St Mary's Catholic Primary School

2021-22

IN ALL THINGS LOVE

Y5	Autumn 1	Autumn 2	Spring	Summer
	Invaders (History)	**Walls and Barricades** (Geography)	**Wild Waters** (Geography)	**Mexico and the Mayans** (History)
The Deep Question	Are refugees treated fairly?	How can we build a community that God would 'admire'?	How are we "protectors of creation, protectors of God's plan inscribed in nature, protectors of one another and of the environment"? **Pope Francis – 2013.**	What impact are poor and unjust decisions having on developing countries?
Catholic Social Teaching	Theme 1 <u>Dignity of the Human Person</u>: We will be exploring answers to questions such as, "Are we all created equally?" and "Are people valued more than possessions?" Research and reflect upon the current refugee crisis. Discourse around 'Channel Migrants' in our society –are they feared – why?	Theme 1 <u>Dignity of the Human Person</u> Human trafficking and slavery, homelessness and the dispossessed peoples of the earth. Study the biography of Josephine Bakhita as part of All Saints and All Souls. Apartheid - seeing walls as separations between peoples; biographies of Wangari Maathai and Graca Machel.	Theme 5 <u>Opportunities for the poor and vulnerable</u> Querida Amazonia ('Beloved Amazon') Pope Francis "I dream of an Amazon region that fights for the rights of the poor, the original peoples and the least of our brothers and sisters, where their voices can be heard and their dignity advanced." Research, discuss and take action!	Theme 7 <u>Stewardship</u> We will look at contrasts between deprived and affluent areas of Mexico and explore whether everyone has enough to live on and whether the world's resources are shared justly. "Enough for everyone's need but not everybody's greed"

	Invaders from the past, is this fair and just? What is their legacy? What are the causes of current migration? What were the causes of the Anglo-Saxon migration?			
Core Text	Beowulf by Michael Morpurgo Myths and Legends by Anthony Horowitz. Outlaw by Michael Morpurgo	Journey to Jo'burg by Beverley Naidoo	The Tempest by William Shakespeare The Explorer by Katherine Rundell	The Hero Twins The Maya Creation Story The Great Kapok Tree by Lynne Cherry
Launch	Refugee Retreat Day – Stories of Hope and Home (visitor – 20th September)	Maths – Building Bridges Challenge	River visit	Visit to Cadbury World to explore the origin of chocolate in Mexico
Celebrate	Deep Question and action from Retreat Day shared in classes across the school	Black History Month – celebrate influential figures in the history of apartheid	Invite parents to showcase learning about rivers (booklets, models, writing etc.)	Mexico Day: wear colours of Mexican flag, prepare and taste Mexican food
English	Legends of the British Isles Poems with a structure Newspapers	Issues and dilemmas (Apartheid) Non-Chronological Reports Persuasion	Older fiction Magazine: information text hybrid Novel as a theme Poems with figurative language Debate	Myths Stories from other cultures Playscripts Information booklets

Maths				
	Place value – Read, write, order, compare and round numbers up to 1 000 000, count forwards and backwards in powers of 10 and solve place value problems **Place value (decimals)** – Read, write, compare and round numbers involving tenths, hundredths and thousandths and multiply whole and decimal numbers by 10,100,1000 **Written + and –** Add and subtract 4 digit numbers and numbers with 2 d.p using formal, written methods and solve multi-step problems **Geometry (angles)-** Estimate and compare acute, obtuse and reflex angles, know how to measure and draw angles **Geometry and measures (perimeter)** - Distinguish between regular polygons based on reasoning about equal sides and angles., use the properties of rectangles to deduce related facts and find missing lengths and angles and measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. **Addition and subtraction (statistics)** – Solve comparison, sum and	**Mental Multiplication and Division** - Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers, know whether a number up 100 is prime, recognise and use square numbers and know a range of strategies to mentally multiply and divide **Division including problems** - Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context **Fractions (comparison, order and equivalence)** - Read and write decimal numbers as fraction, identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths, compare and order fractions whose denominators are all multiples of the same number **Multiplication and Measures** - Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers), calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes **Statistics and measures (time)** - Continue to read, write and convert time between analogue and digital 12 and 24-hour clocks, complete, read and interpret information in tables, including timetables, solve problems involving converting between units of time.	**Place Value (Counting including negative numbers)** - Interpret negative numbers in context such as temperature, count forwards and backwards with positive and negative whole numbers through zero, calculate difference in temperature, including those that involve a positive and negative temperature, describe and extend number sequences including those with multiplication and division steps and those where the step size is a decimal and read Roman numerals to 1000 (M) and recognise years written in Roman numerals **Addition and subtraction including problem solving-** Add and subtract increasingly large numbers mentally and using formal written methods, use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy, solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why, multiply and divide numbers mentally drawing upon known facts, multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers and solve problems involving multiplication including using their knowledge of factors and multiples, cubes and squares and scaling by simple fractions and problems involving simple rates **Measurement (length, mass and capacity)-** Use, read and write	**Place Value including decimals-** Read, write, compare and know the digit value of numbers to at least 1 000 000, know the value of each digit to three decimal places and compare and order these., describe and extend number sequences including those with multiplication and division steps and those where the step size is a decimal. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 and decimals to the nearest whole number and to one decimal place. **Fractions -** Recognise mixed numbers and improper fractions and convert from one form to another, compare and order fractions whose denominators are all multiples of the same number, identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths, add and subtract fractions with the same denominator and denominators that are multiples of the same number and multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams **Measures (time and converting units) and statistics-** Continue to read, write and convert time between analogue and digital 12 and 24-hour clocks, complete, read and interpret information in tables, including timetables, solve problems involving converting between units of time, understand and use approximate equivalences between metric and common imperial units such as pints and solve comparison,

