

Leagrave Primary School

‘Striving for Excellence, Learning for Life.’



Year 5 Curriculum Organiser
Autumn Theme: Revolution

English Unit 1: One Chance Narrative

Reading Knowledge and Skills

Information Retrieval

- Retrieve, record and present information from fiction.

Meaning of words in context

- Apply knowledge of root words, prefixes and suffixes to understand the meaning of new words.
- To identify words or phrases to describe character, mood, setting

SPaG Knowledge and Skills

- Identify and use nouns and proper nouns accurately
- Use possessive pronouns, relative pronouns and clauses accurately

Writing Knowledge and Skills

- Know how to use the adverb 'however'
- Know the impact of SLOW writing.
- Know synonyms are an alternative word choice.
- Produce consistent legible, fluent joined handwriting.

English Unit 2: Non Chronological Report

Reading Knowledge and Skills

Meaning of words in context

- Apply knowledge of root words, prefixes and suffixes to understand the meaning of new words.
- To identify words or phrases to describe character, mood, setting
- Use a dictionary and thesaurus to find alternative words or the meaning of new and unfamiliar words
- Consider the impact of the author's language on the reader

SPaG Knowledge and Skills

- Understand subject, verb, object order
- Recognise and use the following phrases and clauses; Noun phrase, main clause, subordinate clause
- Know when a sentence is in the active or passive voice

Writing Knowledge and Skills

- Know the main features of a non-chronological report
- Know the order of non-chronological reports
- Know the effect of a pair of adjectives in sentence
- Know how to punctuate bullet points consistently
- Identify a relative pronoun and clause
- Know that a colon separates two main clauses
- Produce consistent legible, fluent joined handwriting.

Whole School Values Focus

RESPECT

Leagrave Primary School

Striving for excellence, learning for life



Year 5 Basic Skills Coverage Autumn One

Maths: Arithmetic Focus

Place value

- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000

Addition and subtraction

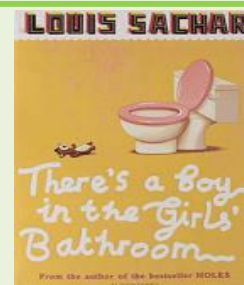
- Add and subtract whole numbers with more than 4 digits, including using formal written methods
- Add and subtract numbers mentally with increasingly large numbers.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Multiplication and Division

- 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
- Recognise and use square numbers and the notation for squared

Class Readers:

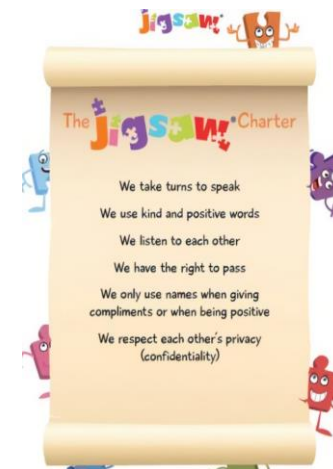
There's a boy in the girls bathroom



Personal, Social, Health and Relationship Education:

Being Me In The World

- Face new challenges positively and know how to set personal goals
- Know how to use my Jigsaw Journal.
- Know what To value most about my school and can identify my hopes for this school year.
- Understand my rights and responsibilities as a citizen of my country.
- Empathise with people in this country whose lives are different to my own.
- Make choices about my own behaviour because To understand how rewards and consequences feel.
- Understand that my actions affect me and others.
- Understand how an individual's behaviour can impact on a group.
- Contribute to the group and understand how we can function best as a whole.
- Understand how democracy and having a voice benefits the school community and know how to participate in this.
- Understand why our school community benefits from a Learning Charter and can help others to follow it.



Home Learning Focus

- Daily Reading x20 minutes
- Spellings and Times Tables: daily practice including TTR
- Weekly tasks on Google Classroom will be set on Friday and should be completed by Wednesday.

English Unit 3: Snookle Narrative

Reading Knowledge and Skills

Tonformation retrieval

Retrieve, record and present information from fiction.

Summarise main ideas from more than one paragraph

- Summarise the main idea from whole text
- Summarise the main point in a paragraph
- Summarise main points across a group of paragraphs

SPaG Knowledge and Skills

- Determiners: article and ordinal, demonstratives, quantifiers, consolidate determiners- Eg. the, my, this, some, twenty, each, any
- Modal verbs, Subject – verb order, Adverbs
- Use a colon to separate two main clauses
- Know how to use an ellipsis in the middle of a sentence.

