Year 5 Curriculum Map

(All Subjects)

We journey together: loving learning; daring to discover; caring for all; with Jesus as our guide.

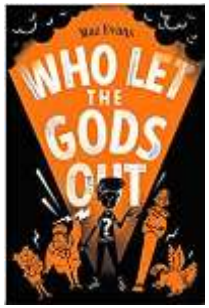
Religious Education (R.E.)	Autumn	Spring	Summer
Year 5	**Creation and Covenant** Hear By the end of this unit of study, pupils will hear the following key texts: The Moses story, focusing on the two key events of the call and the covenant: • The Burning Bush (Ex 3:1-15) • The Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17) • Jesus' summary of the law (Matt 22:36-40) Believe By the end of this unit of study, pupils will know that the Church teaches that: • A covenant is a binding agreement between God and human beings, which makes them his people. • God made several covenants throughout history – with Noah, Abraham, Moses, and David. • God gives the Ten Commandments to help human beings live good and happy lives. • That Jesus teaches that the most important commandments are to love God and to love other people. • Catholic Social Teaching helps us to see that loving our neighbour demands a commitment to social change and transformation: 'We profoundly belong together and are fundamentally dependent on one another'. (YC 321) Celebrate By the end of this unit of study, pupils will know: • That sin is the deliberate spoiling of our friendship with God and each < other. • We can develop habits that will help us accomplish what is good. These habits are called virtues.	**Galilee to Jerusalem** Hear By the end of this unit of study, pupils will hear the following key texts: • The Beatitudes from the Sermon on the Mount (Matt 5:1-12) • Jesus summarises the law (the great commandment) (Matt 22:36-40, Lk 10:27) • A parable about living out Jesus' law (e.g., The Good Samaritan (Lk 10:25-37)) • The Transfiguration (Matt 17:1-13) • Our Father prayer (Matt 6:7-13) Believe By the end of this unit of study, pupils will know that the Church teaches that: • The Beatitudes show the loving face of Christ. • The Beatitudes describe how faithful Christians should aim to live their lives. • Christian hope and charity unfold from the Beatitudes as they show the path to a life in Christ. • The Our Father is the perfect prayer given to us by Jesus himself. It is composed of seven petitions. • At the Transfiguration Jesus revealed his divine glory. Celebrate By the end of this unit of study, pupils will know: • A petition is a form of prayer. • The Our Father is the perfect prayer given to us by Jesus. • The theological virtues help Christians follow Jesus' great commandment. Live By the end of this unit of study, pupils will know:	**To The Ends of the Earth** Hear By the end of this unit of study, pupils will hear the following key texts: • Scriptural echoes of the Sacrament of Confirmation (Is 11:2, 61:1, Lk 4:16, Mt 3:13-17) • Pentecost (Acts 2:1-8, 14-18) • The gifts of the Spirit Paul (1 Cor 12:4-11) • Baptism in the Spirit (Acts 8:14-16) Believe By the end of this unit of study, pupils will know that the Church teaches that: • 'Without the Holy Spirit, we cannot understand Jesus'. (YC 114) • The Sacrament of Confirmation completes baptismal grace, enriches those receiving the sacrament with the strength of the Holy Spirit who helps them be true witnesses of Christ in word and deed. • The effects of confirmation are an increase in the gifts of the Holy Spirit, a closer bond with Jesus and the Church and a desire to spread the Gospel. These are experienced as the gifts and fruits of the Holy Spirit. • Mary is an example of discipleship. • The Holy Spirit appears under different names and signs through Scripture. Celebrate By the end of this unit of study, pupils will know: • The actions, signs, prayers, and symbols of the Catholic rite of Confirmation. • The Rosary is a prayerful reflection on the life of Christ and the glorious mysteries remember what followed the Resurrection.

