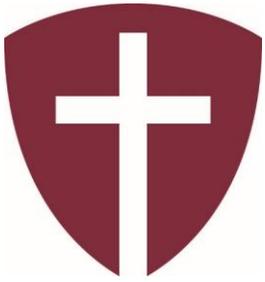


# Year 5 Curriculum Evening

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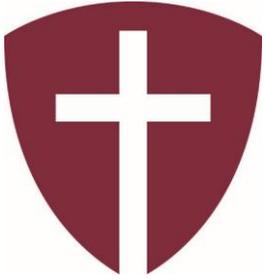




# Structure of the School Day

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8.40am:	Classroom doors open
8.55am:	School begins
10.30-10.45:	Play time
12.10-1.00pm:	Lunch time
3.20pm:	School ends

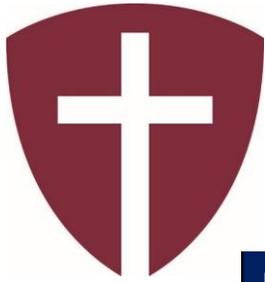


# Year 5

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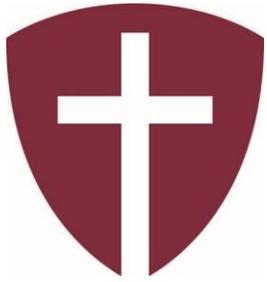
Class Teacher: Mr Smart

Teaching Assistants: Mrs Shuttle  
Mrs Hamer



# Year 5 Timetable

Day	8:40	8:55 – 9:20 25 mins	9:20 – 9:35 15 mins	9:35 – 10:30 55 mins	10:45 – 11:15 30 mins	11:15 – 12:10 55 mins		1:05 – 1:15 10 mins	1:15 – 2:15 1 hour	2:15 – 3:20 1 hour				
<b>Mon</b>	Quiet Music Reading 1:1 3 pupils	RWI Spell Intro new sound: Watch video	Maths Meetings <i>CS Shuttle</i>	Handwriting	English <i>CS Shuttle</i>	Whole School Prayer and Liturgy Holy Hall	10:30 – 10:45 Break	Maths <i>EH Homeex</i>	12:00 – 1:00 Lunch	1:00 Registration and Meditation	Whole Class Story	RSHE	MFL	History/Geography (alternate terms)
<b>Tue</b>	Quiet Music Reading 1:1 3 pupils	RWI Spell	Times Tables <i>CS Shuttle</i>		English <i>CS Shuttle</i>	Reading Skills		Maths <i>EH Homeex</i>			Whole Class Story	PE Indoor Holy Hall	Art/D&T (alternative terms)	
<b>Wed</b>	Quiet Music Reading 1:1 3 pupils	Reading Skills	Maths Meetings <i>CS Shuttle</i>		English <i>CS Shuttle</i>	CW/Hymns Prayer and Liturgy Holy Hall		Maths <i>EH Homeex</i>			Whole Class Story	RE	RE	
<b>Thur</b>	Quiet Music Reading 1:1 3 pupils	RWI Spell	Times Tables <i>CS Shuttle</i>		English <i>CS Shuttle</i>	Reading Skills		Maths <i>EH Homeex</i>			Whole Class Story	Computing <i>PPA EH Cover</i>	PE Outdoor <i>PPA EH Cover</i>	
<b>Fri</b>	Quiet Music Reading 1:1 3 pupils	Spelling Quiz	Library Visit 8:55 – 9:10 <i>CS Shuttle</i>		Grammar English <i>CS Shuttle</i>	RWI Spell		Maths Arithmetic Times Table Olympics <i>EH Homeex</i>			Whole Class Story	Science	Music (Music lesson 2.30 – 3.10)	



# Class Prayers and Liturgical Prayer

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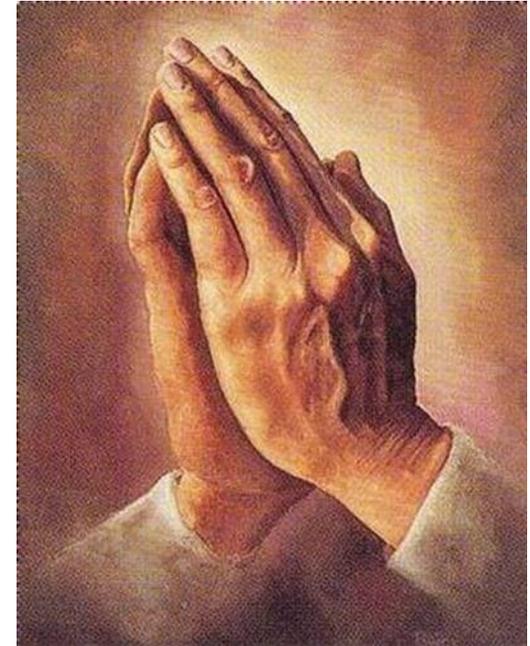
Daily Prayers:

Morning Prayer

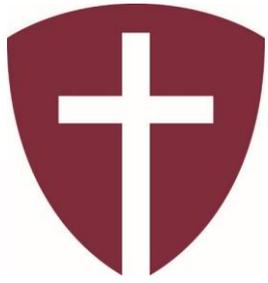
Before Lunch

After Lunch

End of the day



Children attend whole school liturgical prayer each Monday and Key Stage liturgical prayer on a Wednesday.



