of cause will be used to create dramatic effect.
	Reading	Use knowledge of words, roots, derivations and spelling patterns to read unknown words
	Grammar	Speech punctuation, direct and reported speech, need for punctuation, use of commas in embedded clauses, proofreading.
	Spelling	Read Write Inc Spelling
	Handwriting	Write legibly, fluently and with increased speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for a task.
	Oracy	To listen for extended periods of time.  To be able to engage in small talk – informal, spontaneous conversations with un/less familiar adults.

<b>Mathematics</b>	<b>Number – Place Value</b>	<p>To read, write, order and compare numbers to at least 1,000,000 (one million) and say the value of each digit.</p> <p>To keep multiplying a number by 10 or 100 up to 1,000,000 and count back.</p> <p>To use negative numbers in context when looking at temperature or money; counting forwards and backwards through 0.</p> <p>To round numbers up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.</p> <p>To solve number and practical problems that involve ordering and comparing numbers to 1 000 000, counting forwards or backwards in steps, negative numbers and rounding.</p> <p>To be able to read Roman numerals to 1000 and recognise years written in these.</p>
	<b>Number – Addition and Subtraction</b>	<p>Children will learn to add and subtract numbers with up to 4 digits using written methods.</p> <p>They will also learn how to add and subtract 2 and 3 digit numbers in their heads. They will use rounding to check answers to calculations and determine levels of accuracy.</p>
<b>Science</b>	Living things (including plants)	<p>Describe the changes of plants from a seed.</p> <p>Describe the process of reproduction in some plants (sexual and asexual)</p> <p>Understand the different habitats of plants and how they adapt to their environment.</p>
<b>Computing</b>	<b>e-safety</b> <b>Microsoft Word</b>	<p>Purple Mash - <a href="https://www.purplemash.com">https://www.purplemash.com</a></p> <p><b>Online safety</b> (unit 5.2) for 3 weeks</p> <p><b>Microsoft Word/Google Docs</b> for 4 weeks</p>
<b>Art and Design</b>	Oil pastels and drawing.	Children look at the work of Henri Rousseau and use this to create their own art work.
	Sketchings and rubbings	Leaf rubbing and using a magnifying glass to do a close up sketch of a plant.
<b>Culture and Diversity</b>	Human Rights	Understands the basic needs for human life.
	Equality	Understands what is fair and unfair.
	Globalisation	Understands global connections between peoples and countries.
	Sustainable Development	Can appreciate and care for living things and for their own environment and starting to value resources and learning not to waste them.
	Co-operation	Understands the importance of individual and collective action and engages in community work
	Active Participation	Understands that our choices and actions have consequences - both positive and negative - for the world we live in
<b>Music</b>	Singing to perform	Harvest Festival
	Rock music	Living on a prayer (using Charanga)
<b>Design and Technology</b>	Shoebox	Creating a rainforest scene in a shoe box using arts and crafts.

<b>History</b>	N/A	N/A
<b>Geography</b>	Rainforest/map work of the world	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a European country and a region within South America.</p>
<b>Languages</b>	French	<p><b>1a – Talking about us</b></p> <ul style="list-style-type: none"> <li>- Expressing their feelings using extended phrases and new adjectives</li> <li>- Revisiting personal information from the previous two stages of language learning</li> </ul> <p><b>1b – School subjects</b></p> <ul style="list-style-type: none"> <li>- Learning nouns for school subjects</li> <li>- Giving extended opinions including conjunction 'because' to give a reason for liking/disliking a subject</li> <li>- Opportunity to check for learning with Puzzle It Out assessment</li> </ul>
<b>Physical Education</b>	<p>Paired composition</p> <p>Invasion games</p>	<p><b><u>Paired composition (gymnastics):</u></b> Working together as a pair to create a sequence of movements. Experimenting ways of different movements and levels and linking them together into a smooth sequence.</p> <p><b><u>Games (football):</u></b> Play competitive games, applying principles of attacking &amp; defending Develop strength, technique, control &amp; balance Use dribbling &amp; control in combination</p>
<b>RSHE</b>	<p>Changing Adolescent Bodies</p> <p>Being Safe</p> <p>Respectful Relationships</p>	<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes including key facts about the menstrual cycle.</p> <p>What sort of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>The conventions of courtesy and manners.</p>
<b>Religious Education</b>	Words of Wisdom	Exploring acts of kindness through Christianity, Sikhism and Islam
<b>Cooking and Nutrition</b>	Nutrition lessons	Delivered by Wolfe Sports.

<b>Educational Visits/Visitors</b>	Botanic Gardens, Cambridge – Rainforests.
------------------------------------	-------------------------------------------