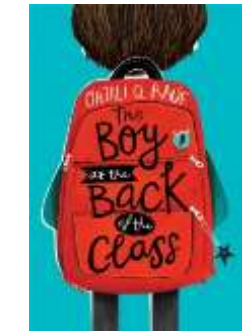
	• Virtues are practical wisdom (prudence), justice, fortitude, and temperance (also known as the cardinal virtues). Through God's grace we can enjoy the theological virtues of faith, hope, and love. Live By the end of this unit of study, pupils will know: • Examples of acting with great love (e.g., Little Way week shows the importance of doing small things with great love). • What growing in virtue could mean in their school (e.g., Jesuit Pupil Profile, Virtues to Live By (Diocese of Leeds)) **Prophecy and Promise** Hear By the end of this unit of study, pupils will hear the following key texts: • Scripture passages that speak of David's life and importance: • 1 Samuel 16:1-13: anointing of David (a great king) • 1 Samuel 17:1-11, 32-54: David and Goliath • 2 Samuel 5:1-5: David becomes king • 2 Samuel 7: 8-15 God's covenant with David • 1 Kings 2:1-4, 10-12: David's death • Psalm 21:1-7, Psalm 23 Scripture passages that speak of Jesus' as the fulfilment of the promise to David (e.g., Matt 1:1-17; Lk 1:32-33). Believe By the end of this unit of study, pupils will know that the Church teaches that: • There were great kings anointed and chosen in the Old Testament. • God chooses in unexpected ways and especially values those the world overlooks. David, the shepherd was called by God to become a servant king. • David became a great king and united his people who loved him (see Psalm 21:1-7). • For Christians, Jesus fulfils the promises made to David. • Psalms are part of the Church's treasury of prayers. In praying psalms David is a model of prayer. Celebrate By the end of this unit of study, pupils will know: • Some words of Psalm 23 to speak or sing. • The links between the O antiphons and the Evening Prayer of the Church (Vespers) for 17-23 December. • The verses of the hymn 'O Come, O Come Emmanuel' as expressions of beliefs about who Jesus is. • The joyful mysteries of the Rosary: the Annunciation, the Visitation, the Nativity of our Lord, the Presentation of the Child Jesus in the Temple, and the Finding of the Child Jesus in the Temple. Live	• That the virtues of faith, hope and love help Christians to live out the Beatitudes. • Examples of some artists who have imagined the Transfiguration **Desert to Garden** Hear By the end of this unit of study, pupils will hear the following key texts: • A selection of Ash Wednesday readings e.g., Joel 2:12-18, Psalm 50:3-6, 12-14, 17, 2 Cor 5:20-6, Matt 6:1-6, 16-18 • Temptation in the Wilderness (Matt 4:1-11) • The Resurrection of the Dead Paul (1 Corinthians 15:1-8, 20-25, 54-57) Believe By the end of this unit of study, pupils will know that the Church teaches that: • Ash Wednesday marks the beginning of the season of Lent and is the first of the forty days of Lent leading up to Easter. The forty days refer to the time Jesus spent in the desert during which he was tempted. • A sin is a word, deed, or intention by which a person deliberately chooses to turn away from God. • Sin separates people from love and from good. All sins are damaging but some are so deadly they break our friendship with God. • Conscience is an 'inner voice' that guides the choices people make. God speaks to people through their conscience. • The Last Things are death, judgement, heaven, purgatory, and hell. • Prayer is turning the heart towards God. Celebrate By the end of this unit of study, pupils will know: • What the ashes on Ash Wednesday symbolise. • A simple examen and/or act of contrition. • The Sorrowful Mysteries of the Rosary. Live By the end of this unit of study, pupils will know: • Prayer is a way of sharing with God everything that is in a person's heart, what makes them happy and what is troubling them. • What Christians express by prayer postures e.g., kneeling, standing, sitting, joined hands.	• 'Come Holy Spirit, fill the hearts of your faithful' prayer. Live By the end of this unit of study, pupils will know: • Some examples of artistic symbolic representation of the Holy Spirit. • An example of a saint whose life was transformed by encountering Jesus and who went on to transform the lives of others **Dialogue and Encounter** Dialogue By the end of this unit of study, pupils will know that the Church teaches: • The many different writers of the Bible were inspired by the Holy Spirit. • What Christians call the Old Testament originates in Hebrew scriptures. • The Old Testament is important for Christians because it speaks of God's covenant with Abraham and is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity. By the end of this unit of study, pupils will know: • The Bible was originally written in Hebrew, Aramaic, and Greek which were the languages of the writers. • God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity. Encounter By the end of this unit of study, pupils will have encountered the following: • That the Tanakh (or Hebrew Bible) uses different names for God, to express different aspects of His nature (see e.g., https://bje.org.au/knowledge-centre/ Jewish-prayer/ names-for-god/). • That the Shema prayer is the basic creed of Judaism. It encapsulates the intrinsic unity of the world and its Creator. • Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer ('Hear Oh Israel – the Lord our God, the Lord is One'). • A mezuzah as it contains the Shema prayer and on the box is the letter 'Shin' or sometimes the whole word 'Shaddai' meaning mighty, (i.e., God is strong/almighty/powerful) on the mezuzah case

	By the end of this unit of study, pupils will know: • Psalms are an ancient way of prayer that are still prayed every day. • How the O Antiphons are expressed in art from around the world (e.g., illuminated manuscripts, sung versions of the O Antiphons). • How the O Antiphons are used by Christians to reflect on the significance of Jesus and his coming at Christmas (e.g., The O Antiphons, by Ansgar Holmberg C.S.J.)		