# Y5 Curriculum: Maths

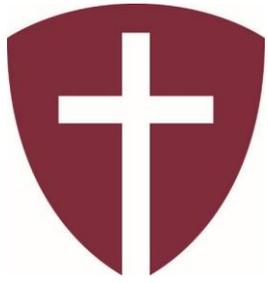
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Autumn</b>								<i>Week 4 and 5: Assessment Window</i>							
	Number: Place Value			Number: Addition and Subtraction		Number: Multiplication and Division		Number: Multiplication and Division		Number: Fractions (A)			Multiplication and Division		
<b>Spring</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5				
								<i>Week 2 and 3: Assessment Window</i>							
	Multiplication and Division	Number: Fractions (B)		Number: Decimals and Percentages			Measurement: Perimeter and area		Statistics		Time				
<b>Summer</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		
								<i>Week 2 and 3: Assessment Window</i>							
	Measurement: Shape		Geometry: Position and Direction			Number: Decimals	Number: Decimals		Number: Negative Numbers	Measurement: Converting Units		Measurement: Volume	Consolidation		



# Y5 Curriculum: English

Long Term Plan	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 7 weeks	Fiction Picture Books	<a href="#">Non Fiction</a> Names and Labels	Non-Fiction Labels Lists and captions	Poetry Pirate Poems	Poetry Haiku and Cinquin	Poetry Kennings	Poetry Poetic Style	Poetry Power of Imagery
	Fiction A story by a well-loved author	Fiction Descriptions	Fiction A journey story	Fiction A journey story	Fiction A story from a well-loved author	<a href="#">Non Fiction</a> Non-chronological reports	<a href="#">Non Fiction</a> Persuasive Writing	Fiction A story with a flashback
	Poetry Nursery Rhymes	Poetry Rhyme in books	<a href="#">Non Fiction</a> Instructions Directions	<a href="#">Non Fiction</a> Letter Writing and Invitations	<a href="#">Non Fiction</a> Persuasive adverts	Fiction A story from our Literary Heritage	Fiction A Fantasy Story	<a href="#">Non Fiction</a> Persuasive Formal Letter
				<a href="#">Non Fiction</a> Instructional Writing	<a href="#">Non Fiction</a> Instructions	<a href="#">Non Fiction</a> Instructional Writing	<a href="#">Non Fiction</a> Recount	<a href="#">Non Fiction</a> Diary
Autumn 2 8 weeks	<a href="#">Fiction Journeys</a>	<a href="#">Non Fiction</a> Labels and Lists	Poetry Using the Senses	Fiction Traditional Tales	<a href="#">Non Fiction</a> Journalistic Writing	<a href="#">Non Fiction</a> Persuasive Writing	<a href="#">Non Fiction</a> <a href="#">Non Chronological</a> Report	Poetry Nonsense Poems: Literary Heritage
	<a href="#">Non Fiction</a> Instructions	Fiction Picture Books	Fiction A tale of fear	<a href="#">Non Fiction</a> Persuasive Writing	Fiction A science fiction story	Fiction Imaginary World Story	Fiction Myths	<a href="#">Non Fiction</a> Biographies and Autobiographies
	Fiction Picture Books	<a href="#">Non Fiction</a> Instructions Recipes	Fiction Descriptive Writing	Fiction Alternative Traditional Tales	<a href="#">Non Fiction</a> <a href="#">Non chronological</a> report	<a href="#">Non Fiction</a> Diary	<a href="#">Non Fiction</a> Biography	Fiction A story with a shift in viewpoint
		Fiction A story by a well-loved author	<a href="#">Non Fiction</a> Letter Writing	Poetry Wild Things	<a href="#">Poetry Acrostic</a>	Poetry Creating Imagery	<a href="#">Non Fiction</a> Instructions	<a href="#">Non Fiction</a> Informal Letter
			<a href="#">Non Fiction</a> Labels Descriptions					





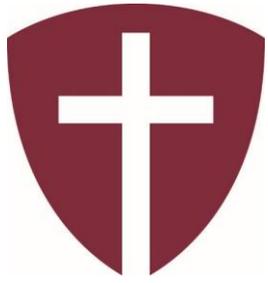
# Y5 Curriculum: English

Long Term Plan	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 1 6 weeks	Fiction Traditional Tales	Fiction Traditional Tales	<a href="#">Non Fiction Instructions</a>	<a href="#">Non Fiction Non chronological reports</a>	<a href="#">Non Fiction Information - Leaflets</a>	<a href="#">Non Fiction Non Chronological reports</a>	Poetry Literary Heritage poems	SATs Boosters
	Fiction Alternative Traditional Tales	Non-Fiction Facts Instructions	<a href="#">Fiction A</a> fantasy story	Fiction A fantasy story	Fiction A Story with a Moral	Fiction Play Script	Fiction A Mystery Story	SATs Week
	<a href="#">Non Fiction</a> Labels	Non-Fiction Letter Writing	Poetry Transport Poems	Poetry Classic Poetry	Poetry Tanka	<a href="#">Non Fiction</a> Discussion	Fiction A story from another culture	Fiction Narrative point of view
Summer 2 7 weeks	Poetry Action Poetry	Poetry Modern Poetry	Non-Fiction Information Advert	<a href="#">Non Fiction</a> Persuasive letter	Fiction Play Scripts	<a href="#">Non Fiction</a> Adverts	<a href="#">Non Fiction</a> Journalistic Writing	<a href="#">Non Fiction</a> Persuasive Writing
	Fiction A story from our Literary Heritage	Fiction Alternative Traditional Tales	Fiction A story with a familiar setting	Fiction A dilemma story	Fiction A Fantasy Story	Fiction A Mystery Story	Fiction Stories from well-loved authors	<a href="#">Non Fiction</a> Debate
	<a href="#">Non Fiction</a> Labels	Fiction Descriptive Writing	<a href="#">Non Fiction</a> Persuasive Writing	Poetry Patterns on a Page	<a href="#">Non Fiction</a> Recount	<a href="#">Non Fiction</a> Recounts Letters	Fiction Play Scripts	<a href="#">Fiction A</a> Warning Tale
			Poetry Pattern		Poetry Animal Poems	Poetry		<a href="#">Non Fiction</a> Information Leaflet