# Our Curriculum for Year 5 for the Second Half of Autumn Term

## Context for Learning: Victorians

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
<b>English</b>	The Highwayman	<p><b>The Highwayman by Alfred Noyes:</b>            Read poems by significant poets and identify what is distinctive about the style or content of their poems; analyse and compare poetic style, use forms and themes of significant poets; to respond to shades of meaning; to explain and justify personal tastes; convey feelings, reflections or moods in a poem through the careful choice of words and phrases.            Children will also use the poem to write their own recount. They will identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, supporting illustrations, degree of formality adopted, use of connectives; write recounts based on The Highwayman poem.</p>
	Moonfleet	<p>Re-tell a child friendly version of the story of Moonfleet in their own words, writing in past tense and third person. Incorporate the grammar learnt over the course of the term.</p>
	Untold Stories	<p>Write a diary entry in first person imagining that they are Mary Seacole.</p>
	Reading	<p>Use knowledge of words, roots, derivations and spelling patterns to read unknown words</p>
	Grammar	<p>Speech punctuation, direct and reported speech, need for punctuation, use of commas in embedded clauses, proofreading.</p>
	Spelling	<p>Read Write Inc Spelling</p>
	Handwriting	<p>Write legibly, fluently and with increased speed by:            Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.            Choosing the writing implement that is best suited for a task.</p>
	Oracy	<p>For gestures and facial expressions to become increasingly natural.             To draw on a range of sentence stems.</p>
<b>Mathematics</b>	<b>Number: Multiplication and Division</b>	<p>Children will find multiples and factors of a number and can identify factors common to 2 different numbers. Use vocabulary relating to prime numbers, prime factors and composite numbers.            To work out if any given number up to 100 is a prime number and can recall prime numbers up to 19.            To mentally multiply and divide numbers using the x tables.            To multiply and divide whole numbers by 10, 100 and 1000.            To identify and use square and cube numbers and their notations.</p>

	<b>Fractions</b>	<p>To solve problems involving multiplication and division including using factors and multiples, squares and cubes.</p> <p>Compare and order fractions whose denominators are multiples of the same number.</p> <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt;1</math> as a mixed number.</p>
<b>Science</b>	Living things (including plants)	<p>Understand and describe the life cycles of amphibians, insects, humans, mammals and birds.</p> <p>Learn about famous naturalists and their contribution to our understanding of the natural world.</p>
<b>Computing</b>	<b>Microsoft Word Coding</b>	<p>Purple Mash - <a href="https://www.purplemash.com">https://www.purplemash.com</a></p> <p>Microsoft Word/Google Docs for 2 weeks</p> <p>Coding for 6 weeks</p>
<b>Art and Design</b>	Victorian sketches	Children sketch famous Victorians using pencil and shading.
	Christmas cards	Creating a Victorian style Christmas card.
<b>Culture and Diversity</b>	Celebration of Diversity	Shows an awareness of the feelings, needs and interests of others.
	Human Rights	Understands rights in class and school and respects basic human rights and understands how some have those denied.
	Democracy	Has a sense of fair play/justice
	Equality	Understands what is fair and unfair, Treats others fairly and is willing to stand up and speak for others
	Citizenship	Is willing to stand up and speak for others to defend their rights
	Social and Civic Competence	Participates cooperatively in group activities and works to ensure everyone is included.
	Active Participation	Is willing to play fairly and inclusively with others
	Co-operation	Works cooperatively to solve problems or achieve goals
	Belonging	Has a sense of belonging in the local environment (family, school and community) and understands the value of relationships with others.
	Kite Trust	Kite Trust workshop on representation in picture books. From women's roles, ethnicity, disability, same-sex relationships.
<b>Music</b>	Jazz	Classroom jazz (using Charanga)
<b>Design and Technology</b>	Sewing	Sewing a Victorian style flower pattern
	Tile	Designing and printing a Victorian style tile pattern



	Plasticine	Re-creating the Parker's Piece Queen Victoria's coronation feast
<b>History</b>	Victorians	Place events from the Victorian period on a timeline; the life of Queen Victoria; life For Victorian Children (school and work); hygiene and cholera; the workhouse and Dr Barnardo. Local census study with History works where children create a blue plaque.
<b>Geography</b>	Rainforest/map work of the world	Locate the world's countries, using maps to focus on the rainforest of the world.
<b>Languages</b>	French	<p><b>2a - In the city</b></p> <ul style="list-style-type: none"> <li>- Practise asking where something is</li> <li>- Respond with the structure 'Here is...'</li> <li>- Recognise the names of places in a town written down</li> <li>- Explore a city in France including reading and understanding facts</li> <li>- Look at nouns for places in a town or city, including shops</li> <li>- Explore language for buying tickets to a tourist attraction, including the polite request</li> <li>- Describe a city in the role of a tour guide</li> </ul> <p><b>2b – Christmas shopping</b></p> <ul style="list-style-type: none"> <li>- Learn and remember nouns for presents</li> <li>- Recognise and understand prices</li> <li>- Use the polite request</li> <li>- Design and describe a Christmas jumper</li> </ul>
<b>Physical Education</b>	Paired composition  Invasion games	<p><b><u>Dance (On the beach):</u></b> Develop skills of unison, mirroring, contact, level, speed, direction, control, jumping, turning gesture, action/reaction, and repetition</p> <p><b><u>Games (netball):</u></b> Play competitive games, applying principles of attacking &amp; defending Develop strength, technique, control &amp; balance Use dodging and throwing in combination</p>
<b>RSHE</b>	<b>Families and People who care for me</b>  <b>Caring Friendships</b>  <b>Respectful Relationships</b>	<p>Children learn about the importance of families and learn about the diversity of different types, as well as learning about what a marriage is.</p> <p>Children will develop their understanding about what makes a good friend and how to maintain healthy relationships while dealing with emotions such as jealousy. They will also learn about online friendships, how to communicate with friends effectively if problems should arise and how friendships should make you feel secure.</p> <p>Children will build on their practice of respecting others as well as themselves. They will also learn how to improve or support respectful relationships as well be able to pick up on signs of bullying and know where to go to get help. Furthermore, they will learn about stereotypes and how they can be unfair, negative or destructive.</p>
<b>Religious Education</b>	Art, Music and Religion	Exploring through a variety of Christian and Islamic mediums and Modern art .
<b>Cooking and Nutrition</b>	Victorian celebration food	Children look at what food the Victorians ate at the coronation feast.