Maths	Autumn	Spring	Summer
Year 5	**Number: place value** Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000 Solve number problems and practical problems that involve all of the above. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. **Number: addition and subtraction** Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts deciding which operations and methods to use and why. **Number: multiplication and division** Multiply and divide numbers mentally drawing upon known facts.	**Number: multiplication and division** Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3) Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign. **Fractions** Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions [for example 0.71 = 71 100]. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. **Number: decimals** Read, write, order and compare numbers with up to three decimal places. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place.	**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 ˚), angles at a point on a straight line and ½ a turn (total 180˚) other multiples of 90˚. **Geometry: shapes** Identify 3D shapes, including cubes and other cuboids, from 2D representations. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. **Geometry: position and direction** 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. **Number: Decimals** Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. **Number: Negative numbers**

	Multiply and divide whole numbers by 10, 100 and 1000. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for 2-digit numbers. 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. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3) Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign. **Number: fractions** Compare and order fractions whose denominators are 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 and write mathematical statements >1 as a mixed number [for example 2 5 + 4 5 = 6 5 = 1 1 5]. Add and subtract fractions with the same denominator and denominators that are multiples of the same number.	Solve problems involving number up to three decimal places. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. **Number: percentages** 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, and as a decimal. Solve problems which require knowing percentage and decimal equivalents of 1 2 , 1 4 , 1 5 , 2 5 , 4 5 and those fractions with a denominator of a multiple of 10 or 25 **Perimeter and area** Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Calculate and compare the area of rectangles (including squares), and including using standard units, cm2 , m 2 estimate the area of irregular shapes. **Statistics** Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables including timetables.	Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. **Measurement: converting units** Convert between different units of metric measure (for example, km and m; cm and m; cm and mm; g and kg; l and ml). Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Solve problems involving converting between units of time **Measures: volume** Estimate volume (for example using 1cm3 blocks to build cuboids (including cubes) and capacity (for example, using water)). Use all four operations to solve problems involving measure.

<table>
<tr><td>English: Guided Reading</td><td><u>Autumn</u></td><td><u>Spring</u></td><td><u>Summer</u></td></tr>
<tr><td>Year 5</td><td>Who Let the Gods Out? By Maz Evans
 
</td><td>The Midnight Hour by Benjamin Read and Laura Trinder

</td><td>The Boy at the Back of the Class by Onjali Q. Raúf
 
</td></tr>
<tr><td></td><td colspan="3">To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings (as listed in English Appendix 1*) and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

To maintain positive attitudes to reading and understanding of what they read by:

• when reading out loud, adapting intonation, tone and volume to suit the purpose and audience;
• making comparisons within and across books;

Reading a wide range of genres with different structures and purposes for pleasure, identifying themes and conventions between text types.

To understand what they read by:

• explaining how language (including figurative language), structure and presentation can contribute to the meaning of a text;
• asking questions about a text;
• drawing inferences and inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence;
• making predictions based on details stated and implied with evidence from the text.

To distinguish independently between statements of fact and opinion.

To retrieve, record and present information from texts to other readers in informal notes and formal presentations.

To participate in discussions about books that are read to them and those they can read for themselves.</td></tr>
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English: Writing **Year 5**	In Year 5, the children are introduced to writing to discuss for the first time. They will also spend time writing to entertain, inform and persuade, and enjoy building upon their knowledge of these writing purposes, selecting from a wider range of sophisticated language choices based on their intended effect on the reader. Children in Year 5 will be encouraged to continually review and refine their writing, based on their understanding of how to use and manipulate grammar and vocabulary to achieve their desired effect. A wider range of punctuation is introduced in order to achieve this, including the use of brackets, dashes and commas for parenthesis, as well as colons to introduce a list or set up a dramatic surprise or pause for the reader. The children are encouraged to focus on cohesion for the reader (making sure that the ideas within the writing link and flow) within and across paragraphs. They are introduced to a further variety of genres, such as a biography, an advertising campaign and reviews, whilst continuing to refine their ability to craft high-quality narrative and poetry. They will also learn about the use of further figurative language techniques, such as the use of assonance within poetry.		
	Autumn Non-Chronological Report An information report about an imagined mythical or magical creature Description A setting description, focusing on use of vocabulary to create mood Poetry A cinquain focusing on use of meter and precise word choice Narrative A narrative focusing on story beginnings and endings that feel cyclical Biography A biography of a chosen important figure in history and science	Spring Persuasive Letters A persuasive letter focused on the use of varying formality Non-Chronological Report An information report based on an imagined place Description A descriptive recount, focused on the development of tension within writing Narrative A narrative focused on the use of mystery and suspense Poetry A rap based on experiences of school life and focusing on the use of assonance	Summer Explanation An explanation of a process Advertising Campaign An advertising campaign, designed to advertise the children's own inventions Poetry Free verse based on the children's own experiences of life and school Reviews A range of reviews, based on the children's experiences Narrative A narrative, focusing on description to build setting, atmosphere and character

