



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

Year: 5 Theme:

Term: Autumn Teachers: CMcA and KJ Foundation subject in focus/rotation: PSHE and DT

Religious Education	Christ at the Centre													
	The Way, the Truth and the Life													
	Creation							Hinduism - Hindu Gods God's Covenants						
S t R o b e r t S o u t h w e l l M i s s i o n s t a t e m e n t	Class prayer Class saint.	LO: To know that for a long time people have asked questions about creation.	LO: To know about the story of creation in the bible and reflect on its importance to us.	LO: To know about the story of the Fall and think about how it helps us understand suffering in the world.	LO: To know about the story of the Fall and think about how it helps us understand suffering in the world.	LO: To know about the story of the Fall and think about how it helps us understand suffering in the world.	LO: To know about the story of the Fall and think about how it helps us understand suffering in the world.	LO: To know about the story of the Fall and think about how it helps us understand suffering in the world.	LO: To know about the story of the Fall and think about how it helps us understand suffering in the world.	LO: To know about the story of the Fall and think about how it helps us understand suffering in the world.	LO: To know about the story of the Fall and think about how it helps us understand suffering in the world.	LO: To know about the story of the Fall and think about how it helps us understand suffering in the world.	LO: To know about the story of the Fall and think about how it helps us understand suffering in the world.	LO: To know about the story of the Fall and think about how it helps us understand suffering in the world.

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					r c r e a t i o n s a n d b e a w a r e o f o u r r e s p o n s i b i l i t i e s .										
	Autumn 1					Autumn 2									
PSHE	Created and Loved by God (1)					Created to Live in the Community (3)									

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	Relationships and Health Education within a Catholic Context								Relationships and Health Education within a Catholic Context				
	<ul style="list-style-type: none"> Religious understanding Personal relationships Life online 								<ul style="list-style-type: none"> Keeping safe Religious understanding Living in the wider world 				
Story sessions: Calming the Storm	LO: To learn that God calls us to love others. -To learn about ways in which we can participate in God's call for us to love others.	LO: To understand that pressure comes in different forms, and what some of those different forms are. -To understand there are strategies that they can adopt to resist pressure.	LO: To understand what consent and bodily autonomy means To discuss and reflect on different scenarios where it is right to say 'no'.	LO: To learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions. To apply this approach to personal friendships and relationships.	LO: To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. To understand how to use technology safely. To understand 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. To recognise how to report and get help if they encounter inappropriate materials or messages.	LO: To understand what the term cyberbullying means and examples of it. To understand what cyberbullying feels like for the victim and how to get help if they experience cyberbullying.	LO: To judge what kind of physical contact is acceptable or unacceptable and how to respond. To understand that abuse violates the rights of children. To recognise there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.	LO: To learn about the effect that a range of substances including drugs, tobacco and alcohol can have on the body. How to make good choices about substances that would have an impact on their health. That our bodies are created by God, so we should take care of them and be careful about what we consume.	LO: To consider how, as they get older, they may come under pressure when it comes to drugs, alcohol and tobacco. To learn that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies	LO: To learn the recovery position that 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	LO: To learn that God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity. The Holy Spirit works through us to share God's love and goodness with others.	LO: To learn the principles of Catholic Social Teaching. To understand that God formed them out of love to know and share his love with others.	LO: To apply the principles of Catholic Social Teaching to current issues. To find ways in which they can spread God's love in their community.
DT	Cooking and Nutrition								Textiles				