Writing Knowledge and Skills

- Know the sequence of the events in a story.
- Know the key events in a story.
- Know the effect of a short sentence
- Know the effect of repeated questions
- Know how to use an 'if, if and then' sentence.
- Know how to write emotive sentences.
- Know how to conclude a story
- Produce consistent legible, fluent joined handwriting.

English Unit 4: Journalistic - news reports

Reading Knowledge and Skills

Meaning of words in context

- Use a dictionary and thesaurus to find alternative words or the meaning of new and unfamiliar words
- Consider the impact of the author's language on the reader

Summarise main ideas from more than one paragraph

- Know how to make a table/chart to show the key information in paragraphs
- Know how to summarise a group of paragraphs with 'x' words

SPaG Knowledge and Skills

- Uegular past tense (ran, swam), Antonyms, Conjunctions – coordinating (for, and, so, but) and subordinating (if, or yet, so) Prepositions (under, over, before) Prefix (dis, il, mis)- suffix (ed, ing, ful)

Writing Knowledge and Skills

- Use – alliteration- word play-puns to create a headline
- Use chronological order – the sequence in which it occurred
- Use the 5 w's to sum up the story and interest the reader in the first paragraph
- Use grammatical features such as: third person – he / she / they, past tense and time connectives; First... After... Moments later... Finally... etc
- Use effective vocabulary appropriate to the story; powerful verbs; e.g. strolled instead of walked, emotive language
- Use a variety of sentence constructions; Short, snappy phrases and standard phrases when the writer is unsure of the facts; e.g. Tot was alleged...
- Use direct and indirect speech to support the story

Legrave Primary School

Striving for excellence, learning for life



Year 5 Basic Skills Autumn Two

Maths:

Place Value

- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- Solve number problems and practical problems that involve ordering and comparing numbers to 1 000 000, counting forwards or backwards in steps, interpreting negative numbers and rounding

Addition and Subtraction

- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- Solve addition and subtraction multi-step problems in contexts, deciding operations and methods to use and why

Multiplication and Division

- Multiply and divide numbers mentally drawing on 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 cube numbers and the notation for cubed
- 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.

Class Reader: Room 13



Personal, Social, Health and Relationship Education: Celebrating Difference

- Understand that cultural differences sometimes cause conflict
- Be aware of my own culture
- Understand what racism is
- Be aware of my attitude towards people from different races, cultures and ethnicities
- Understand how rumour-spreading and name-calling can be bullying behaviours
- Know a range of strategies for managing my feelings in bullying situations and for problem-solving when To'm part of one
- Explain the difference between direct and indirect types of bullying
- Know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied
- Compare my life with people in the developing world
- Appreciate the value of happiness regardless of material wealth
- Understand a different culture from my own
- Respect my own and other people's cultures

Internet Safety and Harms.

- Discuss the responsible use of mobile phones.
- Know responsible use of a mobile phone includes keeping it safe and protected, using it sensibly by setting time limits, turning it off at night and protecting it with a passcode.
- Know safe use involves not divulging personal information, appropriate distribution of images and messages.
- Recognise ways to manage requests for personal images or images of others.
- Know some images are not appropriate to request or share.
- Know if a request makes them feel uncomfortable or concerned, they should seek help from a trusted adult.
- Know there are consequences of not following rules and laws, such as fines or imprisonment for breaking different laws.

Whole School Values Focus INDEPENDENCE

Geography: Victorians –Industrial Revolution

Describe and explain similarities and differences (human and physical) between the UK, a European country and a region within North or South America.