English: Phonics and Spelling	**Autumn**	**Spring**	**Summer**
Year 5	**PlanIt Spelling Programme** Words with endings that sound like /shuhs/ spelt with –cious Words with endings that sound like /shuhs/ spelt with –tious or -ious Words with the short vowel sound /i/ spelt with y Words with the long vowel sound /i/ spelt with y	**PlanIt Spelling Programme** Creating nouns using -ity suffix Creating nouns using -ness suffix Creating nouns using -ship suffix Homophones & Near Homophones Words with an /or/ sound spelt 'or' Words with /or/ sound spelt 'au'	**PlanIt Spelling Programme** Words containing the letter string 'ough' Words containing the letter string 'ough' Adverbials of time Adverbials of place Words with an /ear/ sound spelt 'ere' Statutory Spelling Challenge Words

	Homophones & near homophones Words with 'silent' letters Words with 'silent' letters Modal verbs Words ending in 'ment' Adverbs of possibility and frequency Statutory Spelling Challenge Words	Convert nouns or adjectives into verbs using the suffix -ate Convert nouns or adjectives into verbs using the suffix -ise Convert nouns or adjectives into verbs using the suffix -ify Convert nouns or adjectives into verbs using the suffix -en	Unstressed vowels in polysyllabic words Adding verb prefixes de- and re- Adding verb prefix over Convert nouns or verbs into adjectives using suffix -ful Convert nouns or verbs into adjectives using suffix -ive Convert nouns or verbs into adjectives using suffix -al
	Year 5 & 6 statutory word list: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf		

Science	Autumn	Spring	Summer
Year 5	**Autumn 1** **Materials: Mixtures and separation - 7 lessons** Separating mixtures by exploring different methods, including filtering, sieving and evaporation. Pupils investigate how substances dissolve, identify solutions and examine how temperature affects the rate of dissolving, applying their learning by designing water filters and separating soil mixtures.	**Spring 1** **Forces and space: Earth and space - 7 lessons** Investigating how the Solar System works by examining the Sun, Earth, Moon and planets and comparing their movements. Pupils investigate how the Earth's rotation causes day and night, create models and sundials to represent their understanding and consider how scientific ideas about the universe have changed over time.	**Summer 1** **Forces and space: Unbalanced forces - 7 lessons** Exploring gravity, air resistance and water resistance and the effects of balanced and unbalanced forces. Pupils demonstrate key concepts through practical activities, plan and carry out investigations and test ideas using models. **Summer 2** **Animals: Human timeline (3 lessons)**

	Autumn 2 **Materials: Properties and changes - 7 lessons** Examining the properties of materials by investigating hardness, transparency and conductivity and considering how these characteristics affect their uses. Pupils explore reversible changes, such as dissolving and changes of state and compare these with irreversible changes, including rusting, burning and chemical reactions.	**Spring 2** **Living things: Life cycles and reproduction - 7 lessons** Comparing animal and plant life cycles by investigating reproduction, growth and survival. Pupils explore sexual and asexual reproduction in plants, grow cuttings and plot root growth, compare life cycles across animal groups and analyse secondary data to understand how predators and climate change can affect amphibians.	Making connections: Does the size of an asteroid affect the diameter of its crater? (3 lessons)

PE	Autumn	Spring	Summer
Year 5	Core content: **Health Related Exercise** • Pupils will go on to explore aspects of fitness as they reflect on their own personal journey and aim to beat their personal best at the end of the unit of work. • Pupils will perform a cardio circuit developing their own aerobic fitness. • Pupils will perform a flexibility circuit developing their own flexibility. • Pupils will perform a strength circuit developing their own strength. • Pupils will perform an aerobic fitness circuit developing their own aerobic fitness. **Netball** • Pupils will apply prior learning, of how to keep possession in order to beat an opponent.	Core content: **Dance: Street Art** • Pupils will work individually and with a partner, exploring speed and dynamic vocabulary to create a dance motif that represents the process of creating street art. • Pupils will use apparatus and dynamic vocabulary to aid their creativity. • Pupils will evaluate their work with a partner and improve their street art movement ideas. • Pupils will explore 'relationship' concepts such as cannon, unison and Counter Balance/Counter Tension balances to develop and enhance their Street Art performances. **Swimming** • Pupils will explore a variety of strokes with a focus on technique. • Pupils to attempt to swim 25m	Core content: **OAA: Orienteering** • Pupils to orientate a map and locate points on the map in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time. • To apply their skills in a competitive environment. **Tennis** • To develop racket technique, exploring a new shot, the volley. • To look at how players can control the game from the beginning (serve)by thinking about how and where to serve. • Pupils will apply their prior learning of how they can win a point whilst playing with a partner. **Cricket**