<b>Educational Visits/Visitors</b>	<ul style="list-style-type: none"> <li>● History works project – blue plaque project</li> <li>● Victorian Day</li> <li>● Cinema trip</li> </ul>
------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------

## **Year 5 list of useful websites for Maths, English and Context**

Listed below are some useful websites which will help to support your child's learning in Year 5. We have grouped them under Numeracy, English and our current Context for Learning, 'Jungle Journey'. We will send out a list of useful websites for our 'Victorians' Context after half term.

### **Year 5 Maths:**

- [www.crickweb.co.uk/ks2numeracy.html](http://www.crickweb.co.uk/ks2numeracy.html) Links to range of activities, grouped by topics
- [www.wmnet.org.uk/wmnet/14.cfm?p=125,index](http://www.wmnet.org.uk/wmnet/14.cfm?p=125,index) Brilliant site! All areas covered. Hit the Button, Wizard's Number and all Dartboard activities are especially good.
- <http://nrich.maths.org/frontpage> Investigations, challenges and problems
- [www.woodlands-junior.kent.sch.uk/maths/](http://www.woodlands-junior.kent.sch.uk/maths/) Excellent activities, games, resources.
- [www.galileo.org/math/puzzles.html](http://www.galileo.org/math/puzzles.html) Challenging open ended problems/investigations/real life contexts
- [www.subtangent.com/maths/index.php](http://www.subtangent.com/maths/index.php) Investigations, games and tests
- [www.mathsisfun.com/](http://www.mathsisfun.com/) Range of activities. Games have strong problem solving/logic links.
- [www.bbc.co.uk/bitesize/ks2/maths/](http://www.bbc.co.uk/bitesize/ks2/maths/) Information, activities, games and quizzes
- [www.amblesideprimaryschool.co.uk/Learning.../Maths-Zone.html](http://www.amblesideprimaryschool.co.uk/Learning.../Maths-Zone.html) Great links to range of sites.
- <http://www.surreyheathmathszone.co.uk/activities.htm> Well organised, learning objectives, links to good tasks
- [www.coolmath4kids.com/](http://www.coolmath4kids.com/) Range of interactive activities
- <http://www.oswego.org/ocsd-web/games/sumsense/summulti.html> For multiplication practice
- <http://resources.oswego.org/games/mathmagician/mathsmulti.html> For specific times tables practice
- <http://uk.ixl.com/math/year-5> For a wide variety of numeracy practice
- [www.topmarks.co.uk](http://www.topmarks.co.uk) For various topics
- <http://mathschallenge.net/index.php?section=latest> Gifted and talented maths challenges
- <http://momath.org/activities/> Museum of mathematics, inspiring math exploration and discovery

### **Year 5 English:**

#### **General English websites:**

- <http://www.bbc.co.uk/bitesize/ks2/english/> packed full of great activities and resources for reading, writing, punctuation
- <http://www.bbc.co.uk/bitesize/ks2/english/writing/> excellent for features of different text types
- [http://www.bbc.co.uk/bitesize/ks2/english/spelling\\_grammar/](http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/) spelling and grammar activities
- <http://resources.woodlands-junior.kent.sch.uk/English/index.htm> excellent links to hundreds of activities for reading, writing, spelling and grammar.

#### **Books/Authors:**

[http://www.theweeweb.co.uk/authors\\_websites.php](http://www.theweeweb.co.uk/authors_websites.php) great site that lists hundreds of children's authors with links to author's websites,

<http://www.ukchildrensbooks.co.uk/> directory of children's authors with links to websites

<http://www.wordpool.co.uk/> useful site for helping your child to enjoy reading

### **Grammar websites:**

#### **Past tense game**

[http://www.saintambrosebarlow.wigan.sch.uk/Fun\\_and\\_games/tenses.htm](http://www.saintambrosebarlow.wigan.sch.uk/Fun_and_games/tenses.htm)

#### **Sentence structure with words colour-coded by category**

<http://www.crickweb.co.uk/ks2English.html>

<http://www.apples4theteacher.com/frig.html>

[http://www.bbc.co.uk/bitesize/ks2/english/spelling\\_grammar/sentences/play/](http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/sentences/play/)

#### **Punctuation games**

[http://www.lancsngfl.ac.uk/curriculum/English/lit\\_site/lit\\_sites/alpha\\_drag/widepage.htm](http://www.lancsngfl.ac.uk/curriculum/English/lit_site/lit_sites/alpha_drag/widepage.htm)

#### **Noun game – common and proper nouns**

<http://www.harcourtschool.com/activity/basketball/index.html>

#### **Pronoun game**

[http://www.saintambrosebarlow.wigan.sch.uk/Lower\\_Junior\\_Activities/marlonspronouns.htm](http://www.saintambrosebarlow.wigan.sch.uk/Lower_Junior_Activities/marlonspronouns.htm)

#### **Adjective games**

[http://www.ngfl-cymru.org.uk/vtc/ngfl/english/monmouthshire/choose\\_adj\\_monmouthshire.html](http://www.ngfl-cymru.org.uk/vtc/ngfl/english/monmouthshire/choose_adj_monmouthshire.html)

**Reading comprehension** – on the following website you will find a variety of interactive and printable games for children to play.