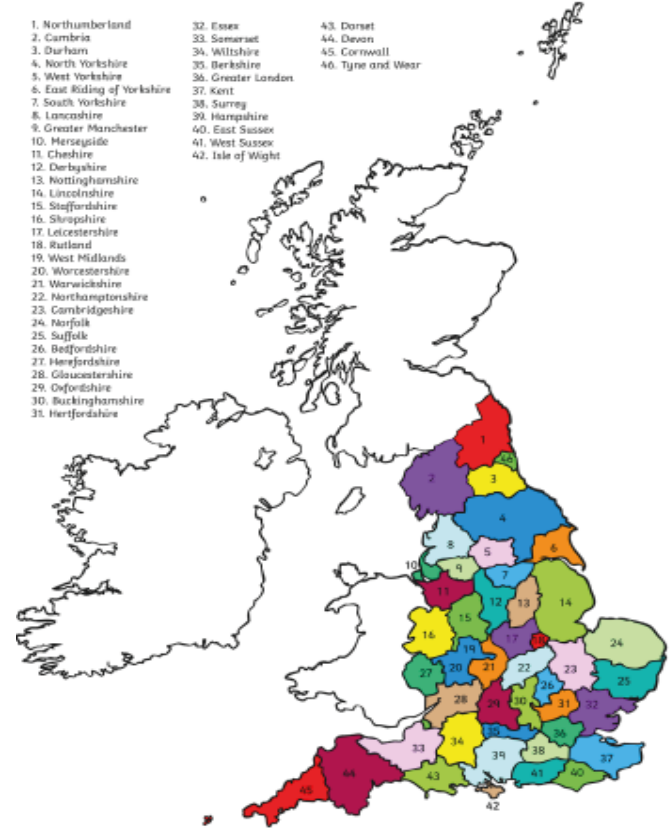
- Explain the location and purpose of transport networks across the UK and the world. Transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors.
- Know these networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand. They run between places where journeys start or finish, such as airports, bus stations, ferry terminals or railway stations.

Name and locate counties and cities of the United Kingdom, identifying and describing their human and physical characteristics; understand how some of these places have changed over time.

- Describe the relative location of a place or geographical feature in the UK in relation to another place or geographical feature. Relative location is where something is found in comparison with other features. (London to Birmingham transport links)

English Counties

1. Northumberland
2. Cambrid
3. Durham
4. North Yorkshire
5. West Yorkshire
6. East Riding of Yorkshire
7. South Yorkshire
8. Lancashire
9. Greater Manchester
10. Merseyside
11. Cheshire
12. Derbyshire
13. Nottinghamshire
14. Lincolnshire
15. Staffordshire
16. Shropshire
17. Leicestershire
18. Rutland
19. West Midlands
20. Worcestershire
21. Warwickshire
22. Northamptonshire
23. Cambridgeshire
24. Norfolk
25. Suffolk
26. Bedfordshire
27. Herefordshire
28. Gloucestershire
29. Oxfordshire
30. Buckinghamshire
31. Hertfordshire
32. Essex
33. Somerset
34. Wiltshire
35. Berkshire
36. Greater London
37. Kent
38. Surrey
39. Hampshire
40. East Sussex
41. West Sussex
42. Isle of Wight
43. Dorset
44. Devon
45. Cornwall
46. Tyne and Wear



History: Victoriana Industrial Revolution

Create an in-depth study of an aspect of British history beyond 1066. (Revolution)

- Know key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life

Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.


- Know beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs and protest against injustice.

industrialised	Lots of people producing different goods in one area.
rural	The countryside.
livestock	Farm animals.
agricultural	Land that is used for farming.
migrating	Moving to a different area to find work or better living conditions.


Britain after the Industrial Revolution

Britain in 1900 was a very different place.


The world had shrunk through exploration.




Raw materials, goods, food (e.g. fresh milk) and post arrived faster.



Some people had made their fortunes on the railways or in industry.



However, many people lived in poverty and suffered from poor housing, poor working conditions and health problems.



Design and Technology: Cams and Gears toy

Use cams and gears in their products:

- Gears are wheels with teeth that slot together.
- There are high gears and low gears (e.g. on a bike or a car).
- The lower the gear the easier it is to pedal (or the least amount of force you need).
- As gears get higher, the harder it is to pedal (or the more amount of force you will need), but the faster you can go.
- A cam is a rotating piece, which can move items up and down in a pattern dependent upon its shape. A circular shape will mean an object doesn't move. An oval shape will mean an object moves up and down (how high is dependent upon the size of the cam and the narrowness of the oval). <https://www.youtube.com/watch?v=ToM3vYcYVAXTo>

Computing

In this unit, pupils plan their own simple computer game.

- Create original artwork and sound for a game
- Design and create a computer program for a computer game, which uses sequence, selection, repetition and variables
- Detect and correct errors in their games
- Use iterative development techniques.