	• Pupils will learn where and why other types of passes will be effective. For example the Shoulder and Bounce passes. • Pupils will learn where and why other types of passes will be effective in game situations. Pupils will also be introduced to Stinger Netball (5v5) **Dodgeball** • To develop pupils' understanding of why we might block a ball thrown towards us during a game. • Pupils will develop their confidence when catching a ball. • Pupils will start to develop an understanding of where the best places are to throw on the court that result in us hitting our opponent **Gymnastics: Counter Balance and Tension** • To transfer the counter balances pupils created onto apparatus and explore how to move out of them and off the apparatus. • To create sequences using counter balances and tension.	• Pupils to self-rescue in clothes **Tag Rugby** • Pupils will continue to develop their ability to find and create space to either run into or pass into, in order to outwit the opposition. • Pupils will learn how to execute a miss pass understanding where, when and why this pass is used in a game. • Pupils will learn why it is important to work as a team when tagging and why it is important to reduce the space and apply pressure to the attackers to prevent scoring opportunities. **Game Sense: Invasion** • Pupils will apply prior learning of how to dribble the ball keeping possession to beat an opponent. • Pupils will consolidate their dribbling and passing skills and apply them into game situations. • Pupils will develop their understanding of the transition between attack and defence, (once they regain possession of the ball they become attackers.)	• To consolidate pupils' knowledge, understanding and ability to effectively apply a range of fielding skills and tactics into mini games. • Pupils apply attacking and defensive tactics when batting and in the field. **Athletics** • To bring together the previous suggested sequences of learning related to running for speed and culminate this into a competition. • To bring together the suggested sequence of learning for jumping, into a competition. • To practise events for Sports Day.

Personal Social Health and Economics (PSHE) *including Relationships and Sex Education (RSE)*	**Autumn**	**Spring**	**Summer**
Year 5	**Belonging to a community**	**Families and friendships**	**Physical health and Mental wellbeing**

	British Values; protecting the environment; compassion towards others. • about how resources are allocated and the effect this has on individuals, communities and the environment • the importance of protecting the environment and how everyday actions can either support or damage it • how to show compassion for the environment, animals and other living things • about the way that money is spent and how it affects the environment • to express their own opinions about their responsibility towards the environment **Module 2 Unit 1 – Is God Calling You?** • To know that God calls us to love others • To know ways in which we can participate in God's call to us **Money and Work** Identifying job interests and aspirations; what influences career choices; workplace stereotypes. • to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people's career opportunities • about stereotyping in the workplace, its impact and how to challenge it • that there is a variety of routes into work e.g. college, apprenticeships, university, training **Module 2 Unit 2 – Under Pressure; Do You Want a Piece of Cake? Self-Talk** • Pressure comes in different forms, and what those different forms are • There are strategies that they can adopt to resist pressure	Managing friendships and peer influence. • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships **Module 1 Unit 1 – Calming the Storm** **Module 1 Unit 2 – Gifts and Talents; Girls' Bodies; Boys' Bodies; Spots and Sleep** • We were created individually by God who cares for us and wants us to put our faith in Him • Physically becoming an adult is a natural phase of life • Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it! • Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community • Self-confidence arises from being loved by God (not status, etc) • That human beings are different to other animals	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies. • how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke • how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment **Module 3 Unit 1 – The Trinity; Catholic Social Teaching** • Children will know that God is Trinity - a community of persons • Children will know that the Church is the Body of Christ • Children will develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be: • Just, understanding that the way we live has an impact on others locally, nationally and globally • Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation • Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice **Growing and changing** Personal identity; recognising individuality and different qualities; mental wellbeing. • about personal identity and what contributes to it, including race, sex, gender, • family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex • how to recognise, respect and express their individuality and personal qualities