# Y5 Curriculum: History

Long term plan	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b> <b>Theme 1 – Power &amp; Empire</b> <b>British History</b>	<u>My Family and Me</u> What makes my family special?	<u>Toys Old and New</u> How have toys changed over time?	<u>Our High Street</u> How has our local area changed over time?	<u>Prehistoric Britain.</u> How did Britain change from the Stone Age to the Iron Age?	<u>The Roman Empire</u> What impact has the Roman Empire had on Britain?	<u>The Anglo-Saxons, Vikings and Scots.</u> What was life like in Anglo-Saxon and Viking Britain?	<u>Crime and Punishment</u> How and why has crime and punishment changed over time?
<b>Spring 1</b> <b>Theme 2 – Civilisation &amp; Settlements</b> <b>Wider World</b>	<u>Old and New</u> What is different about old and new toys?	<u>Significant Women in History</u> Who was Florence Nightingale and why was she important?	<u>Explorers</u> Who is Ibn Battuta and why was he important?	<u>Ancient Egypt</u> How do we know and what do we know about Ancient Egypt?	<u>Ancient Greece</u> What impact did the Greek Empire have on the wider world?	<u>The Islamic Civilisation</u> Why was the Early Islamic Civilisation a significant turning point in history?	<u>Conflict through time</u> How has conflict changed over time? What impact has this had?
<b>Summer 1</b> <b>Theme 3– Society &amp; Change</b> <b>Locality</b>	<u>Important Jobs</u> What am I going to be when I grow up?	<u>The Great Fire of Gateshead and London</u> How was the Great Fire of London and Gateshead similar and different?	<u>Monarch and Leaders</u> What is a monarch?	<u>Travel and Transport</u> How has travel and transport changed over time?	<u>The Quayside</u> How has the industrialisation of our local area changed over time?	<u>Mining in the North East</u> What was the impact of mining on our locality?	<u>Power and Protest through time</u> How has protest changed the world?



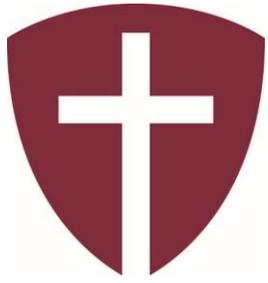
# Y5 Curriculum: Geography

Long term plan	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 2</b> <b>Theme 1 – Locational Knowledge</b>	<u>My Home</u> Where do I live?	<u>My City</u> Where is Newcastle upon Tyne?	<u>Our Local Area</u> Where is Newcastle upon Tyne?	<u>Street Detectives</u> In what ways is Newcastle different/similar to ...? (contrasting place in the world)	<u>Where I live</u> Where is our place in the world?	<u>European Study</u> In what ways is Newcastle different/similar to ...? (contrasting place in the world)	<u>Climates around the World</u> Why do climates differ in different countries?	<u>Ecosystems</u> What are the roles of the water and food cycles in an ecosystem?
<b>Spring 2</b> <b>Theme 2 – Human or Physical Geography</b>	<u>The Poles</u> Does anyone live on the North or South Pole?	<u>All around the World</u> Is it hot in Africa?	<u>Our Country</u> What is the difference between a town and a countryside?	<u>Weather</u> What is weather and why does it change?	<u>Water and the Water Cycle</u> Where does water come from?	<u>Rivers and Mountains</u> What makes a mountain?	<u>Energy</u> How is energy used and what are the different types of energy?	<u>Hazardous World</u> What are the natural dangers of the world and how are they formed?
<b>Summer 2</b> <b>Theme 2 – Human or Physical Geography</b>			<u>Our World</u> What is a country and how do countries differ?	<u>Climates around the world</u> Do climates differ in different countries?	<u>Changing Jobs</u> Why is there a different demand for jobs across the world?	<u>Resources and Trade</u> What are the advantages and disadvantages of global trade?	<u>Coasts</u> How do coastlines differ across the world?	<u>Local Fieldwork</u> What can field work and digital mapping tell us about Gosforth?



# Y5 Curriculum: Science

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<u>Understanding the World</u>  Overarching Topics: <i>Seasons, Hot and Cold and Polar Regions, I am a Scientist</i>	<u>Seasonal Changes</u> <i>(Autumn/Winter)</i> How does our weather change over the year?	<u>Living Things and their Habitats</u> What is alive, dead or was never alive?	<u>Animals, including Humans</u> How do living things work?	<u>Living Things and their Habitats</u> What is the same and what is different? Are living things in danger?	<u>Living Things and their Habitats</u> Do all life cycles look the same?	<u>Evolution and Inheritance</u> How do living things change over time and place?
Autumn 2	Explore the natural world around them, making observations and drawing pictures of animals and plants.	<u>Everyday Materials</u> What are things made from?	<u>Use of Everyday Materials</u> How do we choose materials? Can we change materials?	<u>Forces and Magnets</u> What can magnets do?	<u>States of Matter</u> Is water always wet?	<u>Properties &amp; Changes of Materials</u> What are things made from and why? Can we change materials?	<u>Light</u> How do we see?
Spring 1	Explore similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	<u>Animals including Humans</u> What are bodies and what can they do?	<u>Animals including Humans</u> What do <u>living</u> things need to survive?	<u>Rocks</u> Are all rocks the same?	<u>Sound</u> How do we hear different sounds?	<u>Animals, including Humans</u> How do our bodies change as we get older?	<u>Living things and their habitats</u> What is the same and what is different? Are living things in danger?
Spring 2	Understand some important processes and changes in the natural world around them, including the seasons and states of matter.	<u>Plants</u> Are all plants the same?		<u>Plants</u> Can living things live forever?	<u>Animals, including Humans</u> What do our bodies <u>do</u> with the food we eat?	<u>Earth and Space</u> What is moving?	<u>Working Scientifically</u> Assessment and Consolidation of prior knowledge
Summer 1		<u>Seasonal Changes</u> <i>(Spring/Summer)</i> How does our weather change over the year?	<u>Plants</u> How can living things stay healthy?	<u>Light</u> What is the dark?	<u>Electricity</u> Can we control electricity?	<u>Forces</u> How do things move?	<u>Animals including Humans</u> How do our choices affect how our bodies work?
Summer 2				<u>Working Scientifically</u> Assessment and Consolidation of prior knowledge			<u>Electricity</u> Can we vary the effects of electricity?



