



St Robert Southwell Catholic Primary School
Aiming for Excellence - Being the Best We Can Be

Year: 5 Theme: ?? Term: Spring Teachers: IM & FMP Foundation subject in focus/rotation: History and Art

Religious Education	Christ at the Centre The Way, the Truth and the Life											
	Inspirational People						Reconciliation - Judaism					
	L.O. To know that Jesus has come for everyone. To reflect on how we can join his mission.	L.O. To understand what it means to be a follower of Jesus. To reflect on what it means for you.	L.O. To know the Beatitudes show us the way to live. To think of ways they can help us to be true followers of Jesus.	L.O. To know and understand why Jesus blessed the merciful, the pure in heart and those persecuted for doing what is right.	L.O. To understand why Jesus blessed the poor in spirit and know that the meek are blessed. To reflect on the importance of trying to do God's will.	L.O. To know what it means to be a saint. To think about how it could affect your life.	L.O. To understand that actions have consequences. To reflect on some of the consequences of actions.	L.O. To understand that Mary, our Mother, untangles knots of sin. To reflect on how Mary is always ready to help us.	L.O. To know about God's love and forgiveness. To reflect on what this means for us.	L.O. To understand the meaning of sin. To reflect on how sin hurts us, others and our relationship with God.	L.O. To know what happens in the Sacrament of Reconciliation. To reflect on how this sacrament helps us.	L.O. To understand that God is love and is always ready to forgive. To reflect on what it means to experience forgiveness.
History	Spring 1 Ancient Greece						Spring 2 The Viking and Anglo-Saxon Struggle for England					
	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.											
	Black British History week	L.O. To understand who the Vikings were	L.O. To know how the Vikings fought	L.O. To learn about Viking explorers and traders	L.O. To know what life was like in Viking Britain	L.O. To know what happened to the Anglo-Saxons and the Vikings	L.O. To know who the ancient Greeks were	L.O. To know how the Olympic games began	L.O. To know what it was like to live in an ancient Greek family	L.O. To know who the ancient Greek gods and heroes were	L.O. To know how the ancient Greeks changed the world	Fab finale!
Art	Drawing, Artist Study and Printing											
	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.											
	Black British History week	L.O. To develop drawing skills – shading, texture	L.O. To research a sculptur, Henry Moore To design a sculpture	L.O. To create a sculpture in clay	L.O. To develop painting skills – choosing colours, painting textured surface	L.O. To research an artist, Andy Warhol	L.O. To create and use a print block in the style of Andy Warhol	L.O. To research the work of Mickalene Thomas	L.O. To create a digital collage in the style of Mickalene Thomas	L.O. To create a digital collage in the style of Mickalene Thomas	L.O. To create a digital collage in the style of Mickalene Thomas	L.O. To evaluate work
Reading	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions English – key stages 1 and 2 34 Statutory requirements ♣ recommending books that they have read to their peers, giving reasons for their choices ♣ identifying and discussing themes and conventions in and across a wide range of writing ♣ making comparisons within and across books ♣ learning a wider range of poetry by heart ♣ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience ♣ understand what they read by: ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ♣ asking questions to improve their understanding ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ♣ distinguish between statements of fact and opinion ♣ retrieve, record and present information from non-fiction ♣ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously ♣ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ♣ provide reasoned justifications for their views.											
	Fiction/ Fairy stories and traditional tales	How to train a dragon, Percy Jackson										
	Non-Fiction											
Writing	plan their writing by: ♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ♣ noting and developing initial ideas, drawing on reading and research where necessary ♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ♣ draft and write by: ♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ♣ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ♣ précising longer passages ♣ using a wide range of devices to build cohesion within and across paragraphs ♣ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ♣ evaluate and edit by: ♣ assessing the effectiveness of their own and others' writing ♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ♣ ensuring the consistent and correct use of tense throughout a piece of writing ♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ♣ proof-read for spelling and punctuation errors											
		Comic strip, poetry, persuasive writing, instructional writing, character and setting (narrative),										
Grammar and Punctuation	Begin to use expanded noun phrases to convey information						Begin to use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun to convey more information concisely					

Following Jesus' footsteps and inspired by St. Robert Southwell we work hard, aim high and treat everyone with honesty and gentleness.