	difference problems using information presented in a line graph.		standard units of length and mass to a suitable degree of accuracy, estimate (and calculate) capacity, multiply and divide numbers and those involving decimals by 10, 100 and 1000, convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). **Geometry (angles)** - Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles, draw given angles, and measure them in degrees (°), identify angles at a point and one whole turn (total 360°), at a point on a straight line and a turn (total 180°)and identify other multiples of 90° **Mental and Written Division -** Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers, divide numbers mentally drawing upon known facts and using the formal written method of short division, interpreting remainders. Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign and involving multiplication and division, including scaling by simple fractions and problems involving simple rates **2d and 3d shape sorting**- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles, use the properties of rectangles to deduce	sum and difference problems using information presented in all types of graph including a line graph **Geometry -** Distinguish between regular and irregular polygons based on reasoning about equal sides and angles, use the properties of rectangles to deduce related facts and missing lengths and angles, identify 3-D shapes, including cubes and other cuboids, from 2-D representations, compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes, distinguish between regular and irregular polygons based on reasoning about equal sides and angles, describe positions on the first quadrant of a coordinate grid and plot specified points and complete shapes. Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. **Addition and Subtraction** – revisit previous learning **Multiplication and division** – revisit previous learning **Fractions (rounding and percentages and problem solving)** - Round decimals with two decimal places to the nearest whole number and to one decimal place, solve problems involving number up to three decimal places, recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100,

			related facts and missing lengths and angles, identify 3-D shapes, including cubes and other cuboids, from 2-D representations and compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes **Calculating with fractions** - Recognise mixed number and improper fractions and convert from one form to the other, add and subtract fractions with the same denominator and denominators that are multiples of the same number and write mathematical statements > 1 as a mixed number **Measurement and Volume** - Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes, understand the difference between liquid volume, including capacity and solid volume, estimate (and calculate) volume (for example, using 1cm3 blocks to build cuboids (including cubes) **Statistics, measures and calculations** - Use, read and write standard units of length and mass to a suitable degree of accuracy, estimate and calculate capacity, calculate and interpret the mode, median and range and solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	and as a decimal, solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25. **Measures (mass, volume, capacity and time)** - Solve problems involving converting between units of time, use all four operations to solve problems involving measure (for example, mass, capacity and volume) using decimal notation, including scaling, understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. **Area and Volume of shapes** - calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes, understand the difference between liquid volume, including capacity and solid volume, estimate volume (for example, using 1 cm³ blocks to build cuboids (including cubes)) and capacity (for example, using water).
Science	**Living things and their habitats**	**Animals including humans** Describe the changes as humans develop to old age.	**Properties and changes of materials** Compare and group together everyday materials on the basis of	**Forces** Explain that unsupported objects fall towards the Earth because of the

			their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), 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. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. 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, including changes associated with burning and the action of acid on bicarbonate of soda.	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. **Earth and Space** Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.			
Art	Study of Van Gogh Self- portrait - Wax crayons	Study of Keith Haring: Pop art/ graffiti - felt tips	3D paper folding geometric patterns Animal name in drawings Felt tips	Mexican metal repousse Myth on vase