	• Understand what consent and bodily autonomy means • Discuss and reflect on different scenarios in which it is right to say 'no' • Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions • Apply this approach to personal friendships and relationships **Media literacy and Digital resilience** How information online is targeted; different media types, their role and impact. • to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • that some media and online content promote stereotypes • how to assess which search results are more reliable than others • to recognise unsafe or suspicious content online • how devices store and share information **Module 2 Unit 3 – Sharing Isn't Always Caring; Cyberbullying; Impacted Lifestyles; Making Good Choices; Giving Assistance** • To recognise that their increasing independence brings increased responsibility to keep themselves and others safe • How to use technology safely • That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others • How to report and get help if they encounter inappropriate materials or messages • What the term cyberbullying means and examples of it • What cyberbullying feels like for the victim • How to get help if they experience cyberbullying • To judge well what kind of physical contact is acceptable or unacceptable and how to respond	• About the unique growth and development of humans, and the changes that girls will experience during puberty • About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately • The need for modesty and appropriate boundaries • How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc. **Module 1 Unit 3 – Body Image; Peculiar Feelings; Emotional Changes; Seeing Stuff Online** • To recognise that images in the media do not always reflect reality and can affect how people feel about themselves • That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media • To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action • That some behaviour is wrong, unacceptable, unhealthy or risky • Emotions change as they grow up (including hormonal effects) • To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action • About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents / carers / teachers when worried ensures healthy wellbeing • The difference between harmful and harmless videos and images • The impact that harmful videos and images can have on young minds • Ways to combat and deal with viewing harmful videos and images **Respecting ourselves and others** Responding respectfully to a wide range of people; recognising prejudice and discrimination.	• ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing **Module 3 Unit 2 – Reaching Out** • Pupils will learn to apply the principles of Catholic Social Teaching to current issues • Pupils will find ways in which they can spread God's love in their community **Keeping safe** Keeping safe in different situations, including responding in emergencies, first aid and FGM. • to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and • dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different • emergency services • that female genital mutilation (FGM) is against British law[1] • what to do and whom to tell if they think they or someone they know might be at risk of FGM

	• That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests • Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body • Learn how to make good choices about substances that will have a positive impact on their health • Know that our bodies are created by God, so we should take care of them and be careful about what we consume • Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco • Learn that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies • The recovery position can be used when a person is unconscious but breathing • DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance	• to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online **Module 1 Unit 4 – Making Babies; Menstruation** • How a baby grows and develops in its mother's womb	

Computing	***Autumn***	***Spring***	***Summer***
Year 5	**Project Evolve – Self Image and Identity** **Computing systems and networks - Systems and searching** • *To explain that computers can be connected together to form systems* • *To recognise the role of computer systems in our lives* • *To identify how to use a search engine* • *To describe how search engines select results* • *To explain how search results are ranked*	**Project Evolve – Online Bullying** **Programming A – Selection in physical computing** • To create a program to run on a controllable device • To explain that selection can control the flow of a program • To update a variable with a user input • To use a conditional statement to compare a variable to a value • To design a project that uses inputs and outputs on a controllable device	**Project Evolve – Privacy and Security** **Creating media – Introduction to vector graphics** • To identify that drawing tools can be used to produce different outcomes • To create a vector drawing by combining shapes • To use tools to achieve a desired effect • To recognise that vector drawings consist of layers • To group objects to make them easier to work with • To apply what I have learned about vector drawings

	• *To recognise why the order of results is important, and to whom* **Project Evolve – Managing Online Information** **Creating media - Video production** • *To explain what makes a video effective* • *To use a digital device to record video* • *To capture video using a range of techniques* • *To create a storyboard* • *To identify that video can be improved through reshooting and editing* • *To consider the impact of the choices made when making and sharing a video*	• To develop a program to use inputs and outputs on a controllable device • **Project Evolve – Online Relationships** **Data and information – Flat-file databases** • To use a form to record information • To compare paper and computer-based databases • To outline how you can answer questions by grouping and then sorting data • To explain that tools can be used to select specific data • To explain that computer programs can be used to compare data visually • To use a real-world database to answer questions	**Project Evolve – Online Reputation** **Programming B – Selection in quizzes** • *To explain how selection is used in computer programs* • *To relate that a conditional statement connects a condition to an outcome* • *To explain how selection directs the flow of a program* • *To design a program that uses selection* • *To create a program that uses selection* • *To evaluate my program*

History	**Autumn** British history 4: Were the Vikings raiders, traders or something else? 8 lessons Exploring the Viking age by learning about Viking raids, trade, settlement and the struggle for control of Britain. Pupils develop their chronological understanding, investigate a range of historical sources, including oral histories, and use historical enquiry to consider whether the Vikings were raiders, traders or settlers.	**Spring** British history 5: What was life like in Tudor England? 7 lessons Investigating Tudor England by exploring portraits, progresses and other historical sources to learn about the changing role of the monarchy. Pupils examine how Henry VIII and Elizabeth I used propaganda to shape public opinion and use Tudor inventories to discover what life was like for ordinary people.	**Summer** What is the legacy of the ancient Greek civilisation? 7 lessons Exploring ancient Greece by comparing the city-states of Athens and Sparta and investigating how they were governed. Pupils examine different historical sources to learn about democracy and discover the lasting legacy of the ancient Greeks through the Olympic Games, architecture, art and theatre. Who were the ancient Greeks and when did they live?