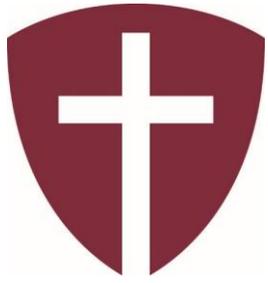
# Y5 Curriculum: RE

Autumn	Domestic Church <i>05.09.22 – 30.09.22</i> <i>(4 weeks)</i>	Judaism <i>03.10.22 – 14.10.22</i> <i>(2 weeks)</i>	Baptism/Confirmation <i>17.10.22 – 18.11.22</i> <i>(4 weeks)</i>	Advent/Christmas <i>21.11.22 – 16.12.22</i> <i>(4 weeks)</i>
	<p><b>Early Years – MYSELF:</b> God knows and loves each one</p> <p><b>Year 1 – FAMILIES:</b> God’s love and care for every family</p> <p><b>Year 2 – BEGINNINGS:</b> God is present in every beginning</p> <p><b>Year 3 – HOMES:</b> God’s vision for every family</p> <p><b>Year 4 – PEOPLE:</b> The family of God in Scripture</p> <p><b>Year 5 – OURSELVES:</b> Created in the image and likeness of God</p> <p><b>Year 6 – LOVING:</b> God who never stops loving</p>	<p><b>Early Years: Hannukkah</b></p> <p><b>Year 1:</b> Abraham and Moses</p> <p><b>Year 2:</b> - Shabbat</p> <p><b>Year 3:</b> - Synagogue</p> <p><b>Year 4:</b> - Torah</p> <p><b>Year 5:</b> - Passover</p> <p><b>Year 6:</b> - Rosh Hashanah, Yom Kippur</p> <p>Year 3 Synagogue visits/visitors TBC</p> <p>United Hebrew Congregation, Gosforth or Newcastle Reform Synagogue, Kenton</p>	<p><b>Early Years – WELCOME:</b> Baptism: a welcome to God’s family</p> <p><b>Year 1 – BELONGING:</b> Baptism: an invitation to belong to God’s family</p> <p><b>Year 2 - SIGNS AND SYMBOLS:</b> Signs and symbols in Baptism</p> <p><b>Year 3 – PROMISES:</b> Promises made at Baptism</p> <p><b>Year 4 – BUILDING BRIDGES</b> <b>** SEE BELOW</b></p> <p>Admitting wrong, being reconciled with God and each other.</p> <p><b>Year 5 - LIFE CHOICES:</b> Marriage, commitment and service</p> <p><b>Year 6 - VOCATION AND COMMITMENT:</b> The vocation of priesthood and religious life</p> <p><b>NB:</b> Topic straddles half term holiday</p>	<p><b>Early Years – BIRTHDAY:</b> Looking forward to Jesus’ birthday</p> <p><b>Year 1 – WAITING:</b> Advent: a time to look forward to Christmas</p> <p><b>Year 2 – PREPARATIONS:</b> Advent: preparing to celebrate Christmas</p> <p><b>Year 3 – VISITORS:</b> Waiting for the coming of Jesus</p> <p><b>Year 4 – GIFT:</b> God’s gift of love and friendship in Jesus</p> <p><b>Year 5 – HOPE:</b> Advent: waiting in the joyful hope for Jesus, the promised one</p> <p><b>Year 6 – EXPECTATIONS:</b> Jesus born to show God to the world</p> <p><b>NB:</b> One extra week leeway 19.12.22 – 22.12.22</p>



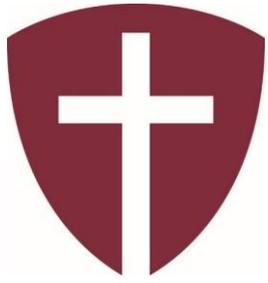
# Y5 Curriculum: RE

Spring	<b>Local Church</b> <i>09.01.23- 03.02.23</i> <i>(4 weeks)</i>	<b>Islam</b> <i>06.02.23 – 17.02.23</i> <i>(2 Weeks)</i>	<b>Eucharist</b> <i>27.02.23 – 24.03.23</i> <i>(4 weeks)</i>	<b>Lent/Easter</b> <i>27.03.23 – 05.05.23</i> <i>(4 Weeks)</i>
	<p><b>Early Years – CELEBRATING:</b> People celebrate in Church</p> <p><b>Year 1 - SPECIAL PEOPLE:</b> People in the parish family</p> <p><b>Year 2 – BOOKS:</b> The books used in Church</p> <p><b>Year 3 – JOURNEYS:</b> Christian family’s journey with Christ</p> <p><b>Year 4 – COMMUNITY:</b> Life in the local Christian community and ministries in the parish</p> <p><b>Year 5 – MISSION:</b> Continuing Jesus’ mission in diocese (ecumenism)</p> <p><b>Year 6 – SOURCES:</b> The Bible, the special book for the Church</p>	<p><b>Early Years:</b> - Special days/ Ritual objects</p> <p><b>Year 1:</b> – Stories</p> <p><b>Year 2:</b> - Prayer/home</p> <p><b>Year 3:</b> - Places for worship</p> <p><b>Year 4:</b> - Holy Books</p> <p><b>Year 5:</b> - Beliefs and festivals</p> <p><b>Year 6:</b> - Belonging &amp; Values</p> <p>Newcastle University Mosque visits/visitors TBC</p>	<p><b>Early Years – GATHERING:</b> Parish family gathers to celebrate Eucharist</p> <p><b>Year 1 – MEALS:</b> Mass, Jesus’ special meal</p> <p><b>Year 2 – THANKSGIVING:</b> Mass, a special time to thank God</p> <p><b>Year 3 - LISTENING &amp; SHARING:</b> Jesus gives himself to us</p> <p><b>Year 4 - ** SEE BELOW</b></p> <p><b>Year 5 - MEMORIAL SACRIFICE:</b> Eucharist as the living memorial of Christ’s sacrifice</p> <p><b>Year 6 – UNITY:</b> Eucharist enabling people to live in communion</p> <p><b>NB:</b> Topic straddles half term holiday</p>	<p><b>Early Year – GROWING:</b> Looking forward to Easter</p> <p><b>Year 1 – CHANGE:</b> Lent: a time for change</p> <p><b>Year 2 – OPPORTUNITIES:</b> Lent: an opportunity to start anew</p> <p><b>Year 3 - GIVING ALL:</b> Lent: remembering Jesus’ total giving</p> <p><b>Year 4 - SELF DISCIPLINE:</b> Celebrating growth to new life</p> <p><b>Year 5 – SACRIFICE:</b> Lent: aligning with the sacrifice made by Jesus</p> <p><b>Year 6 - DEATH &amp; NEW LIFE:</b> Celebrating Jesus’ death &amp; resurrection</p> <p><i>NB: This topic crosses over the Easter holiday</i></p>