<http://www.everyschool.co.uk/english-key-stage-2-comprehension.html>

## **Y5 Context for Learning useful websites: Victorians**

<http://homeworkhelp.stjohnssevenoaks.com/victorians.html> Fascinating facts about Queen Victoria and Victorian times.

<http://www.queen-victorias-scrapbook.org/index.html> Browse a scrapbook - complete with diary entries, photos and film clips - all about the life of Queen Victoria.

<http://www.bl.uk/learning/histcitizen/victorians/victorianhome.html> Discover all aspects of Victorian life, from the period's staggering achievements to its deep social problems, with slide shows, posters, diaries, newspaper accounts and sound clips.

<http://www.mccord-museum.qc.ca/en/keys/games/17> Test your sense of Victorian manners with an online game.

<http://www.nationalarchives.gov.uk/education/victorianbritain/lawless/default.htm> Catch criminals as a Victorian policeman. (Click on "Activity One" to begin.)

[http://www.bbc.co.uk/schools/primaryhistory/victorian\\_britain/](http://www.bbc.co.uk/schools/primaryhistory/victorian_britain/) Find out about Victorian children at work, school and play, with animations, quizzes and activities.

<http://victorians.swgfl.org.uk/welcome.htm> Follow a day in the life of a Victorian family, see lots of original artifacts and play with Victorian toys online.

<http://www.geffrye-museum.org.uk/learning/walk-through-> Travel back in time and explore the rooms of a Victorian home. (Move your mouse over each scene to find out more about everyday life.)[a-victorian-house/walk-through/](http://www.geffrye-museum.org.uk/learning/walk-through-a-victorian-house/walk-through/)

<http://cookit.e2bn.org/historycookbook/index-23-victorians.html> Victorian food facts, recipes to try at home and video clips of how to prepare some Victorian meals.

<http://www.bbc.co.uk/history/forkids/> Try your luck as a Victorian cotton entrepreneur, take a quiz on women's rights or find out about life for Victorian children. (Click on "British History" and click on Victorian topics.)

<http://www.bbc.co.uk/history/british/victorians/> Watch animations of Stephenson's Rocket and other Victorian inventions. (Click on "Victorian Technology and Innovation" then one of the animations.)

<http://www.nationalarchives.gov.uk/education/victorianbritain/happy/default.htm> See how railways changed Victorian life.

<http://www.bbc.co.uk/schools/primaryhistory/famouspeople/> Online guides to Isambard Kingdom Brunel, Florence Nightingale, Mary Seacole, Elizabeth Fry and George Stephenson, with games and quizzes.

<http://www.bbc.co.uk/drama/bleakhouse/animation.shtml> Meet Charles Dickens in an animated look at his life.

<http://www.nationalarchives.gov.uk/education/victorianbritain/great/default.htm> Did life improve during Queen Victoria's reign?

<http://www.show.me.uk/hosted/networks/networks.swf> [Move It! In 1850 By Train, Wagon And Boat](#) A Victorian race against time and money from Show Me and Thinktank.

<http://www.mylearning.org/interactive.asp?journeyid=281&resourceid=745> Help Mary Seacole make plant medicine for the Crimean soldiers.

[http://www.brainboxx.co.uk/a4\\_resource/pages/history/VICTORIANS.htm](http://www.brainboxx.co.uk/a4_resource/pages/history/VICTORIANS.htm) Find out about work, school and play for children in Victorian Britain. Interactive games and well presented information with original source materials and LINKS to other sites

<http://www.channel4.com/learning/microsites/Q/qca/victorians/> people who helped children. timelines, victorian schools and a victorian toy shop,

# Our Curriculum for Year 5 for the Spring Term (First and Second Half)

## Context for Learning: Native Americans/Space Race

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
English	<b>Recounts</b>	<p>The children will learn how to write a report about the Native American people.</p> <p>The children will learn to take concise notes</p> <p>The children will write in the 3<sup>rd</sup> person, past tense and will use connectives to link paragraphs.</p> <p>The children will use a formal tone.</p> <p>The children will include fact and opinion and know the difference.</p>
	<b>Narrative</b>	<p>Based on the Literacy Shed film of a Native American Myth, entitled <b>Hugh</b></p> <p>Children will learn to use Time connectives</p> <p>Children will learn to use modal verbs</p> <p>Children will learn to use tenses accurately</p> <p>Children will learn to use paragraphs</p> <p>Children will then plan and write their own ending to the story.</p> <p>Children will then practice telling their story as is the custom of the Native Americans</p>
	<b>Speech</b>	<p>Children will look at the speech delivered by the Chief of Seattle. They will create their own speech focusing on the objectives from the Culture and Diversity curriculum on sustainable development.</p>
	<b>Narrative</b>	<p>Based on the book 'The Watertower', children will study the book and re-tell the story in their own words.</p>
	<b>Non-fiction newspaper and television reports</b>	<p>Based on the book, <b>Tuesday</b>.</p> <p>Children study the book and act as investigators and news reporters.</p> <p>Children will learn about reported and direct speech.</p> <p>Hot-seating and role playing.</p> <p>Children will create newspaper articles.</p> <p>Children will also create news reports which will be recorded to play back to the class.</p>
	<b>Spelling</b>	<p>Words ending in –ence</p> <p>The ee sound spelt ei</p> <p>Words ending in –ant, -ance and –ancy.</p> <p>Words ending in <i>shus</i> spelt –cious</p> <p>Words with “silent” letters, e.g. knight, psalm, solemn</p> <p>Special focus on homophones and orange words</p>
	<b>Oracy</b>	<p>To draw upon their knowledge of the world to explore different perspectives.</p> <p>To be able to elaborate on their own and other’s ideas</p>