	When and why did the Vikings come to Britain? Were the Vikings raiders, traders or something else? Where was the Viking trading routes and why was the trade important? Why are there different Viking sagas explaining the same vent and what does this tell us about the Vikings? What were the impacts of Viking raids and settlements on local communities in Britain? What were the Viking achievements and how did they impact the world?	Henry VIII – fair ruler or tyrant? Why did Henry VIII have so many wives? Why was Anne Boleyn executed? How did Queen Elizabeth I use a royal progress? What can inventories tell us about Tudor times? What did John Blanke have in his inventory?	Who lived on Mount Olympus? How was Ancient Greece governed? Did the ancient Greeks give us democracy? How do the ancient Greek philosophers influence us today? What is the legacy of the ancient Greeks?

Geography	Autumn	Spring	Summer
	What is life like in the Alps? (6 lessons) **Investigating tourism in mountain environments by learning about the climate and features of the Alps, with a focus on Innsbruck.** Locate the Alps on a world map and identify and label the eight countries they spread through. Locate three physical and three human characteristics in the Alps. Research and describe the physical and human features of Innsbruck. Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. Compare the human and physical geography of their local area and Innsbruck. Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'	**Why do oceans matter? (6 lessons with an optional sustainability lesson: What is fast fashion and why is it a problem?)** **Examining the importance of oceans by learning how people use and affect marine environments.** Describe the water cycle. Describe how the ocean is used for human activity. Explain how the ocean helps to regulate the Earth's climate and temperature. Identify the Great Barrier Reef as part of Australia. Describe the benefits of the Great Barrier reef. Describe how humans impact the oceans and the consequences of this. Explain some actions that can be taken to help support healthy oceans. Explain which data collection method would be best for marine fieldwork and why. Collect data using a tally chart, photographs and a sketch map. Safely navigate the fieldwork environment. Make suggestions for how to improve a marine environment. Present data using a tally chart and pie chart.	**Would you like to live in the desert? (6 lessons)** **Examining hot desert biomes by mapping the world's major deserts and investigating the physical features of the Mojave Desert.** Identify the lines of latitude where hot desert biomes are located. Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Describe ways the Mojave Desert is used. Name and describe the physical features found in a desert. Identify how humans use the desert. Explain how human activity may contribute to the changing climate and landscape of a desert. Recognise that the Mojave Desert has a different time zone to the UK. Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment. Identify characteristics of two contrasting biomes and compare land use. Discussing if a desert environment is hospitable and why.

DT	Autumn 1	Spring 1	Summer 1
	Mechanical systems: Gears and pulleys - 6 lessons Investigating the history, mechanics and uses of gears and pulleys. Pupils build a gear-and-pulley mechanism before applying their understanding to design an eco-bike.	**Cooking and nutrition: Developing a recipe - 7 lessons** Considering how recipes can be adapted to improve nutritional value by modifying a traditional Bolognese sauce. Pupils cook their improved recipe and design packaging to meet specific design criteria.	**Textiles: Stuffed toys - 5 lessons** Developing textile and sewing skills by designing and making a stuffed toy using fabric and decorative techniques. Pupils practise blanket stitch, create fabric details and assemble the components of their finished toy. **Summer 2**

	Autumn 2 **Digital world: Monitoring devices - 5 lessons** Exploring programmable technology and 3D design by creating a Micro:bit animal monitoring device that responds to temperature changes. Pupils develop CAD skills by learning to use the Tinkercad interface and tools before designing and improving their product.	**Spring 2** **Structure: Bridges - 5 lessons** Investigating different types of bridges and how structural strength is affected by shape and design. Pupils apply woodworking tools and techniques to design, build and test the durability of their own bridge structure.	**Electrical systems: Wobble bots - 6 lessons** Building on existing knowledge of circuits by introducing motors and exploring how they create movement in products. Pupils investigate wobble mechanisms before designing and developing a wobble bot tailored to a specific user's needs.