We are game developers

Developing an interactive game

In this unit you will:

- 1 Think about and plan the type of game you want to develop.
- 2 Create backgrounds and sprites, and record sound effects, dialogue (and possibly backing music) for your game.
- 3 Start programming your game.
- 4 Correct the problems (bugs) in your game.
- 5 Test your game and receive feedback on it.
- 6 Write instructions and publish your game.

Word bank

algorithm
debugging
code
programming
sprites
storyboard

Physical Education

Netball

- Demonstrate basic passing and receiving skills using a netball
- Develop an understanding and knowledge of the basic footwork rule of netball.
- Use good hand/eye coordination to pass and receive a ball successfully
- Develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel
- Understand the importance of 'getting free' in order to receive a pass
- Understand how to make space by moving away and coming back and by dodging
- Demonstrate a range of defending skills and understand how to mark an opponent
- Understand how to intercept a pass
- Learn how to shoot
- Understand the different positions in a netball team (five-a-side)
- Recognise which positions are attacking and which are defending

Gymnastics

- Identify and practise the patterns and actions of the Bollywood dance style
- Demonstrate an awareness of the music's rhythm and phrasing when improvising
- Create and perform an individual dance that reflects the Bollywood dance style
- Create partnered dances that reflect the Bollywood dancing style and apply the key components of dance
- Create group dances that reflect the Bollywood dance style
- Perform a Bollywood dance using a range of movement patterns
- Perform and evaluate own and others' work

Modern Foreign Languages

- Identify adjectives in a text and recognise that they can change spellings
- Listen for specific words and phrases
- Pronounce some words accurately
- Understand that all nouns have a gender
- Ask how to say something in French
- Listen for a key sound as it occurs in a rhyme
- Appreciate similarities between English and French nursery rhymes
- Recite a nursery rhyme
- Play a game, communicating in French



Year 5 Subject Focus: Autumn Term

Religious Education: Christianity

Make sense of belief

- Outline the 'big story' of the Bible explaining how incarnation and salvation fit within it.
- Explain what Christians mean when they say Jesus' death was a sacrifice.

Understand the impact

- Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/the Lord's Supper.
- Show how Christians put their beliefs into practice in different ways.

Make connections

- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.
- Articulate their own responses to the idea of sacrifice, recognize different points of view.

Music: Singing Practice

Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

- Explain how pitch, tempo, rhythm, melody, dynamics and major and minor tonality have been used to create a particular mood and feelings in the listener.
- Know a mixture of pitch, tempo, rhythm, melody and dynamics create mood and feeling in the listener. For example, quick, high-pitched notes can create a feeling of panic, and long, low-pitched notes can create a feeling of calm.
- Know all music is written in a major or minor key. Music written in a major key sounds happy, and music written in a minor key sounds sad
- Use descriptive words and relevant musical vocabulary when talking about the elements of live or recorded music within a piece. Musical vocabulary includes pitch, rhythm, pulse, duration, structure, dynamics, harmony, tempo, timbre and texture.

English National Opera Project

Contribute in composing and recording a class composition (including the use of instruments)

- Maintain a part within an ensemble when singing in a round or in harmony.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Know rounds consist of the same melody being sung at different times in a group.
- Know harmony singing consists of a melody line accompanied by other lines of music made up of differently pitched notes that, when sung together, give a pleasing effect.
- Know singers usually sing the same words at the same time when singing in harmony

Incarnation

Incarnation is when a deity takes human form.

In Christianity, this is believed to have happened when God came to Earth as Jesus.

As you saw in the quotation from Matthew, this occurred through Jesus being born to the Virgin Mary.

Though Jesus is described as the 'Son of God', Jesus is a part of God. He is both God and human.



Holy Communion Practice and Customs

Different churches have different ways of celebrating Holy Communion.

In the Catholic Church it is the Mass, in the Free Church it is the Holy Communion or Last Supper and in the Church of England it is often referred to as the Eucharist.

There are three main Christian views regarding the bread and the wine during the Holy Communion:

1. The bread and the wine change completely into the actual body and blood of Christ. This change is known as Transubstantiation.
2. Christ's presence appears spiritually, through the bread and wine.
3. The bread and the wine are symbols representing Christ's body and blood, in remembrance of his sacrifice.



In the Catholic Church, the wine becomes the blood of Jesus.