# Y5 Curriculum: RE

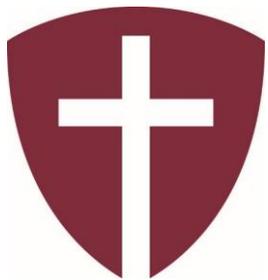
Summer	<p style="text-align: center;"><b>Pentecost</b> <i>08.05.23 – 26.05.23</i> <i>(3 weeks)</i></p> <p><b>Early Years - GOOD NEWS:</b> Passing on the Good News of Jesus <b>Year 1 - HOLIDAYS AND HOLYDAYS:</b> Pentecost: feast of the Holy Spirit <b>Year 2 - SPREAD THE WORD:</b> Pentecost: a time to spread the Good News <b>Year 3 – ENERGY:</b> Gifts of the Holy Spirit <b>Year 4 - NEW LIFE:</b> To hear and live the Easter message <b>Year 5 – TRANSFORMATION:</b> Celebration of the Spirit’s transforming power <b>Year 6 – WITNESSES:</b> The Holy Spirit enables people to become witnesses</p>	<p style="text-align: center;"><b>Reconciliation/Anointing of the sick</b> <i>05.06.23 - 30.06.23</i> <i>(4 weeks)</i></p> <p><b>Early Years – FRIENDS:</b> Friends of Jesus <b>Year 1 - BEING SORRY:</b> God helps us choose well <b>Year 2 – RULES:</b> Reasons for rules in the Christian family <b>Year 3 – CHOICES:</b> Importance of examination of conscience <b>Year 4 - CALLED:</b> Confirmation: a call to witness <b>Year 5 – FREEDOM &amp; RESPONSIBILITY:</b> Commandments enable Christians to be free &amp; responsible <b>Year 5 – Teach Year 4 CALLED</b> Confirmation: a call to witness <b>Year 6 – HEALING:</b> Sacrament of the Sick</p>	<p style="text-align: center;"><b>Universal Church</b> <i>03.07.23 - 21.07.23</i> <i>(3 weeks)</i></p> <p><b>Early Years - OUR WORLD:</b> God’s wonderful world <b>Year 1 – NEIGHBOURS:</b> Neighbours share God’s world <b>Year 2 – TREASURES:</b> God’s treasure; the world <b>Year 3 - SPECIAL PLACES:</b> Holy places for Jesus and the Christian community <b>Year 4 - GOD’S PEOPLE:</b> Different saints show people what God is like <b>Year 5 – STEWARDSHIP:</b> The Church is called to the stewardship of Creation <b>Year 6 - COMMON GOOD:</b> Work of the worldwide Christian family</p>



# Y5 Curriculum: PE

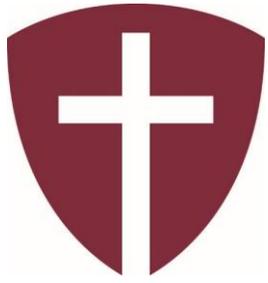
Y5 PE days are on a Tuesday and a Thursday.

