**St John Bosco RC Primary School**

**Curriculum Information for Parents and Carers**

**Updated September 2023**

Year 5

There is a requirement for all schools to publish the outline curriculum for each year group on their website. It is impossible to publish details of every aspect of the curriculum. This document outlines the key content. Staff will always be very happy to discuss the content of the curriculum in more detail with any parent or carer. It should be noted that the details below are the 'standard curriculum' requirements; we constantly differentiate these to support and extend all pupils.

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|  | • Summarise main points of an argument or discussion within their reading & make up own mind about issue/s.<br>• Can compare between two texts.<br>• Appreciate that people use bias in persuasive writing.<br>• Appreciate how two people may have a different view on the same event.<br>• Draw inferences and justify with evidence from the text.<br>• Vary voice for direct or indirect speech.<br>• Recognise clauses within sentences<br>• Uses more than one source when carrying out research.<br>• Create set of notes to summarise what has been read.<br>• To use evidence from what they have read to support a viewpoint (Point, Evidence and Explain) |
|  | • Add phrases to make sentences more precise & detailed.<br>• Use a range of sentence openers – judging the impact or effect needed.<br>• Begin to adapt sentence structure to text type.<br>• Use pronouns to avoid repetition.<br>• Use: Brackets, dashes, commas.<br>• Use commas to clarify meaning or avoid ambiguity.<br>• Link clauses in sentences using a range of subordinating & coordinating conjunctions.<br>• Use verb phrases to create subtle differences (e.g. she began to run).<br>• Consistently organise writing across the curriculum into paragraphs.<br>• Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).<br>• Use legible and fluent handwriting style. |
|  | • Read, write, order and compare numbers to 1 million.<br>• Recognise place value of any number up to 1000000.<br>• Count forwards & backward with positive & negative numbers through zero.<br>• Count forwards/backwards in steps of powers of 10 for any given number up to 1 million.<br>• Compare & order numbers with 3 decimal places. |

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| | • Read Roman numerals to 1000.<br>• Identify all multiples & factors, including finding all factor pairs.<br>• Use known tables to derive other number facts.<br>• Recall prime numbers up to 19.<br>• Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 or 100000.<br>• Round decimals with two decimal places to nearest whole number & 1dp.<br>• Add & subtract: o Numbers with more than 4-digits using efficient written method (column). o Numbers with up to 2dp.<br>• Multiply: o 4-digits by 1-digit/ 2-digit<br>• Divide: o 4-digits by 1-digit<br>• Multiply & divide: o Whole numbers & decimals by 10, 100 & 1000<br>• Count up/down in thousandths.<br>• Recognise mixed numbers & improper fractions & convert from one to another.<br>• Multiply proper fractions & mixed numbers by whole numbers.<br>• Solve time problems using timetables and converting between different units of time. |
| **RELIGIOUS EDUCATION**<br>  | • Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used<br>• Show knowledge and understanding of:<br>- a range of religious beliefs<br>- the life and work of key figures in the history of the People of God<br>- What it means to belong to a Church community<br>- religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments<br>- those actions of believers which arise as a consequence of their beliefs<br>• Shows understanding of, by making links between:<br>- beliefs and sources<br>- beliefs and worship<br>- beliefs and life<br>• Uses religious vocabulary widely, accurately and appropriately<br>• Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose<br>• Shows understanding of how own and other's decisions are informed by beliefs and moral values<br>• Use sources to support a point of view<br>• Express a point of view and give reasons for it<br>• Arrive at judgements |

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| | • Recognise difference, comparing and contrasting different points of view |
|  | **Living things, animals and their habitats**:<br>• Learn about the life cycles of plants and animals, including:<br>• Create a timeline to indicate stages of growth in humans.<br>• Describe and compare the life cycles of a range of animals, including humans, amphibians, insects and birds.<br>• Describe the life cycles of common plants.<br>• Describe and explain the process of respiration in humans and plants.<br>• Talk with knowledge about the life cycle of familiar animals or plants.<br><br>**Properties and changes of materials including:**<br>• Test and grouping materials based on scientific evidence? (hardness, solubility, transparency, conductivity<br>ty, insulation, magnetism)<br>• Explain the process of dissolving.<br>• Recover a substance from a solution.<br>• Separate a mixture in a suitable way. (filtering, sieving, evaporating)<br>• Show what they know about the properties of different materials.<br>• Classify materials depending on their state and particle size<br>• Use the terms ‘reversible’ and ‘irreversible’<br><br>**EARTH and SPACE including:**<br>• Identify and explain the movement of the Earth relative to the Sun?<br>• Explain how seasons and the associated weather is created?<br>• Identify and explain the movement of the Moon relative to the Earth?<br>• Explain how night and day are created and use diagrams to show this?<br>**FORCES including:**<br>• Explain how the force of magnetism works and how it is used in everyday objects?<br>• Make predictions associated with magnets.<br>• Explain what gravity is and its impact on our lives.<br>• Explain the impact of friction on a moving object<br><br>**Planning, obtaining, presenting, considering and evaluating evidence including:**<br>• Plan and carry out an investigation by controlling variables fairly and accurately<br>• Make predictions and use test results to make further predictions and set up further comparative tests |

