

# Our Lady of Perpetual Succour Catholic Primary School



Year 5 Curriculum Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>RE</b>	<b>Domestic church family:</b> Ourselves. Who am I? <b>Baptism/ confirmation belonging:</b> Life choices. Is commitment important? <b>Other Faith:</b> Judaism <b>Advent/ Christmas loving:</b> Hope What does it mean to live in hope?		<b>Local church community:</b> Mission Do we all have a mission in life? <b>Eucharist relating:</b> Memorial sacrifice Why do we need memories? <b>Lent/Easter giving:</b> Sacrifice Why do we need to make sacrifices?		<b>Pentecost serving:</b> Transformation How can energy transform? <b>Reconciliation Inter-relating:</b> Freedom & responsibility How do rules bring freedom? <b>Other Faith:</b> Sikhism <b>Universal Church world:</b> Stewardship. Can I be a steward of creation?	
<b>English Texts/Writing Genres</b>	<b>'Cosmic' by Frank Cottrell-Boyce</b>  Character descriptions, Haiku poems, diary entries, formal speech, information leaflet, fact-file, chronological comic strip.	<b>'The Buried Crown' by Ally Sherrick</b>  Setting descriptions, Poetry by heart, Recounts, Chronological report, Letters, Precis of longer passages.	<b>'Kensuke's Kingdom' by Michael Morpurgo</b>  Adventure narrative, Ship's log entries, Character profiles, Sea shanties, Non-chronological reports,	<b>'Mr William Shakespeare's Plays' by Marcia Williams</b>  Narrative poems, Themed poems, Shakespearean word-play, Biography, Information text, Recount.	<b>'Ma'at's Feather' by Juliet Desailly</b>  Hieroglyphic messages, Poetic incantations, Traditional narrative, Glossary, Explanation text.	<b>'Double Act' by Jacqueline Wilson</b>  Play-scripts, Persuasive writing, Diaries, Performance poetry, Non-chronological report, Balanced comparison text.

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			Weather reports.			
<b>English Grammar</b>	<p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Understand linking devices across paragraphs to build cohesion including adverbials of time, place and number.</p> <p>Spell some words with silent letters.</p>	<p>To use expanded noun phrases to convey complicated information concisely.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p> <p>To master and deepen the use of direct speech (including punctuation within and surrounding inverted commas).</p>	<p>To use commas to clarify meaning or avoid ambiguity.</p> <p>To use hyphens to avoid ambiguity.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use modal verbs or adverbs to indicate degrees of possibility.</p> <p>To spell words with the suffixes: 'cious',</p>	<p>To convert nouns or adjectives into verbs.</p> <p>To ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p>	<p>To embed the use of relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>To use a colon to introduce a list.</p> <p>To punctuate bullet points consistently.</p> <p>To spell words ending in 'ent', 'ence', 'ency' 'ant', 'ance' 'ancy'</p> <p>To distinguish between homophones and other words that</p>	<p>To propose changes to vocabulary, grammar and punctuation in their writing to enhance effects and clarify meaning.</p> <p>To revise, understand and use the terms:</p> <ul style="list-style-type: none"> <li>• Modal verb</li> <li>• Relative pronoun</li> <li>• Relative clause</li> <li>• Parenthesis</li> <li>• Bracket</li> <li>• Dash</li> <li>• Cohesion</li> <li>• ambiguity</li> </ul>

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	<p>Spell words with further prefixes and suffixes and understand the guidance for adding them, such as: the letter string 'ough' and ending in 'ible', and 'able'.</p>	<p>To understand verb prefixes. To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in appendix 1. To be able to spell words ending in 'ibly', 'ably'.</p> <p>To spell words with the 'ee' sound spelt 'ei'.</p>	<p>'tious', 'cial', 'tial'</p> <p>To spell words with silent letters, or are often confused</p>	<p>To spell homophones and other words that are easily confused such as verbs ending in 'se' and nouns ending in 'ce'.</p> <p>To spell further words ending in 'ent', 'ence', 'ency' 'ant', 'ance' 'ancy'</p> <p>To spell further words with double letters.</p>	<p>are often confused.</p> <p>To spell homophones e.g. allowed aloud guessed guest passed past.</p> <p>To spell words with double letters such as: embarrass excellent exaggerate especially interrupt.</p>	<p>To spell words using knowledge of morphology and etymology to understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p> <p>To use further prefixes and suffixes and understand the guidance for adding them</p>
<b>Maths</b>	<b>Number and place value:</b>	<b>Calculations – multiplication and division:</b>	<b>Fractions, Decimals and Percentages:</b> <b><u>Fractions</u></b>	<b>Fractions, Decimals and Percentages:</b> <b><u>Decimals</u></b>	<b>Geometry – Position and Direction:</b>	<b>Measurement:</b> <b><u>Area and perimeter</u></b>