Long Term Plan	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aut 1	Movement and Space <i>Multi-Skills</i>	Fundamental Movement Skills Through Games	Fundamental Movement Skills Through Games	Fundamental Movement Skills Through Games	Fundamental Movement Skills Through Games	Fundamental Movement Skills Through Games	Fundamental Movement Skills Through Games
		Gymnastics	Gymnastics	Outdoor Adventurous Activity	Outdoor Adventurous Activity	Invasion Games <i>Hockey</i>	Playground Leader Training
Aut 2	Fine Motor Skills <i>Multi-Skills</i>	Invasion Games Skills	Invasion Games Skills	Gymnastics	Gymnastics	Net and Wall <i>Tennis</i>	Net and Wall <i>Badminton</i>
		Dance <i>DDMIX</i>	Dance <i>DDMIX</i>	Invasion Games <i>Benchball</i>	Invasion Games <i>Benchball</i>	Invasion Games <i>Tag Rugby</i>	Invasion Games <i>Tag Rugby</i>
Spr 1	Gymnastics <i>Exploring Equipment</i>	Skipping Skills <i>Including Hop Scotch</i>	Skipping Skills <i>Including Hop Scotch</i>	Dance <i>DDMIX</i>	Dance <i>DDMIX</i>	Gymnastics	Gymnastics
		Gymnastics <i>Exploring Equipment</i>	Gymnastics <i>Exploring Equipment</i>	Invasion Games <i>Hockey</i>	Skipping <i>Festival Preparation and Sequencing</i>	Dance <i>DDMIX</i>	Dance <i>DDMIX</i>
Spr 2	Dance <i>DDMIX</i>	Invasion Games <i>Attacking and Defending</i>	Invasion Games <i>Attacking and Defending</i>	Dance Festival <i>Preparation and Sequencing</i>	Invasion Games <i>Hockey</i>	Outdoor Adventurous Activity	Outdoor Adventurous Activity
		Net and Wall	Net and Wall		Net and Wall <i>Tennis</i>	Striking and Fielding <i>Rounders</i>	Striking and Fielding <i>Cricket</i>
Sum 1	Games	Invasion Games <i>Teamwork</i>	Invasion Games <i>Teamwork</i>	Net and Wall <i>Tennis</i>	Net and Wall <i>Badminton</i>	Striking and Fielding <i>Cricket</i>	Striking and Fielding <i>Rounders</i>
		Striking & Fielding <i>Rounders/Cricket</i>	Striking & Fielding <i>Rounders/Cricket</i>	Teamwork Games	Teamwork Games	British Cycling	British Cycling
Sum 2	Athletics <i>Sports Day Preparation</i>	Athletics <i>Sports Day Preparation</i>	Athletics <i>Sports Day Preparation</i>	Striking and Fielding <i>Cricket</i>	Striking and Fielding <i>Cricket</i>	Athletics <i>Sports Day Preparation</i>	Athletics <i>Sports Day Preparation</i>
				Athletics <i>Sports Day Preparation</i>	Athletics <i>Sports Day Preparation</i>	Invasion Games <i>Netball</i>	Invasion Games <i>Netball</i>



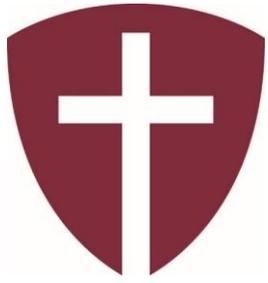
# Y5 Curriculum: Music

Long Term Plan	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Charanga: Mel	Charanga: Introducing Beat	Charanga: Exploring Simple Patterns	Charanga: Developing Notation Skills	Charanga: Interesting Time Signatures	Charanga: Getting Started with Music Tech	Charanga: Developing Melodic Phrases
Autumn 2	Charanga: My Stories Christmas Performance	Charanga: Adding Rhythm and Pitch Christmas Performance	Charanga: Focus on Dynamics and Tempo Christmas Performance	Charanga: Enjoying Improvisation Christmas Performance	Charanga: Combining Elements to Make Music Christmas Performance	Charanga: Emotions and Musical Styles Christmas Performance	Charanga: Understanding Structure and Form Christmas Performance
Spring 1	Charanga: Everyone!	Charanga: Introducing Tempo and Dynamics <i>Animal Pageant</i>	Charanga: Exploring Music Through Feelings	Charanga: Composing Using Your Imagination <i>African Drumming</i>	Charanga: Developing Pulse and Groove through Improvisation	Charanga: Exploring Time and Key Signatures	Charanga: Exploring Notation Further
Spring 2	Charanga: Our World	Charanga: Combining Pulse, Rhythm and Pitch	Charanga: Inventing a Musical Story <i>Animal Pageant</i>	Charanga: Sharing Musical Experiences	Charanga: Creating Simple Melodies Together <i>Samba Drumming</i>	Charanga: Introducing Chords	Charanga: Using Chords and Structures
Summer 1	Charanga: Big Bear Funk	Charanga: Explore Sound and Create a Story	Charanga: Music that makes you Dance	Charanga: Learning More about Musical Styles	Charanga: Connecting Notes and Feelings	Charanga: Words, Meaning and Expression	Charanga:
Summer 2	Charanga: Reflect, Rewind and Replay	Charanga: Explore Sound and Create a Story	Charanga: Exploring Improvisation	Charanga: Recognising Different Sounds	Charanga: Purpose, Identity and Expression in Music	Charanga: Identifying Important Musical Elements	Charanga: Gaining confident through performance  End of Year Performance



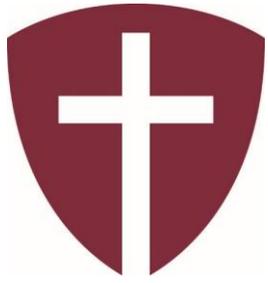
# Y5 Curriculum: Art

Unit Progression						
Unit Coverage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Formal Elements of Art <u>Beatriz Milhaze</u>	Formal Elements of art <u>Max Ernst</u>	Formal Elements of art <u>Cath Riley</u>	Formal Elements of art <u>Pablo Picasso</u>	Formal Elements: Architecture <u>Antony Gormley</u>	Formal elements & Sculpture <u>Käthe Kollwitz</u>
	Art and design skills <u>Wassily Kandinsky</u>	Art and design skills <u>Clarice Cliff</u>	Art and design skills <u>Carl Giles</u>	Art and design skills <u>Luz Perez Ojeda</u>	Art and design skills <u>Paul Klee</u>	Photography <u>Hannah Höch</u>
	Landscapes using different media <u>David Hockney</u>	Sculpture and mixed media <u>Roy Lichtenstein</u>	Craft <u>Annie Albers</u>	Sculpture <u>Sokari Douglas Camp</u>	Design for a purpose <u>Morag Myerscough</u>	Still Life <u>Paul Cezanne</u>