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	Vegetable paella: https://www.youtube.com/watch?v=BlwUjiNAag4								A pouch designed for a keepsake.						
	LO: To recognise where food is sourced (grown, reared and caught).	LO: To understand what vitamins and minerals are.	LO: To recognise the health benefits of vitamins and minerals and the vegetables that they can be found in.	LO: To make a vegetable paella.	LO: To evaluate a vegetable paella.	LO: To learn how to thread a needle and practise a running stitch.	LO: To learn how to perform a blanket stitch on a piece of fabric.	LO: To learn how to perform an backstitch on a piece of fabric.	LO: To research sewn products and evaluate the cost of materials.	LO: To design a pouch for a keepsake.	LO: To make a pouch for a keepsake.	LO: To make a pouch for a keepsake.	LO: To embellish the product with a range of stitches and additional materials.	LO: To learn how to reinforce stitches to make them stronger.	LO: To evaluate a product based on how well it meets the design criteria.
Reading	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes Increase 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 Recommend books that they have read to their peers, giving reasons for their choices Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Learn a wider range of poetry by heart Prepare 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 														
Fiction/ Fairy stories and traditional tales Non-Fiction	Play- Romeo and Juliet Fiction - The Silver Donkey														
Poetry	List Poem (Metaphors) Image Poem (Setting description)														
Writing	<ul style="list-style-type: none"> Plan their writing by identifying the audience for and purpose of the writing Note and develop initial ideas based on model texts and/or classwork Consider how writers have developed ideas in similar writing, using this writing as models for their own In narratives, plan to convey character and advance the action through dialogue and description of settings or characters Use writing journals as a planning tool and memory aid Write for an increasingly wide range of real purposes and audiences as part of their work across the curriculum, using these to underpin their decisions about the form the writing should take [e.g. a narrative, an explanation, a report or a description] 														

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	Start of Year activities	Poetry: List poem	Narrative: Rival story	Narrative: Rival story	Narrative: Rival story/ Newspaper article	Newspaper article	Newspaper article	Poetry: Image poem	Discussion text	Discussion text	Discussion text / Narrative: Portal story	Narrative: Portal story	Narrative: Portal story		
SPAG	Word Work														
	<ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 														
	Sentence Work														
	<ul style="list-style-type: none"> Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. Begin to use expanded noun phrases to convey complicated information. Construct a variety of effective similes and metaphors. Further increase their range of adverbials, including fronted adverbials and recognise and begin to use modal verbs and adverbs to indicate degrees of possibility 														
	Text Work														
<ul style="list-style-type: none"> Begin to expand their range of organisational devices to build cohesion within and across paragraphs Recognise and use third person Begin to use a 'hook' to draw the reader in to writing (i.e. using dialogue, action or vivid description) Use tenses accurately and consistently 															
Layout devices															
<ul style="list-style-type: none"> Headings, sub-headings, columns, bullets, or tables, to structure text 															
Punctuation															
<ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis. Inverted commas and other punctuation to indicate speech. Commas to clarify meaning or avoid ambiguity. 															
Terminology															
Relative pronoun, Relative clause, Parenthesis, Cohesion, Bracket, Dash, Formal/Informal, Fact/Opinion															
Spelling	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	Homophones & near homophones	Homophones and near homophones	Review We ek	Words with 'silent' letters	Words with 'silent' letters	Modal verbs	Words ending in 'ment'	Adverbs of possibility and frequency	Statutory Spelling Challenge Words	Review Week	
	Properties and Changes of Materials							Changes of State							
Science	Pupils will: <ul style="list-style-type: none"> Know the different materials around the school and use keywords to describe why they are being used. 							Pupils will:							