Computing	We Are Game Developers: (Programming) This unit will enable the children to: • Create original artwork and sound for a game. • Design and create a computer program for a computer game, which uses sequence, selection, repetition and variables. • Detect and correct errors in their computer game. • Use iterative development techniques (making and testing a series of small changes) to improve their game	We Are Cryptographers: Cracking Codes (Computational Thinking) This unit will enable the children to: • Be familiar with semaphore and Morse code. • Understand the need for private information to be encrypted. • Encrypt and decrypt messages in simple ciphers. • Appreciate the need to use complex passwords and to keep them secure. • Have some understanding of how encryption works on the web.	We Are Artists: Fusing Geometry and Art (Creativity) This unit will enable the children to: • Develop an appreciation of the links between geometry and art. • Become familiar with the tools and techniques of a vector graphics package. • Develop an understanding of turtle graphics. • Experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers. • Develop some awareness of computergenerated art, in particular fractal-based landscapes We Are Web Developers: Creating a Web Page about Cyber Safety (Computer Networks) This unit will enable the children to: • Develop their research skills to decide what information is appropriate. • Understand some elements of how search engines select and rank results. • Question the plausibility and quality of information. • Develop and refine their ideas and text collaboratively. • Develop their understanding of online safety and responsible use of technology.	We Are Bloggers: Sharing Experiences and Opinions (Communication) This unit will enable the children to: • Become familiar with blogs as a medium and a genre of writing. • Create a sequence of blog posts on a theme. • Incorporate additional media. • Comment on the posts of others. • Develop a critical, reflective view of a range of media, including text. We Are Architects: Creating a Virtual Space (Productivity) This unit will enable the children to: • Understand the work of architects, designers and engineers working in 3D. • Develop familiarity with a simple CAD (computer aided design) tool. • Develop spatial awareness by exploring and experimenting with a 3D virtual environment. • Develop greater aesthetic awareness.
DT	Design an Anglo-Saxon shield	Use layers within walls to design and make a piece of textile art	Using modroc to make a river scene	Make Mexican food Design and make a Mayan inspired mask

Geography	Routes taken by invaders Position of settlements Issues faced and reasons why the Romans left	Ordinance Survey maps and keys to locate and know features of Hadrian's Wall Compare and contrast walls using information presented in atlases e.g. Great Wall of China	Locate UK and world rivers Features of rivers and role of rivers in Water Cycle Reasons why people live near reasons (historically and current) Fieldwork around local environment	Locate cities and countries around the world Revise lines of latitude and longitude Create fact file on Mexico Compare UK and Mexico
History	Reasons for invasion Use artefacts to learn about the past (Sutton Hoo)	What was life like when Hadrian's Wall was built? Rise of the Berlin Wall: the effect of rapid change Life and times of Nelson Mandela	Why people have historically settled near Rivers (Egyptian civilisation)	Research and have an understanding of Ancient civilisation of the Mayans How the Mayans differed from the Incas and the Aztecs Evaluate why people think the Mayans disappeared. Research how the Mayan civilisation has impacted our world today.
MFL	*Clothes: les vêtements * Aujourd'hui, je porte … *les couleurs: un arc-en-ciel *masculin/féminin/pluriel of adjectives *Counting to 60 **Questions** Qu'est-ce-que tu portes aujourd'hui? Quelle est ta couleur préférée? **Songs** Être Avoir Christmas song		* être et avoir exercises *dans ma ville il y a… buildings * à droite, à gauche, tout droit *le verbe aller to go *dans ma ville il y a… shops *counting to 70 **Questions** Où vas-tu? **Songs** Aller à l'école Être Avoir	*être et avoir exercises *transports *sentence building with days, avec, colour *counting to 90 **Questions** Où va-t-il/elle? **Songs** Aller à l'école Être Avoir
	Games: -Pictionary; Jacques a dit; Hangman; I'm thinking of a number je pense à un chiffre) (higher/lower); Boys versus girls (les garcons contre les filles); Silent counting; 21; Noughts and crosses.			