Science: Properties of materials

Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets:

- Hard: how difficult something is to bend, break or scratch
- Soluble: a material that is able to dissolve
- Transparent: a material which lets all light through- see through
- Electrical conductor: lets electricity pass through it
- Electrical insulator: does not let electricity pass through it
- Thermal conductor: lets heat pass through it
- Thermal insulator: does not let heat pass through it
- Magnetic: is attracted to magnets
- Non-Magnetic: is not attracted to magnets

Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution:

- A solution is created when a substance is mixed with a liquid and the substance dissolves.
- The mixture of liquid and dissolved substance is called a solution, for example coffee granules / gravy granules
- A solution can be reversed through evaporation in some cases (salt / sugar water)
- A mixture is when a liquid and substance is mixed together but the substance does not dissolve (sand / water)

Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating :

- Sieving: using a sieve (a piece of equipment with holes) a mixture can be separated as the liquid will pass through the holes and the solid substance will not.
- Filtering: using a piece of equipment with very small holes (filter paper) allows a mixture to be separated as the liquid will pass through the holes and the solid substance will not.
- Evaporating: by boiling the liquid (at a minimum of 100c for water), a liquid will evaporate, whereby it will turn into a gas (water vapour, when boiling water). By continuing this process until all the water has all evaporated you are left with the solid.

Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes :

- A reversible change is one that can be undone or reversed (ice-water).

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 and the action of acid on bicarbonate of soda:

- An irreversible change is one that cannot be undone or reversed (bicarbonate and lemon juice)
- Often during an irreversible change, a new product can be created (a gas when adding bicarbonate and lemon juice)

Describing Materials

Any substance that is used to make something is a material.

Natural materials such as stone, wood and cotton are used or worked with in the way they are found in nature.

Synthetic or human-made materials are made from natural materials, but are altered with the help of heat or chemicals. Some examples include plastics, polyester and Kevlar.

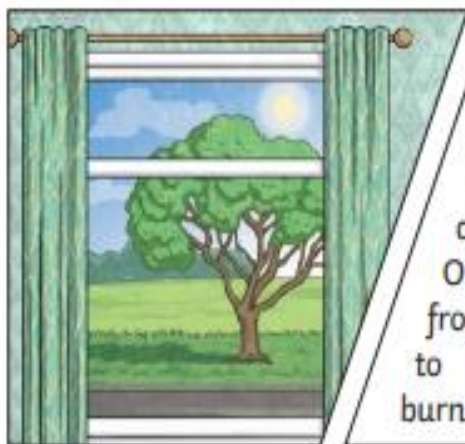


Key Vocabulary

materials	The substance that something is made out of, e.g. wood, plastic, metal.
solids	One of the three states of matter. Solid particles are very close together, meaning solids , such as wood and glass, hold their shape.
liquids	This state of matter can flow and take the shape of the container because the particles are more loosely packed than solids and can move around each other. Examples of liquids include water and milk.
gases	One of the three states of matter. Gas particles are further apart than solid or liquid particles and they are free to move around. Examples of gases are oxygen and helium.
melting	The process of heating a solid until it changes into a liquid .
freezing	When a liquid cools and turns into a solid .
evaporating	When a liquid turns into a gas or vapour.
condensing	When a gas , such as water vapour, cools and turns into a liquid .

Key Knowledge

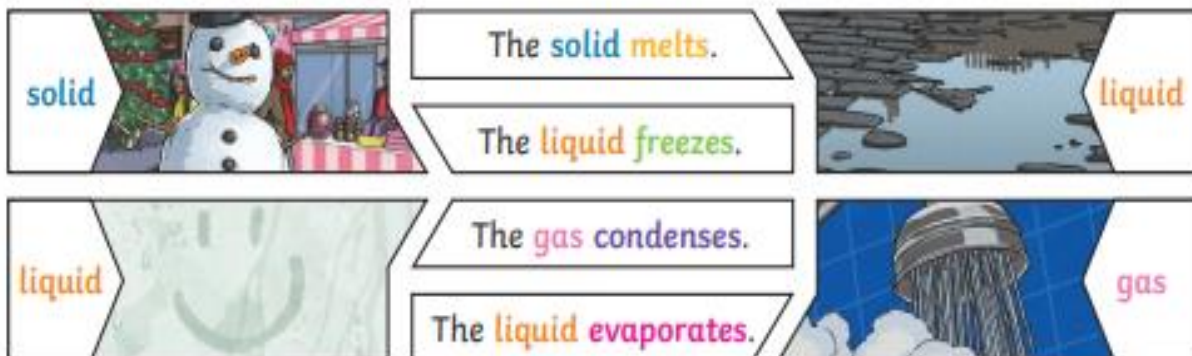
Different **materials** are used for particular jobs based on their properties: electrical **conductivity**, flexibility, hardness, **insulators**, magnetism, solubility, thermal **conductivity**, **transparency**.