# Y5 Curriculum: DT

Long Term Plan	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 2</b>	 <b>Structures</b> Freestanding structures – <u>Windmill</u>	 <b>Mechanisms</b> Wheels and axles – <u>Fairground Wheel</u>	 <b>Mechanical Systems</b> Levers and linkages – <u>Pneumatic toys</u>	  <b>Electrical Systems</b> Simple circuits and switches (including programming and control) – <u>Torches</u>	  <b>Mechanical Systems</b> Structures, levers, sliders, layers and spacers – <u>Pop-up book</u>	  <b>Electrical Systems</b> Using more complex switches and circuits – <u>Steady Hand Game</u>
<b>Spring 2</b>	 <b>Mechanisms</b> Sliders and Levers – <u>Moving Storybook</u>	 <b>Textiles</b> Templates and joining techniques – <u>Pouch purse</u>	 <b>Food</b> Healthy and varied diet – <u>Eating Seasonally</u>	 <b>Food</b> Healthy and varied diet – <u>Adapting a recipe</u>	  <b>Structures</b> Frame structures – <u>Bridges</u>	  <b>Textiles</b> Combining different fabric shapes – <u>End of Year Costume</u>
<b>Summer 2</b>	 <b>Food</b> Preparing fruit and vegetables – <u>Smoothies</u>	 <b>Food</b> Preparing fruit and vegetables – <u>A Balanced Diet</u>	  <b>Structures</b> Shell structures (including computer-aided design) – <u>Boxes for a purpose (SH)</u>	 <b>Textiles</b> 2D shape to 3D product – <u>Fastenings – Book Cover</u>	 <b>Food</b> Celebrating culture and seasonality – <u>Farm to Fork – What could be healthier?</u>	 <b>Food</b> Celebrating culture and seasonality – <u>Come dine with me</u>



# Y5 Curriculum: RSHE

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Taught on a Monday

**Life to the Full** programme by TenTen Resources

You can view the materials used within school on the parent portal using the access information below:

[www.tentenresources.co.uk/parent-portal](http://www.tentenresources.co.uk/parent-portal)

**Ten:Ten**  
Resources

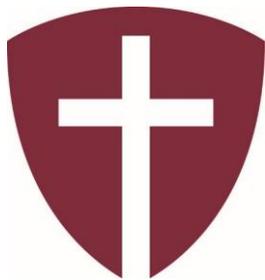






# Y5 Curriculum: Computing

Long Term Plan	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b> 7 weeks	Digital Literacy: (2weeks) E-Safety	Digital Literacy: (2weeks) E-Safety	Digital Literacy: (2weeks) E-Safety	Digital Literacy: (2weeks) E-Safety	Digital Literacy: (2weeks) E-Safety	Digital Literacy: (2weeks) E-Safety
	Information Technology: (5weeks) Microsoft Word	Information Technology: (5weeks) Microsoft Word	Information Technology: (5weeks) Microsoft Word	Information Technology: (5weeks) Microsoft Word	Information Technology: (5weeks) Microsoft Word	Information Technology: (5weeks) Microsoft Word
<b>Autumn 2</b> 8 weeks	Information Technology: Video & Animation <i>Puppet Pals HD</i> <i>Draw and Tell</i>	Information Technology: Video & Animation <i>Book Creator</i> <i>Greenscreen</i>	Information Technology: Video & Animation <i>Book Creator</i> <i>I Can Animate</i>	Information Technology: Video & Animation <i>Keynote</i> <i>Toontastic/Clips</i>	Information Technology: Video & Animation <i>Keynote</i> <i>iMovie</i>	Information Technology: Video & Animation <i>Adobe Spark Page</i> <i>Adobe Spark Video</i> <i>iMovie</i>
<b>Spring 1</b> 6 weeks Safer Internet Day	Computer Science: Computational Thinking <i>Bee-Bots</i>	Computer Science: Computational Thinking	Computer Science: Computational Thinking	Computer Science: Computational Thinking	Computer Science: Computational Thinking	Computer Science: Computational Thinking
<b>Spring 2</b> 5 weeks	Information Technology: Book Creator	Information Technology: PowerPoint	Information Technology: Excel and PowerPoint	Information Technology: Excel and PowerPoint	Information Technology: Excel and PowerPoint	Information Technology: Excel and PowerPoint
<b>Summer 1</b> 6 weeks	Computer Science: Coding	Computer Science: Coding	Computer Science: Coding	Computer Science: Coding	Computer Science: <i>Scratch</i>	Computer Science: <i>Scratch</i>
<b>Summer 2</b> 7 weeks	Computer Science: Physical Computing <i>Bee-Bots. Blue bots</i>	Computer Science: Physical Computing <i>Micro:Bit</i>	Computer Science: Physical Computing <i>Micro:Bit</i>	Computer Science: Physical Computing <i>Micro:Bit</i>	Computer Science: Physical Computing <i>Micro:Bit</i>	Computer Science: Physical Computing <i>Micro:Bit</i>
At the start of every unit or before using the internet, recap expectations and rules linked to online safety.						