	<b>Statistics</b>	To solve comparison, sum and difference problems using information presented in a line graph. To complete, read and interpret information in tables, including timetables.
<b>Science</b>	<b>Space</b>	Conduct investigations using precise measurements and making observations, measurements and comparisons (e.g. of hands). Research and creating life-cycles. Research woodland environments. Describe the movement of the Moon relative to the Earth. Describe the movement of the Earth and other planets, relative to the Sun in the solar system. Explain how day and night are related to the spin of the Earth on its own axis.
<b>Computing</b>	<b>Programming and Digital Literacy</b>	Purple Mash - <a href="https://www.purplemash.com">https://www.purplemash.com</a> <b>Spreadsheets</b> (unit 5.3) for 3 weeks <b>Databases (4 weeks)</b> <b>Concept Maps (4 weeks)</b>
<b>Art and Design</b>	<b>Sand art</b>  <b>Pencil drawing and shading</b>  <b>Marble art</b>  <b>Sketch books</b>	Creating Native American art using sand.  Galileo Moon drawing  Using the marbling technique using oil paints.  Sketching skills
<b>Culture and Diversity</b>	<b>Democracy</b>  <b>Solidarity</b>  <b>Sustainable Development</b>  <b>Social and Civic Competence</b>  <b>Celebration of Diversity</b>  <b>Citizenship</b>	Is prepared to stand up for others and has a desire to improve the world we live in.  Explores possible ways of taking individual and collective action to improve their school and local community.  Can appreciate and care for living things and own environment.  Understands the importance of individual and collective action.  Recognises the similarities and differences between themselves and their peers, and in wider settings beyond own community.  Is willing to stand up and speak for others to defend their rights
<b>Music</b>	<b>Pop/soul</b>  <b>Hip Hop</b>	Make you feel my love by Adele (Spring 1)  Fresh Prince of Bel Air (Spring 2)

<b>Design and Technology</b>	Dream catchers	Creating Native American dream catchers
	Medicine pouches	Making and designing their own medicine pouch using their sewing skills.
<b>History</b>	<b>Native Americans</b>	Understand the period of time and timeline of events. Understand the impact of the arrival of the Europeans and how this resulted in change.
	<b>Space</b>	History of space travel Explore how African American female engineers at NASA helped space exploration. Focus on Helen Sharman.
<b>Geography</b>	Native Americans	Children will locate and identify the countries of North America Children will explore the geographical features of North America Children will research the human and physical geography of a particular North American country.
<b>Languages</b>	<b>French</b>	<b>Family tree and faces:</b> <b>1. Alien family and face</b> <ul style="list-style-type: none"> <li>- Learn the nouns for family members</li> <li>- Make a hand puppet of a family member and record personal information</li> <li>- Write the nouns for family members as part of a family tree</li> <li>- Learn the nouns for parts of the face</li> <li>- Revisit colours as adjectives to describe parts of the face</li> </ul> <b>2. Face and body parts</b> <ul style="list-style-type: none"> <li>- Revisit parts of the face</li> <li>- Learn nouns for body parts</li> <li>- Learn commands to use with body parts</li> <li>- Learn to express body parts with left and write</li> <li>- Discover the different parts to a yoga session or sequence</li> <li>- Create own yoga routines using verbs and body parts</li> <li>- Learn to use adjectives to describe body parts</li> <li>- Learn the plural form of body part nouns</li> <li>- Create own alien and write a description</li> </ul>
<b>Physical Education</b>	<b>Swimming</b>	<b>Swimming</b> (Spring 1 & 2) Swimming lessons delivered at Parkside Pools by swimming teachers.
	<b>Invasion Games</b>	<b>Games (hockey)</b> (Spring 1) Play competitive games, applying principles of attacking & defending Develop strength, technique, control & balance  <b>Tennis</b> (Spring 2) Judge distance, strength and timing Enhance hand-eye coordination.
<b>RSHE</b>	<b>Mental Wellbeing</b>	There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
	<b>Being Safe</b>	



	<b>Respectful Relationships</b>  <b>Thinking Traps</b>	What boundaries are appropriate in friendships with peers and other (including online); the concept of privacy and how to respond safely and appropriately to adults they may encounter. Children learn that in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. To explore and understand how one's patterns of thought – usually with a negative swing – can prevent us from seeing things as they really are.
<b>Religious Education</b>	<b>What is Islam?</b>  <b>The Story of Easter</b>	First Half – Exploring prayer, Hajj and the Qu'ran.  Second half – Exploring the Easter story and retelling it for a Year 2 child
<b>Cooking and Nutrition</b>	<b>Healthy eating</b>	Understand the effects of caffeine on the body Understand the roles of different minerals and vitamins on health and in which foods they can be found.

