



Summary of Work  
Year 5  
2018 - 2019



**RE**

The children will look at different topics throughout the year including -

- Domestic Church **FAMILY**- We are all special and unique
- Baptism- **BAPTISM/CONFIRMATION** – Showing care and commitment
- Advent- **LOVING** - Advent: waiting in joyful hope for Jesus; the promised one
- Local Church- **COMMUNITY** – Mission of inspirational people and people within our community
- Eucharist – **RELATING** – Passover and The Last Supper
- Lent and Easter- **GIVING ALL** - Lent: a time for giving and celebrating the sacrifice of Jesus
- Pentecost- **ACCEPT**- Pentecost: Celebration of the Spirit's transforming power
- Reconciliation- **FREEDOM & RESPONSIBILITY** – Commandments enable Christians to be free
- Universal Church- **STEWARDSHIP** - The Church is called to stewardship of Creation
- Judaism – **Passover**
- Islam- **Ramadan**

The children also learn through the Catholic Life of the school and during Collective Worship which takes place every day. Collective worship may be as a class, Key stage, whole school or parish community, in school or Church.

**English**

In Literacy we aim to promote positive attitudes to **reading** by sharing a range of whole class texts each half term including a range of fiction, poetry, plays and non-fiction.

Our texts include: 'Street Child, by Bertie Doherty', 'Mr Stink, by David Walliams', 'The Firework-Maker's Daughter, by Philip Pullman', 'A Galaxy of Her Own, by Libby Jackson' and 'Harry Potter and The Philosopher's Stone, by J.K.Rowling'.

Our lessons are planned across a two week cycle including two reading comprehension lessons where the children will develop their understanding of new vocabulary and explore themes and conventions within the texts.

The timetable will also include lessons around **spelling, punctuation and grammar** which will be revised within the children's homework and weekly spelling tests.

The children will be offered lots of opportunities to write at length over the two weeks, planning what they are going to write and also editing and evaluating their own work.

	<p>Over the year we will look at lots of different <b>writing</b> styles including stories, letters, diaries, instructions, information texts, balanced arguments, persuasive texts, autobiographies and biographies.</p>
<p><b>Maths</b></p>	<p>The children will develop their skills in the following areas throughout the year -</p> <ul style="list-style-type: none"> <li>● <b>Number and Place value</b>- recognise the place value of each digit in a 5 and 6-digit number</li> <li>● <b>Addition and subtraction</b>- add and subtract numbers with more than 4-digits mentally and using formal written methods. Use rounding to check answers. Solve multi-step problems</li> <li>● <b>Multiplication and division</b>- identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. 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</li> <li>● Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000</li> <li>● Recognise and use square numbers and cube numbers, and the notation for squared (<math>^2</math>) and cubed (<math>^3</math>)</li> <li>● Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes</li> <li>● Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</li> <li>● solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</li> </ul> <ul style="list-style-type: none"> <li>● <b>Fractions</b>- 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. Recognise mixed numbers 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. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions [for example, <math>0.71 = \frac{71}{100}</math> .</li> <li>● <b>Decimals</b>- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place. Read, write, order and compare numbers with up to 3 decimal places. Solve problems involving number up to 3 decimal places. Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction.</li> </ul>

	<ul style="list-style-type: none"> <li>● solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25.</li> <li>● <b>Measurement</b> – convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes. Estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]. Solve problems involving converting between units of time. Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</li> <li>● <b>Geometry</b> – Pupils should be taught to: <ul style="list-style-type: none"> <li>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees (°). Identify: <ul style="list-style-type: none"> <li>○ angles at a point and 1 whole turn (total 360°)</li> <li>○ angles at a point on a straight line and half a turn (total 180°)</li> <li>○ other multiples of 90°</li> <li>○ use the properties of rectangles to deduce related facts and find missing lengths and angles</li> <li>○ distinguish between regular and irregular polygons based on reasoning about equal sides and angles</li> </ul> </li> </ul> </li> </ul> <p>The children will also develop their <b>Fluency, Reasoning</b> and <b>Problem Solving</b> skills in the range of areas.</p>
<p><b>Science</b></p> 	<p>Throughout the year children will be looking at <b>Forces and Air Resistance, Properties and changes of materials, Earth and space, Living things and their habitats</b></p> <p>They will be</p> <ul style="list-style-type: none"> <li>● planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>● taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> </ul>

	<ul style="list-style-type: none"> <li>• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• using test results to make predictions to set up further comparative and fair tests</li> <li>• reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>• identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul> <p>In summer term we will take part in National Science Week where all children will learn to work scientifically by completing a range of fun, engaging experiments.</p>
<p><b>Music</b></p> 	<p>Children will be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. They will be listening to different genres of music and learning about the history of music.</p> <p>They will also be involved in singing in their Christmas Liturgy and of course, Glastonbede!</p>
<p><b>P4C/PHSE</b></p> 	<p>The children will learn to –</p> <ul style="list-style-type: none"> <li>• Explore ideas and thoughts through discussion</li> <li>• Learn to listen to the opinions of others and accept that not everyone will agree on an answer</li> </ul> <p>The development of listening skills is an important part of the children’s development and will occur throughout the school day but also during P4C lessons.</p>
<p><b>Computing</b></p>	<p>The children will be using the programme Purple Mash in their computing this year to develop and improve their computing skills. Children will cover:</p> <ul style="list-style-type: none"> <li>• Databases</li> <li>• Spreadsheets</li> <li>• Coding</li> <li>• Game creator</li> <li>• Modelling</li> <li>• Concept maps</li> </ul> <p>They will also continuously learn how to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>

<p><b><u>PE</u></b></p>	<p>Children will participate in various sports over the year including dance, gymnastics, team games, invasion games and athletics.</p> <p>The children will –</p> <ul style="list-style-type: none"> <li>● use running, jumping, throwing and catching in groups and in team games</li> <li>● play competitive games, modified where appropriate [for example, cricket, football, hockey, netball, rounders and tennis], and apply principles suitable for attacking and defending</li> <li>● develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>● perform dances using a range of movement patterns</li> <li>● take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>● compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>
<p><b><u>Art</u></b></p>	<p>Throughout the year the children will begin to develop their skills by</p> <ul style="list-style-type: none"> <li>● creating sketchbooks to record their observations and use them to review and revisit ideas</li> <li>● improving their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>● Learning about great artists, architects and designers in history.</li> </ul> <p>Children will continue to use their sketchbooks to complete a termly piece of work. This will include <b>portraits</b>, <b>landscapes</b> and <b>sculpture</b>. This book will follow them through school and will show their progress when they reach Y6.</p>
<p>Other foundation subjects will have a yearlong key theme. This theme will run for the whole year and children will explore this theme in a range of ways. This will enable the children to really understand this theme in depth and detail rather than just skim the surface.</p>	
<p><b><u>Geography</u></b></p> 	<p>Children will learn about the human and physical characteristics of London and compare it Newcastle and other cities in Europe. They will learn about North and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Throughout the year the children will–</p> <ul style="list-style-type: none"> <li>● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>● use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>● use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>

**History**



The children will be learning about the Victorian era and explaining how life for Victorian children was very different from their life today. They will study the Shang Dynasty and the traditions and customs of Chinese New Year.

Touching on each time period again across Key Stage Two will allow children to gain a secure knowledge of chronology and understanding of British, local and world history. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children will construct informed responses that involve thoughtful selection and organisation of relevant historical information and understand how our knowledge of the past is constructed from a range of sources.

**DT**



Our key theme for DT will be **food technology**. Throughout the year the children will learn to design, make and evaluate products related to structures. The children will do this by:

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.