Art	**Autumn 1** **Drawing-** Investigating how drawing can express emotion, movement and depth, inspired by the work of Charlie Mackesy and Elizabeth Catlett. Pupils use expressive lines, shading and printmaking techniques to develop compositions that convey feeling and energy before creating a final piece influenced by their own ideas and the artists studied. **Autumn 2** **Painting and mixed media-** Investigating self-portraits created by a range of artists and using photographs as inspiration for mixed-media artwork. Pupils explore how artists represent identity and expression before developing and creating their own unique self-portraits using a range of materials and techniques.	**Spring 1** **Sculpture-** Inspired by historical monuments and modern installations, pupils plan by researching and drawing a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece. **Spring 2** **Crafting-**Investigating the built environment through drawing and printmaking, inspired by the work of architects and artists, including Zaha Hadid and Hundertwasser. Pupils research architectural design, explore symbolism in monuments and apply their understanding to create and present their own building designs and artistic responses.	**Summer 1** This half term is dedicated to producing three pieces of work in drawing, colour, and sculpture for a school wide themed exhibition held in June. **Summer 2** **Visio Divina** – as part of our Catholic faith, children will study a painting from scripture. Visio divina is a way of praying by looking at art. It means "divine seeing" in Latin. In visio divina, children look at an image slowly and reflect on what it shows them. The children will have the opportunity to evaluate and analyse the artist's work, recreate the painting in a chosen medium, and finally write their reflection and actions to accompany their work.

MFL	Phonetics 3 The four lessons in the 'Phonetics & Pronunciation' series have been designed to introduce each	Do You Have a Pet? In this unit the children will learn how to:	Clothes In this unit the children will learn how to: Repeat and recognise the vocabulary for a variety of clothes in French.

	phonic sound / phoneme on its own first and pronounced in an exaggerated form to help the children hear it pronounced clearly so as to be able to repeat and practice it. Once it has been heard, we discuss how to actually make that sound with suggestions on mouth shape and tongue position and link it (where possible) to a similar sound in English. The children will then see the sound in a French word. Finally, by the end of each lesson, the children will see each of the sounds in a piece of unknown text, in a relevant appropriate word and pronounced at near native speed. <u>What is the Date?</u> In this unit the children will learn how to: Remember, recall and spell the seven days of the week. Remember, recall and spell the twelve months of the year. Remember, recall and spell numbers 1-31. Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date.	Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. Tell somebody in French if they have or do not have a pet. Ask somebody else in French if they have a pet. Tell somebody in French the name of their pet. Attempt to create a longer phrase using the connectives ET (“and”) or MAIS (“but”). <u>The Weather</u> In this unit the children will learn how to: Repeat and recognise the vocabulary for weather in French. Ask what the weather is like today. Say what the weather is like today. Create a French weather map. Describe the weather in different regions of France using a weather map with symbols.	Use the appropriate genders and articles for these clothes. Use the verb PORTER in French with increasing confidence. Say what they wear in different weather/situations. Describe clothes in terms of their colour and apply adjectival agreement. Use the possessives with increased accuracy. <u>Au salon de thé</u> In this unit the children will learn how to: • Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé. • To understand better how to change a singular noun to plural form. • Perform a short role-play ordering what they would like to eat and drink

	Use their knowledge of the months of the year, numbers 1-31 in order to say when their birthday is.		

Music	Autumn	Spring	Summer
Year 5	**Charanga –** **Topic 1 Livin' On A Prayer** **Topic 2 Classroom Jazz 1** **Listen and Appraise** To know 5 songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the units in those styles To choose two or three other songs and be able to talk about: Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics; what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc) Name some of the instruments they heard in the songs The historical context of the songs. What else was going on at this time? - ***I can understand how pulse, rhythm and pitch work together*** - ***I can listen with attention to detail and recall sounds with increasing aural memory.*** **Games** Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song How to keep the internal pulse	**Charanga –** **Topic 1 Make You Feel My Love** **Topic 2 The Fresh Prince of Bel-Air** **Improvisation** Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one or two notes confidently is better than using five To know that if you improvised using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations To know three well-known improvising musicians - ***I can improvise with increasing confidence using my own voice, rhythms and varied pitch.*** **Composition** To know and be able to talk about: A composition: music that is created by you and kept in some way. It can be played or performed again to your friends A composition has pulse, rhythm and pitch that work together and are shared by tempo, dynamics, texture and structure Notation: recognise he connection between sound and symbol - ***I can compose complex rhythms using my aural memory.***	**Charanga –** **Topic 1 Dancing in the Street** **Topic 2 Reflect, Rewind and Replay** – consolidation of learning and contextualising the history of music. - ***I can develop an increasing understanding of the history and context of music***

	Musical leadership: creating musical ideas for the group to copy or to respond to **<u>Singing</u>** To know and confidently sing five songs and their parts from memory and to sing them with a strong internal pulse To choose a song and be able to talk about: Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice - ***I can sing as part of an ensemble with increasing confidence and precision*** **<u>Playing</u>** To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends	- ***I can understand that some formal, written notation which includes semibreves and dotted crotchets*** **<u>Performance</u>** To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music - ***I can play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression***	