<b>Educational Visits/Visitors</b>	<ul style="list-style-type: none"> <li>• <b><u>Museum of Archaeology and Anthropology - Workshop on the Native Americans</u></b></li> <li>• <b><u>Parker's Piece Thousand Yard Solar System investigation: The Earth as a Peppercorn:</u></b> - We will be taking the children to Parker's Piece to investigate the distances between planets in a practical context.</li> <li>• <b>History Works project:</b> Local history and music project, involving History Works, horrible Histories song writers and Michael Rosen (author).</li> <li>• Talk from the <b><u>Institute of Astronomy</u></b></li> </ul>
------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## **Y5 Context for Learning Spring Term (1st and 2nd Half):**

### **USEFUL WEBSITES**

Listed below are some **useful websites** which will help to support your child's learning in our 'Space Race' Context this half term. Please continue to use the list of useful websites for Literacy and Numeracy which we sent out in September. All of our lists of Useful websites can be found in the Year 5 Curriculum section on the school website.

**[www.sunaeon.com](http://www.sunaeon.com)** Brilliant interactive solar system, video clips, linked space related musi

**[www.kidsastronomy.com](http://www.kidsastronomy.com)** Solar system information, games and astronomy

**[www.spacekids.co.uk/solarsystem](http://www.spacekids.co.uk/solarsystem)** Information about the planets

**<http://science.nationalgeographic.com/science/space/solar-system/>** interactive exploration of Solar system

**<http://www.nasa.gov/audience/forchildren/home/index.html>** NASA official site, great videos of missions, spacecraft, astronauts etc.

**[www.atlasoftheuniverse.com/](http://www.atlasoftheuniverse.com/)** an atlas of the universe

**[www.gigagalaxyzoom.org/B.html](http://www.gigagalaxyzoom.org/B.html)** zoom in on the Milky Way Galaxy

**[www.spacecentre.co.uk](http://www.spacecentre.co.uk)** National Space centre website

**[www.rmg.co.uk/royal-observatory](http://www.rmg.co.uk/royal-observatory)** Royal observatory in Greenwich

**[www.sciencemuseum.org.uk](http://www.sciencemuseum.org.uk)** good Space section

**[http://www.ngfl-cymru.org.uk/vtc/earth\\_and\\_space/eng/Introduction/default.htm](http://www.ngfl-cymru.org.uk/vtc/earth_and_space/eng/Introduction/default.htm)** Interactive lesson, orbits and phases of moon

**[http://spacetelescope.org/about/general/fact\\_sheet/](http://spacetelescope.org/about/general/fact_sheet/)** The Hubble Space Telescope - information site,

**<http://amazing-space.stsci.edu/resources/explorations/groundup/>** history of space telescopes

# Our Curriculum for Year 5 for the Summer Term (First and Second Half)

## Context for Learning: Ancient Greece

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
English	<b>Narrative</b>	Children will look at a variety of Greek myths and understand its composition by comparing them to a story mountain. Children will understand the recurring themes within the Greek myths explored. Children will either re-tell one of the Greek myths and adapt parts of it or create their own Greek myth.
	<b>Narrative</b>	Based on the short film <b>'The Dream Giver'</b> . Children will watch part of a short film. They will then re-tell the story using descriptive language and expanded noun phrases. Children will use role play, story mountains and story mapping to help facilitate their ideas. They will then plan and write the ending to the story.
	<b>Narrative</b>	<b>King Midas</b> Children will either re-tell the story of the golden touch or write a similar story with a modern day twist.
	<b>Narrative</b>	Based on the video <b>'Titanium'</b> , children will write each stage of the clip, focusing on minute detail. They will incorporate the grammar covered from the year: Modal verbs Relative clauses Parenthesis Adverbials
	<b>Newspaper report</b>	Based on the Greek myth of <b>'Icarus and Daedalus'</b> What is a myth? What is a legend? They will discuss similarities and differences between them. Hot seating, role play and character emotion graphs. Children will learn the how to identify features of a newspaper article, the difference between fact and opinion and direct and reported speech. They will then plan and write their own newspaper article in which they report the events that have happened in 'Icarus and Daedalus'.
<b>Persuasive writing</b>	Based on the debate regarding the <b>Parthenon Marbles</b> . Children will learn about the issue regarding the marbles and the impact it has had politically. They will understand the background and context surrounding the marbles and observe both sides of the argument. Children will take part in a class debate and use persuasive language in order to strengthen their argument. They will then learn formal letter writing conventions. They will then plan and write a persuasive letter either to the British Museum or the Greek government using the skills they have learnt.	