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	<p>Reading, writing, comparing and rounding numbers to 100 000. Making number patterns.</p> <p><b>Calculations – addition and subtraction:</b> Counting on to add. Adding within 1 000 000 Counting backwards to subtract. Subtracting within 1 000 000 Adding and Subtracting within 1 000 000</p> <p><b>Calculations – multiplication and division:</b> Finding Multiples, factors, common</p>	<p>Multiplying by 10, 100 and 1000 Multiplying by 2, 3, 4 digit numbers. Dividing by 10, 100 and 1000 Dividing with and without a Remainder.</p> <p><b>Calculations – word problems:</b> Solving multi-step word problems, with bar models.</p> <p><b>Statistics: Graphs</b> Reading tables. Reading line graphs.</p>	<p>Dividing to make fractions. Writing improper fractions and mixed numbers. Finding equivalent fractions. Comparing and ordering fractions, mixed numbers and improper fractions. Making number pairs. Adding, subtracting and multiplying fractions.</p> <p><b>Fractions, Decimals and Percentages: Decimals</b></p>	<p>Comparing decimals. Writing fractions as decimals. Adding and subtracting decimals. Rounding decimals.</p> <p><b>Fractions, Decimals and Percentages:</b> Comparing quantities. Finding percentages.</p> <p><b>Geometry – Properties of Shapes: Geometry</b> Knowing and measuring angles. Investigating angles on a line / at a point.</p>	<p><b>Position and Movement</b> Naming and plotting points. Describing translations Describing movements. Successive reflections.</p> <p><b>Measurement: Measurements</b> Converting units of length. Converting units of mass. Converting units of time. Telling the temperature.</p> <p><b>Measurement: Area and perimeter</b> Finding perimeter.</p>	<p>Measuring area. Estimating area.</p> <p><b>Measurement: Volume</b> Understanding and finding the volume of solids. Finding the volume of rectangular boxes. Converting units of volume. Solving word problems involving volume.</p> <p><b>Number and Place Value: Roman Numerals</b> Writing Roman numerals to 1000. Writing years in Roman numerals.</p>
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	factors, prime, composite, squared and cubed numbers.		Read and write decimals. Comparing tenths and hundredths.	Drawing lines / angles. Describing squares and rectangles. Investigating angles in squares and rectangles. Solving problems involving angles. Investigating regular polygons.	Using Scale Diagrams to Find the Perimeter.	
<b>Science</b>	<b>Earth and space:</b> Solar system and planetary orbits. How ideas have changed over time. How the Moon moves relative to the Earth. The shape and phases of the Moon, Sun and Earth. Explain how day turns into night.	<b>Light:</b> Explore how light appears to travel. How objects need to reflect light to be visible. Explain how we are able to see things because of light travelling. Explain why shadows are the same shape	<b>Forces:</b> Gravity - Explain why objects fall to Earth. Know about the effects of air resistance, water resistance and friction.	<b>Forces:</b> Simple machines - Gears, levers and pulleys. How mechanisms allow a smaller force to have a greater effect.	<b>Animals including humans:</b> Describe how humans change as they age.	<b>Living things and their habitats:</b> Describe the differences between the life cycles of: A mammal. A bird. An insect. An amphibian.  Describe the reproductive cycle of a plant. Describe the reproductive cycle

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		as the objects that cast them.				of an animal.
<b>Computing</b>						
<b>History/Geography</b>						
<b>Art/DT</b>	<b>Art</b> – Charcoal and oil pastels of moon and mixed media of planets / aliens, including textiles.	<b>DT</b> – Using CAD design to make textile items (WW2 making own clothes).	<b>DT</b> - Mechanical Systems pulleys and Gears <b>POAP</b> Pulleys or Gears.	<b>Art</b> – Sketches, landscape drawings.	<b>DT</b> - Sarcophagus, jewellery and clay Canopic jars.	<b>Art</b> Painting with a focus on the artist Jackson Pollock.
<b>Music</b>						
<b>PE</b>						
<b>French</b>						

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