For example, glass is used for windows because it is hard and **transparent**. Oven gloves are made from a thermal **insulator** to keep the heat from burning your hand.



Changes of State



Key Vocabulary

conductor

A **conductor** is a material that heat or electricity can easily travel through. Most metals are both thermal **conductors** (they **conduct** heat) and electrical **conductors** (they **conduct** electricity).

insulator

An **insulator** is a material that does not let heat or electricity travel through them. Wood and plastic are both thermal and electrical **insulators**.

transparency

A **transparent** object lets light through so the object can be looked through, for example glass or some plastics.

Key Knowledge

Reversible changes, such as mixing and dissolving **solids** and **liquids** together, can be reversed by:

Sieving



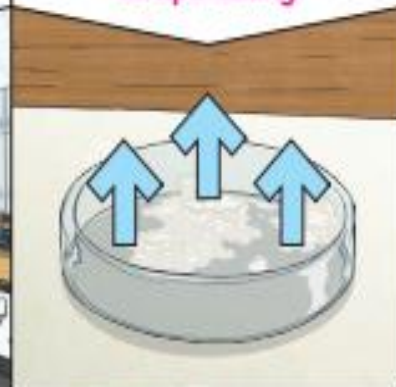
Smaller **materials** are able to fall through the holes in the sieve, separating them from larger particles.

Filtering



The **solid** particles will get caught in the filter paper but the **liquid** will be able to get through.

Evaporating



The **liquid** changes into a **gas**, leaving the **solid** particles behind.

Dissolving

A solution is made when **solid** particles are mixed with **liquid** particles. **Materials** that will dissolve are known as soluble. **Materials** that won't dissolve are known as insoluble. A suspension is when the particles don't dissolve.

Sugar is a soluble **material**.



Sand is an insoluble **material**.



Irreversible changes often result in a new product being made from the old **materials** (reactants). For example, burning wood produces ash. Mixing vinegar and milk produces casein plastic.





Year 5 Project Week: Autumn Term



We Will Remember Project Week: Major Battles

History Knowledge and Skills

Compare and contrast an aspect of history across two or more periods studied.

- Know aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.

Create an in-depth study of an aspect of British history beyond 1066, including how everyday life changed for people after invasion.

- Know societies are changed by an invasion in many ways, including the adoption of religion, culture and language; the structure and uses of settlement; opportunities for trade and the destruction of previous belief systems and ways of life.

Art Knowledge and Skills

Use paint application techniques to create mood and atmosphere in a painting

- With acrylic paints use stippling, dabbing, splattering and dry brushing to create mood and atmosphere.

<https://www.mybluprint.com/article/acrylic-painting-techniques-all-beginners-should-try>

Add black and white to paint to create subtle tints and tones, light and shade

- Know tint is created by adding white to a colour. A tone is created by adding grey to a colour. A shade is created by adding black. Explore the effect of these.

Writing Knowledge and Skills

Articulate and organise important information and detailed historical accounts using topic-related vocabulary.

- Know historical terms include topic-related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.
- Explore the validity of a range of historical reports; Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.



Year 5 Black History: Autumn Term



BLACK HTOSTORY THEME: Martin Luther King Jr

Devise historically valid questions about a significant historical figure and suggest or plan ways to answer them.

- Know people become historically significant when their actions have created change over time, changed human thinking or their individual lives have highlighted the struggles of a larger group of people.
- Know significant people are also usually remembered and celebrated during or after their lifetimes. Make choices about the best way to present historical accounts and information
- Use historical terms to describe different periods of time: decade, century, millennia, era, AD, CE, BC and BCE.

Design Technology

Cams and Gears Victorian Toy

- Know the functions of and use cams and gears in their product
- Know a framework needs to be measured accurately, needs to be strong and can be portable or permanent
- Know how to mark accurately
- Know a framework is the main structure which contains all components and mechanisms