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	<ul style="list-style-type: none"> Know the difference between thermal conductors and thermal insulators, investigating which materials are good thermal conductors or insulators. Know the process of recovering a substance from a solution. Define electrical conductors/insulators as well as investigate which materials are good at conducting electricity by creating a circuit. 	<ul style="list-style-type: none"> Pupils will work scientifically by planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Demonstrate that dissolving, mixing and changes of state are reversible or irreversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning.
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	LO: To plan and record an investigation.	Target pages	To make observations about the different materials used around the school.	To identify and investigate thermal conductors and thermal insulators.	To describe how to recover a substance from a solution.	To investigate which electrical conductors make a bulb shine the brightest.	To know the different processes when separating mixtures of materials.	Target review	Target pages	To know the three states of matter and how their particles behave.	To know that changes of state are reversible or irreversible.	To demonstrate how to change different states of matter to prepare for an experiment.	To conduct experiments exploring the different changes of state.	To label and order our experiments.	Target review
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Maths	Number: place value			Number: Addition and Subtraction			Number: Multiplication and Division			Number: Fractions		
	<p>Week 1 - 3</p> <p>Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.</p> <p>Read, write, order and compare numbers to at least 1,000,000 and determine the values of each digit.</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.</p>			<p>Week 4 - 5</p> <p>Add and subtract numbers mentally with increasingly large numbers.</p> <p>Add and subtract whole numbers with more than four digits, including using formal written methods.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Use rounding to check answers to calculations and determine, in the</p>			<p>Week 6 - 8</p> <p>Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers.</p> <p>Solve problems involving multiplication and division using their knowledge of factors and multiples.</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite numbers.</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19.</p>			<p>Week 9 - 12</p> <p>Identify, name and find equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number.</p> <p>Compare and order fractions whose denominators are all multiples of the same number.</p> <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p>		

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	Solve number problems and practical problems involving numbers up to 1,000,000. Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000.	context of a problem, levels of accuracy.	Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Multiply and divide numbers mentally, drawing upon facts. Knowing multiples of 10, 100 and 1000.								
P.E	Football Dance Swimming					Netball Health Related Exercise Swimming					
	Recap prior learning from year 4. What do pupils remember? To recap prior learning of stretches, various warmups and cool downs.	To learn how to defend when they are not in possession. Pupils will explore basic defensive strategies and techniques. To learn different street dance skills and techniques.	To develop defending skills; tackling, pressuring and marking. Pupils will start to apply simple defensive tactics. To apply the street dance skills to learn a routine.	To develop shooting, applying this into game situations. Pupils will develop their shooting technique and apply prior learning of passing and dribbling to create an attack. To develop their street dance techniques working in pairs to	To refine attacking skills. Pupils should have a clear understanding of when, where and why they apply these skills during a game. To continue to develop their skills to create a routine.	To bring together the suggested sequence of learning into a level 1 tournament. To bring together suggested sequence of learning into a dance battle.	Recap prior learning from year 4, what do pupils remember? To take pupils through 4 health related fitness assessments.	To consolidate pupils' understanding of the rules (laws) of the game and how they can apply this knowledge to play in mini games. To understand the functions of the cardiovascular system and how aerobic fitness affects our bodies.	To ensure pupils understand that their role changes and they become a defender as soon as they lose possession of the ball. To understand the meaning of flexibility and how flexibility affects our bodies.	To introduce pupils to Stinger netball. This will increase the playing space and allow pupils to develop their understanding of attacking and defending positions. To understand the meaning of strength and how strength affects our bodies.	To allow pupils to explore other passing styles. Pupils will learn where and why other passing styles will be effective. For example, the shoulder and bounce passes. To develop pupils' understanding of aerobic fitness and how exercise affects our bodies.

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				create a mini routine with a given focus.								
	<p>Swimming and water safety Pupils will be taught to</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] <p>perform safe self-rescue in different water-based situations.</p>											
Computing	E-safety Acceptable communication online						Keeping personal information safe.					
	E-Safety lesson on Acceptable communication online.						-Learning about our digital footprints. -How we can keep our personal information safe online.					
Music	' Music's cool'											
	Ukulele skills development						Recorder skills					
	<p>KS2 Music Curriculum</p> <ul style="list-style-type: none"> 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	School											
	Authentic conversational language											
	<p>KS2 Italian Curriculum</p> <ul style="list-style-type: none"> 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 											

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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.

**Experience
Entitlement**

Saracens dance workshop
Swimming

Young Shakespeare Company - Romeo and Juliet
Swimming

**Stimuli
/Visits/
Hooks/
Visitors**

Paella cooking

Forest walk