	<p><b>Poetry</b></p> <p><b>Grammar</b></p> <p><b>Spellings</b></p> <p><b>Oracy</b></p>	<p>Children will explore a poem about the Minotaur from the Theseus and the Minotaur. They will explore the story from another point of view and write their own version in first person.</p> <p>Change nouns or adjectives into verbs by adding suffixes such as –ate, -ise, -ify e.g. elasticate, standardise, solidify. They will understand verb prefixes e.g. dis-, de-, mis-, over-, and re-. Children will incorporate the grammar they have learnt into their written work.</p> <p>Words ending with –cious or –tious Words ending with –cial or –tial Children will learn to spell most of the Year 5 words.</p> <p>Negotiate an agreement by exploring other options.</p> <p>Be able to paraphrase what has been said</p> <p>Identify when a discussion is going off topic and be able to bring it back on track. Speak with passion and flair.</p>
<p><b>Mathematics</b></p>	<p><b>Decimals, percentages and their equivalence to fractions(DPE)</b></p> <p><b>Geometry: position and direction(GPD)</b></p>	<p>Understand place value in decimal numbers; multiply and divide numbers with up to two decimal places by 10 and 100; multiply and divide by 0 and 100; add and subtract 0.1 and 0.01.</p> <p>Place numbers to 100 000 and decimals up to two places on a line, round numbers to the nearest 10, 100 and 1000 and decimals up to two places to the nearest whole number; compare and order numbers with up to two decimal place. understand place value in decimal numbers to 2-decimal places; place decimal numbers on a line; round two-place decimal numbers to nearest tenth and whole number; say the number a tenth or a hundredth more.</p> <p>Add mentally 2-place decimal numbers in the context of money using rounding; add several small amounts of money using mental methods; mentally subtract amounts of money including giving change; calculate the difference between two amounts using counting up; solve word problems, including 2-step problems, choosing an appropriate method.</p> <p>Read, write and compare decimals to three decimal places, understanding that the third decimal place represents thousandths; multiply and divide numbers by 10, 100 and 1000 using 3-place decimal numbers in the calculations; place 2-place decimals on a number line and round them to the nearest tenth and whole number; read, write, order and compare 3-place decimal numbers.</p> <p>Use a protractor to measure and draw angles in degrees; recognise, use terms and classify angles as obtuse, acute and reflex; recognise that angles on a line total 180° and angles round a point total 360°; identify and name parts of a circle including diameter, radius and circumference; draw circles to a given radius using a pair of compasses; relate angles to turns, and recognise that a 360° angle is a complete turn; use angle facts to solve problems related to turn.</p> <p>Know properties of equilateral, isosceles, scalene and right-angled triangles; find that angles in a triangle have a total of 180°; sort triangles according to their properties.</p> <p>Understand what a polygon is; draw polygons using dotted square and isometric paper; revise terms obtuse, acute and</p>

	<p><b>Measurement (MEA)</b></p> <p><b>Negative Numbers</b></p>	<p>reflex angles, perpendicular and parallel sides; recognise quadrilaterals as polygons and identify their properties; classify quadrilaterals; draw regular polygons and explore their properties.</p> <p>Read and mark co-ordinates in the first two quadrants; draw simple polygons using co-ordinates; translate simple polygons by adding to and subtracting from the co-ordinates; reflect simple shapes in the y axis or in a line, noting the effect on the co-ordinates; translate simple shapes and note what happens to the co-ordinates; draw regular and irregular 2D shapes using given dimensions and angles; use the properties of 2D shapes, including rectangles, to derive related facts; identify 3D shapes from 2D representations; create 3D shapes using 2D nets and draw 3D shapes.</p> <p>Revise converting 12-hour clock times to 24-hour clock times; find a time a given number of minutes or hours and minutes later; calculate time intervals using 24-hour clock format; measure lengths in mm and convert to cm; find perimeters in cm and convert cm to m.</p> <p>Use scales to weigh amounts to the nearest half interval; convert from grams to kilograms and vice versa, from millilitres to litres and vice versa, and from metres to kilometres and vice versa; read scales to the nearest half division; understand that we measure distance in kilometres and miles; use ready reckoning to give approximate values of miles in kilometres and vice versa; draw line conversion graphs.</p> <p>Revise metric units of weight, capacity and length; understand that we can measure in imperial units and relate these to their instances in daily life.</p> <p>Begin to understand the concept of volume; find the volume of a cube or cuboid by counting cubes; understand volume as measurement in three dimensions; relate volume to capacity; recognise and estimate volumes.</p> <p>Use timetables using the 24-hour clock, and use counting up to find time intervals of several hours and minutes; solve problems involving scaling by simple fractions; use factors to multiply; solve scaling problems involving measure.</p> <p>Understand, count and compare negative numbers</p>
<p><b>Science</b></p>	<p>Opposing forces (Summer 1)</p> <p>Properties and changing materials (Summer 2)</p>	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>To recognise that levers and pulleys allow a smaller force to have a greater effect</p> <p>Know that some materials will dissolve in liquid to form a solution and how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated including through filtering, sieving and evaporating.</p> <p>Explain that some changes form new materials, and that these changes are not usually reversible.</p> <p>Identify when a change caused by heating or cooling is reversible or irreversible.</p> <p>Investigate the materials needed for something to burn and the new materials formed by burning.</p> <p>compare and group together everyday materials on the basis of their properties.</p>