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| | • Present a report of their findings through writing, display and presentation<br>• Take measurements using a range of scientific equipment with increasing accuracy and precision<br>• Record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models. |
|  | • Generate random numbers in simulations<br>• Design algorithms that require property values and parameters<br>• Combine sequences of instructions and procedures to turn devices on and off<br>• Use technology to control an external device<br>• Design algorithms that use repetition and 2-way selection<br>• Analyse and evaluate information<br>• Understand how search results are selected and ranked<br>• Edit a film<br>• Understand that you have to make choices when using technology and that not everything is true/safe |
|  | Aspects of History including:<br>• Tudors<br>• Victorians<br>• Ancient Greece<br>• Draw a timeline with different historical periods showing key historical events and important historical figures.<br>• Compare two or more historical periods, explaining things which changed and things which stayed the same.<br>• Describe how crime and punishment has changed over time.<br>• Understand that historical sources might reflect different viewpoints and explain the arguments for and against each point of view.<br>• Describe the features of historical events and way of life from periods I have studied, presenting to an audience. |
|  | Through the following topics:<br>• Marvellous Maps<br>• Magnificent Mountains<br>• Enough for Everyone<br>• Exploring Eastern Europe<br>Children will learn to:<br>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.<br>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying |

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| | human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.<br>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).<br>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.<br>• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.<br>• Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.<br>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>• Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.<br>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |
|  | Our Art skills will be taught through all of our cross curricular learning challenges this year. The skills and knowledge that will be taught are:<br>• Create a piece of art work which includes the integration of digital images they have taken.<br>• Combine graphics and text based on their research.<br>• Combine visual and tactile qualities.<br>• Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information.<br>• Keep notes in their sketch books as to how they might develop their work further and use to compare and discuss ideas with others.<br>• Create an accurate print design that meets a given criteria, using a number of colours and materials.<br>• Express their emotions accurately through their painting and sketches. |

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|  | Our Design technology skills will be taught through all of our cross curricular learning challenges this year. The skills and knowledge that will be taught are:<br>• Develop, plan and communicate their ideas taking into account the users view.<br>• Explain the positive and negative aspects of plans.<br>• Use a variety of materials and techniques to construct, making it attractive and strong.<br>• Use a range of tools safely and expertly.<br>• Evaluate their construction and adapt where necessary.<br>• Design Greek style pots using clay and the coil method. |
|  | • Perform rhythmic patterns confidently with a strong sense of pulse within simple cyclic patterns.<br>• Develop my own solutions to music making by choosing and applying a range of compositional principles.<br>• Use my understanding of composition to create music for myself and others in my group.<br>• Work creatively and imaginatively, both on my own and with a partner, to compose music from different cultures. |
|  | • Show good control, speed, strength and stamina when running, jumping and throwing.<br>• Vary tactics and adapt skills according to what is happening within a game.<br>• Adapt and refine the way I use shape, movement, space and rhythm in my dances to express myself in the style of the dance I use.<br>• Perform a dance movement to an accompaniment, expressively and sensitively.<br>• Use a number of different techniques to pass, dribble and shoot during small-sided games.<br>• Apply basic principles of team play to keep possession of the ball. |
|  | French<br>• Simple calculations based on the five times table<br>• How to ask for and give the time.<br>• Food and drink vocabulary.<br>• Say when mealtimes are and what they usually have, comparing with eating habits in France.<br>• Give their opinions of different food and drink and complete a simple food / drink diary in French<br>• Sports and opinions.<br>• pronounce cognate and other sports accurately from text<br>• Practise using a dictionary to look up unknown words.<br>• Describe sports, using simple sentences with 'je fais', 'c'est' and 'il y a ' for their peers to guess.<br>• Say which sports they like/dislike doing, using aimer' + infinitive verb<br>• Use dictionaries to look up different instruments. |

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| | • Use opinions in the context of different types of music, and to give reasons why, using 'parce que' (because).<br>• Create short raps or songs about food, sports or music. |