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	Use modal verbs or adverbs to indicate degrees of possibility											
Spelling	Creating nouns using -ity suffix	Creating nouns using -ness suffix	Creating nouns using -ship suffix	Homophones & Near Homophones	Homophones & Near Homophones	Homophones & Near Homophones	Words with /or/ sound spelt 'or'	Words with /or/ sound spelt 'au'	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	
Science	Forces						Earth & Space					
	planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ♣ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ♣ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ♣ using test results to make predictions to set up further comparative and fair tests ♣ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ♣ identifying scientific evidence that has been used to support or refute ideas or arguments.											
	♣ explain that unsupported objects fall towards the Earth because of the 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.						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.					
	To know what balanced and unbalanced forces are and how levers and pulleys affect them.	To understand the effects of force on objects	To understand how we measure gravity using weight and explain some of the effects of Gravity	To test the affects of air resistance on gravity (Moon lander lesson)	To understand that air resistance and water resistance are both drag forces	To know that up thrust is a force in water. To test the effects of this force.	To know and order the planets of the solar system	To identify scientific evidence used to support the solar system	To identify scientific evidence used to support the solar system, To understand how the heliocentric view came to be believed.	To understand the relative sizes of the Earth, Sun and Moon to each other.	To understand the earth's rotational orbit and how day and night is caused by the earth spinning on its axis,	To know the different phases of the moon.
Maths	Number: Multiplication and Division				Number: Fractions				Number: Decimals & percentages			
	identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers ♣ know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers ♣ establish whether a number up to 100 is prime and recall prime numbers up to 19 ♣ 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 ♣ multiply and divide numbers mentally drawing upon known facts ♣ 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 ♣ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 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, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign ♣ solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.				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 and write mathematical statements > 1 as a mixed number [for example, 5 2 + 5 4 = 5 6 = 1 5 1] ♣ 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, 0.71 = 71 / 100] ♣ 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 ♣ read, write, order and compare numbers with up to three decimal places ♣ 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, and as a decimal ♣ solve problems which require knowing percentage and decimal equivalents of 2 1 , 4 1 , 5 1 , 5 2 , 5 4 and those fractions with a denominator of a multiple of 10 or 25.				read and write decimal numbers as fractions [for example, 0.71 = 71 / 100] ♣ 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 ♣ read, write, order and compare numbers with up to three decimal places ♣ 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, and as a decimal ♣ solve problems which require knowing percentage and decimal equivalents of 2 1 , 4 1 , 5 1 , 5 2 , 5 4 and those fractions with a denominator of a multiple of 10 or 25.			
P.E	Outdoor adventurous activities											
	use running, jumping, throwing and catching in isolation and in combination ♣ play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending ♣ develop flexibility, strength, technique, control and balance ♣ take part in outdoor and adventurous activity challenges both individually and within a team ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.											
	L.O, To develop the range of skills in tennis - serving	L.O, To develop the range of skills in tennis – backhand, forehand	L. O. To release the ball from different angles.	L.O. To work in pairs/small groups to develop attack and defence strategies.	L.O, To develop the range of skills in rounders -	L.O, To develop the range of skills in rounders – throwing and catching	L. O. To work in pairs/small groups to develop strategies learned	L.O. To play rounders using all skills learned	L.O, To develop the range of skills in volleyball - serving	L.O, To develop the range of skills in volleyball	L. O. To develop attack and defence skills in volleyball	L.O. To play volleyball
Computing	E-Safety: keeping information private/photos and videos						Make a soundtrack-garage band app ipads					
	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ♣ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ♣ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ♣ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ♣ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ♣ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ♣ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.											



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	L.O. To know how to keep information private (inc photos and videos)		L.O. To research how to make a soundtrack		L.O. To plan a soundtrack	L.O. To create a soundtrack
Music	Melodic composition: recorder & Ukulele					
	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music.					
Italian	Italian					
	listen attentively to spoken language and show understanding by joining in and responding ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ♣ present ideas and information orally to a range of audiences* ♣ read carefully and show understanding of words, phrases and simple writing ♣ appreciate stories, songs, poems and rhymes in the language ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ♣ describe people, places, things and actions orally* and in writing Languages – key stage 2 3 ♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.					
	Clothing description			Poetry		
Experience Entitlement	Safer internet day 11 th Feb , World Braille Day 4 th Jan , National handwriting day 23 rd Jan , National story telling Week 1st Feb, Carnevale 16 th Feb			STEM, World water day 22 nd March, Fairtrade Fortnight 22 nd Feb, World book day 4 th March, World poetry day 21 st March, Art exhibition, International Dance day 29 th April		
Stimuli /Visits/ Hooks/ Visitors	Science workshop, end of topic film, Young Voices, Fryent Park - orienteering					