<b>Computing</b>	Programming and Digital Literacy (Summer 1)  (Summer 2) Programming and Digital Literacy	Purple Mash - <a href="https://www.purplemash.com">https://www.purplemash.com</a> <b>3-d modelling (3 weeks)</b>  <b>Game Creator (4 weeks)</b>
<b>Art and Design</b>	Temple art	Create a marbled effect background and create a temple foreground using straws drawing on their knowledge of Greek architecture. .
<b>Culture and Diversity</b>	Celebration of Diversity  Human Rights  Democracy  Equality  Citizenship  Social and Civic Competence  Active Participation	Is willing to listen to the ideas of others, even when disagreeing.  Understands some of the major human rights issues in own community, country and more globally.  Understands rules and how the local environment is organised (family, community, school etc).  Understands some of the causes and effects of poverty and inequality in own community and at local, national and global levels.  Understands what it means to be a citizen of one country and the civic obligations that go with that.  Participates in an activity to improve the world we live in.  Collaborates with others on real life issues in their community.
<b>Music</b>	Motown Consolidation of learning	Dancing in the Street' (Summer 1)  Reflect, Rewind and Replay (Summer 2)
<b>Design and Technology</b>	Greek artefacts	Design and sculpt a Greek pot
<b>History</b>	Ancient Greece	To understand how Ancient Greece fits into the past. To know about democracy and governments. Compare ancient Greece with governance today.
<b>Geography</b>	Mapwork Modern/Ancient Greece	Use maps, atlases, globes and digital/computer mapping to locate Greece and its cities.
<b>Languages</b>	French	<b>1. Clothes</b> <ul style="list-style-type: none"> <li>- Learn nouns for items of clothing</li> <li>- Look at the verb to wear</li> <li>- Describe clothes nouns using different adjectives</li> <li>- Read and understand outfit descriptions</li> <li>- Design and describe an outfit</li> </ul> <b>2. Going to the seaside</b> <ul style="list-style-type: none"> <li>- Find out more about beaches in France</li> <li>- Learn nouns for items to take to the beach</li> <li>- Write sentences related to the seaside</li> <li>- Use persuasive sentences to create and perform an advert about the seaside</li> <li>- Create extended sentences about the seaside using conjunctions</li> </ul>

		- Reading detectives lesson – unpick world record facts related to the seaside
<b>Physical Education</b>	Communication, co-operation & consideration  Games  Dance  Athletics	Outdoor & adventure (Summer 1)  Striking and fielding (Summer 1)  Dance styles (Summer 2)  Heptathlon (Summer 2)
<b>RSHE</b>	Physical Health and Fitness and Healthy Eating  Basic First Aid  Health and Prevention  Drugs, Alcohol and Tobacco  Mental Wellbeing	How exercise and food help our bodies and minds stay healthy.  The concepts of basic first aid; basic treatment for common injuries; and life-saving skills including CPR.  Sun safety; sleep; dental health; and personal hygiene.  How some substances and drugs can heal and some can harm, including the importance of following instructions and prescriptions for medicines and habits we can develop and choices we can make to stay healthy and happy.  To recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.
<b>Religious Education</b>	Christianity	First half: Are the 10 Commandments still relevant today? Second half: How has religion affected Cambridge?
<b>Cooking and Nutrition</b>	Healthy eating linked to topic	First half: Greek salad Second half: Olive bread

<b>Educational Visits/Visitors</b>	Ancient Greek Day Visit to the Fitzwilliam Museum Bikeability Sports Day Places of worship visits
------------------------------------	---------------------------------------------------------------------------------------------------------------

### ***Y5 Context for Learning Summer Term : Ancient Greece***

Listed below are some **useful websites** which will help to support your child's learning in our 'Ancient Greece' Context this term.

#### **General Sites:**

- [http://www.bbc.co.uk/schools/primaryhistory/ancient\\_greeks/](http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/) excellent site
- <http://www.greece4kids.com/> Greece from a child's viewpoint
- [http://www.ducksters.com/history/ancient\\_greece.php](http://www.ducksters.com/history/ancient_greece.php) covers all areas, games
- [http://www.kidinfo.com/world\\_history/ancient\\_greece.htm](http://www.kidinfo.com/world_history/ancient_greece.htm) Art, culture, cities
- <http://www.ancientgreece.com/> excellent site
- <http://www.historyforkids.org/learn/greeks/> very comprehensive site, grouped by topic
- <http://www.ancientgreece.co.uk/> Brilliant British Museum website
- <http://www.arwhead.com/Greeks/index.html> general information
- <http://www.schoolsliaison.org.uk/kids/preload.htm> Birmingham museum site, design greek pots, worksheets
- [http://www.penn.museum/sites/greek\\_world/](http://www.penn.museum/sites/greek_world/) Pennsylvania museum
- <http://www.fordham.edu/halsall/ancient/asbook07.html> Detailed site with links to Ancient Greek texts, artefacts

#### **Greek Myths:**

<http://www.aworldofmyths.com/> Greek Myths

<http://www.historyforkids.org/learn/greeks/religion/greekmyths.htm> Greek Myths (alphabetic order)

<http://www.theoi.com/> Greek mythology and gods

<http://www.storynory.com/category/educational-and-entertaining-stories/greek-myths/> myths with audio clips

<http://www.mythweb.com/encyc/index.html> encyclopedia of Greek

**Gods and Goddesses:**

<http://greece.mrdonn.org/greekgods/index.html> Greek Gods & Goddesses, links to other good sites

<http://www.mythweb.com/index.html> Greek Gods and Heroes

<http://library.thinkquest.org/4553/> Pegasus' Paradise - animals, heroes and a matching gods game

<http://www.greek-gods.info/> great information on Greek Gods and games

<http://www.theoi.com/> Greek mythology and gods

**Ancient Olympics:**

<http://www.perseus.tufts.edu/Olympics/> Ancient Olympics, very interactive

We hope that you find this information useful and hope that the sites listed enhance your child's learning this term.

Please feel free to see us if you wish to find out more about any of the websites suggested. If you have suggestions of other websites which you and/or your child feel would be useful to other children in Year 5 please let us know.