# Y5 Curriculum: French

Speaking and Listening	Reading and Writing	Grammar	Pronunciation and Spelling
<p><b>Listen and show understanding of single words through physical or spoken response.</b> Understand and respond to:</p> <ul style="list-style-type: none"> <li>greetings</li> <li>classroom instructions</li> </ul> <p>Identify Paris landmarks Join in with actions to accompany familiar songs, stories and rhymes and say some of the words. Listen and identify rhyming words and particular sounds in songs and rhymes.</p>	<p><b>Read and show understanding of familiar single words and phrases</b> Use pictures, props or texts to read aloud or to ask and answer questions.</p>	<p><b>Name, identify and use parts of speech</b> Give a definition and example of:</p> <ul style="list-style-type: none"> <li>a noun</li> <li>a proper noun</li> <li>a conjunction</li> <li>a verb</li> <li>an adverb</li> </ul> <p>Use a fronted adverbial to open a sentence Know the 4 definite articles: <i>le, la, l', les</i></p>	<p><b>Spell certain words</b> Say some alphabet letters Know how to say a capital letter Spell <i>Paris, Nounours</i>. Know that personal names and place names begin with a capital letter Recognise the ligature <i>œ</i>, and be able to write it in certain words, e.g. <i>Sacré-Cœur</i> Use the <i>circumflex accent</i> correctly Know that the <i>acute accent</i> appears only over the letter <i>e</i>, e.g. <i>Sacré-Cœur</i></p>
<p><b>Recognise a familiar question and respond with a simple rehearsed response.</b> Q&amp;A: name, age, where you live Ask how something is spelt. <b>Asking a question</b> Use <i>C'est</i> as an opener to a question or a statement.</p>	<p><b>Understand the role of punctuation</b> Use commas and full stops in writing. Know that a fronted adverbial is followed by a comma</p>	<p><b>Identify cognates / shared words</b> Know that <i>no.</i> is used as a number label in French and English</p>	<p><b>Phonics and pronunciation</b> Pronounce the phoneme [ɛ̃] or [œ̃] as in <i>un</i> Pronounce the phoneme [y] as in <i>tu</i>. Know that the final consonant in a word is almost always silent, e.g. <i>Paris</i> Know that the acute accent changes the sound of the letter <i>e</i>, e.g. <i>Sacré-Cœur</i></p>
<p><b>Speak in sentences</b> Speak or read aloud using intonation to help convey meaning. Use images or speaking frames to ask and answer questions, to create sentences, and to read aloud.</p>	<p><b>Write and say simple familiar words to describe people, places, things and actions using a model.</b> Use images or writing frames to ask and answer questions, and to create sentences and short texts. Write single familiar words from memory with understandable accuracy.</p>	<p><b>Translation</b> Know that we translate ideas, not words (one language is not a copy of another) e.g. How old <u>are you</u>? <i>Tu as quel âge?</i></p>	
<p><b>Dictionary Skills</b></p>	<p><b>Language Learning Skills</b></p>	<p><b>Greater depth - reading</b></p>	<p><b>Greater depth – writing</b></p>
<p>Know what a bilingual dictionary is Know what a headword is Know that headwords appear in alphabetical order</p>	<p>Listen carefully and try to copy pronunciation Identify and use strategies for memorising new vocabulary, e.g. say ten times under your breath; practise with a partner; gradually cover a sentence until you can read it from memory Use images or speaking frames</p>	<p>Using the knowledge of the sound of some letter strings, read aloud individual familiar words. Apply knowledge to read aloud unfamiliar words</p>	<p>Write some words and phrases accurately from memory.</p>



# Y5 Homework

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**Spelling homework** for a spelling quiz each Friday

**Reading** – It is important that children read daily at home as this will help develop your child's fluency. Please ask your child questions about what they have read to check their understanding. Class teachers can provide questions examples if you are unsure what to ask. Please make sure that reads are recorded in the reading journals. Reading journals are expected to be in school daily but will be checked every Wednesday along with their home learning.

**Mathletics** – Optional. 5 Mathletic tasks are set each week linked to current or prior learning.

**TT Rockstars** – Children should try to play for at least 5 minutes each day.



# Y5 Homework

Subject	Task	Frequency
English	Reading	Daily 10-20 minutes
English	Grammar	Weekly
English	Spellings	Weekly
Mathematics	Tasks linked to current curriculum and revisiting previous learning	Weekly
Mathematics	Times Table Rock Stars	Daily 5 minutes
Mathematics	Mathletics	Optional



Copy 3 times and write 10 sentences

Maths and Grammar HW given out on Fridays and to be submitted on Wednesdays



# Breaktime

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## **Healthy Eating**

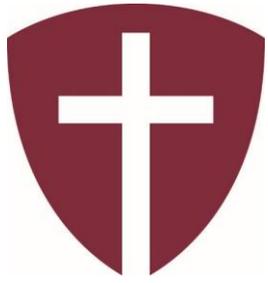
Please ensure breaktime snacks are healthy.

## **Nut Allergies**

Please note we have children with severe allergic reactions to nuts presently attending St Charles'. We therefore ask all parents to ensure no nuts or nut products are included in lunch boxes or as break time snacks.

## **Water**

Please ensure your child brings in a named bottle of water for use in the classroom.



# Attendance

Regular attendance and punctuality are vital for good progress and we expect all children's attendance to be 97% and above.

Attendance is shown as a percentage figure and we have detailed research that shows how attendance, even at this early stage of education, affects outcomes for children at GCSE. We hope the table on the right illustrates for you the importance of good attendance; this includes avoiding taking holidays during term time.

If your child had less than 97% attendance, we would urge you to ensure their attendance improves this year.

How Attendance affects GCSE Achievement	
% attendance	Percentage achieving 5 A*-C GCSEs
100 – 93.5%	74.3%
93.4 – 92.5%	60.4%
92.4 – 91.5%	53.1%
91.4 – 90%	44.6%
89.9 – 88%	34.7%
Less than 88%	26.7%



# Supporting Your Child in Year 5

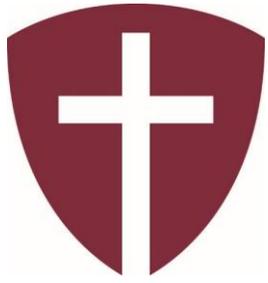
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Ensure your child has the best possible attendance at school and is at school on time.

Support your child with any homework tasks and hear your child read daily.

Talk to your child about what they have learnt at school and what books they are reading.

Make sure your child has a good sleep each night and a healthy breakfast every morning.



# Online Safety

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We use Netsweeper to protect children when they use the internet in school.

Use of the school's internet is monitored fortnightly by members of the senior leadership team.

Further information can be found on the school website – Parents – Online Safety.



netsweeper



# Website

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[www.stcharlesprimary.uk](http://www.stcharlesprimary.uk)

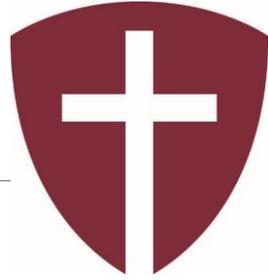


# PTA

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If you wish to join our PTA, please contact the school office.





# Questions