Music	Livin' On A Prayer	Classroom Jazz 1	Make You Feel My Love	Dancing In The Street
	Listen & Appraise: Livin' On A Prayer (Rock) The children can: ● Identify the piece's structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus. ● Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard. ● Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture. **Musical Activities** Singing in unison. Play instrumental parts accurately and in time as part of the performance. The easy part G, A + B by ear and from notation. The medium part D, E, F sharp + G by ear and from notation. **Perform & Share** Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it	**Listen & Appraise: The Three Note Bossa & Five Note Swing** The children can: ● Identify the structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead. ● Identify the structure: (Five note Swing): 8-bar intro, 8-bar tune repeated, middle 8, lead, lead. ● Identify instruments/voices: Piano, bass, drums, glockenspiel. **Musical Activities** The children can play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B. Improvise in a Bossa Nova style using the notes: G, A + B. Improvise in a swing style using the notes: D + E. D, E, G. D, E, G, A + B. **Perform & Share** Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it.	**Listen & Appraise: Make You Feel My Love (Pop)** The children can: ● Identify the structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending. ● Identify the instruments/voices: Strings, piano, guitar, bass, drums. ● Can you find the pulse as you are listening? Is the tempo fast, slow or in between? Dynamics? Texture? **Musical Activities** Singing in unison. Play instrumental parts accurately and in time as part of the performance. The easy part C, D + E by ear and from notation. The medium part C, D, E, F + G by ear and from notation. **Perform & Share** Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts	**Listen & Appraise: Dancing In The Street (Motown)** The children can ● Identify the piece's structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3. ● Identify instruments/voices: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax). ● Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture. **Musical Activities** Singing in two parts. Play instrumental parts accurately and in time as part of the performance. The easy part: G by ear and from notation. The medium part: G + A by ear and from notation. The harder part: F, G , A, + D by ear and from notation. **Perform & Share** Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings

	afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?	What went well? What could have been better?	and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better? **The Fresh Prince of Bel-Air** **Listen & Appraise: The Fresh Prince Of Bel-Air (Hip Hop)** The children can ● Identify the piece's structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending ● Identify the instruments/voices: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper. ● Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture. **Musical Activities** Singing/rapping. Play instrumental parts accurately and in time as part of the performance. The easy part: D + A by ear and from notation. The medium part: G + A by ear and from notation. The harder part: C, D, E, F, G, A by ear and from notation.	towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better? **Reflect Rewind and Replay** This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. **Musical learning focus:** ● Listen and Appraise Classical music ● Continue to embed the foundations of the interrelated dimensions of music using voices and instruments ● Singing ● Play instruments within the song ● Improvisation using voices and instruments ● Composition ● Share and perform the learning that has taken place

				How this Unit is organized: Listen and Appraise a different piece of music each week/step Musical Activities Share and Perform
PE	Netball	Tennis	Athletics Rounders	Gymnastics Football
RE	A. Creation E. Baptism	B. Miracles and Sacrament of the Sick C. Advent	D. Christmas F. Parables & Sayings of Jesus G. Lent H. Holy Week	I. Easter L. Marriage & Holy Orders J. Pentecost K. The work of the Apostles
RSE	**Created and Loved by God** **Religious Understanding** Story Sessions: Calming the Storm **Me, My Body, My Health** Session 1: Gifts and Talents Session 2: Girls' Bodies Session 3: Boys' Bodies Session 4: Spots and Sleep **Emotional Well-Being** Session 1: Body Image Session 2: Peculiar Feelings Session 3: Emotional Changes Session 4: Seeing Stuff online **Life Cycles** Session 1: Making Babies (P1) Session 2: Making Babies (P2) Session 3: Menstruation		**Created to Love Others** **Religious Understanding** Session 1: Is God Calling You? **Personal Relationships** Session 1: Under Pressure Session 2: Do You want a Piece of Cake? Session 3: Self Talk **Keeping Safe** Session 1: Sharing isn't always Caring Session 2: Cyberbullying Session 3: Types of Abuse Session 4: Impacted Lifestyles Session 5: Making Good Choices Session 6: Giving Assistance	**Created to Live in Community** **Religious Understanding** Session 1: The Trinity Session 2: Catholic Social Teaching **Living in the Wider World** Session 1: Reaching Out

Additional learning			
Additional Learning	**Autumn** Super Science Learning Day Refugee Retreat Day Little Way House Retreat Mental Health Week Anti-Bullying Week Poetry Performance Inspire	**Spring** Young Shakespeare Theatre Trip to River Music Week National Geography E-Safety Day	**Summer** Cadbury World Health and Fitness Week Money Week