



# Leagrave Primary School

‘Striving for Excellence, Learning for Life.’



Year 5 Curriculum Organiser  
**Spring Theme: Stargazers**

## English unit 1 : The Highwayman.

### Reading knowledge and Skills:

#### Give and explain the meaning of words in context

- Know how to apply knowledge of root words, prefixes and suffixes to understand meaning of new words
- Know how to identify words or phrases to describe character, setting or mood
- Know how to offer alternative word choices that the author could have used
- Know how to use a dictionary and thesaurus effectively to find alternative words or the meaning of new and unfamiliar words
- Know how to consider the impact of the author's language on the reader

### SPaG Knowledge and Skills

- Use modal verbs
- Write in the past tense
- Use expanded noun phrases

### Writing Knowledge and Skills

- Write character description using similes and metaphors
- Use personification
- Know narratives can be told in different ways
- Use intonation and expression, volume, tone, pace, body language,
- Add drama
- Review and evaluate other poetry and give their opinion
- Produce consistent, legible, fluent joined handwriting

## English unit 2: Kidnapped

### Reading knowledge and Skills: Make inferences from the text. Explain and justify inferences with evidence from the text.

- Know how to find evidence from a text to infer meaning
- Know how to draw upon clues in the text from reading to comprehend the text
- Know how to make inferences about character's feelings, thoughts and actions with evidence
- Know how to find evidence to explain 'why'

### SPaG Knowledge and Skills

- Use a relative clause
- Use prepositional phrases for cohesion

### Writing Knowledge and Skills

- Select vocabulary to build cohesion within a paragraph
- Use a range of fronted adverbials for cohesion addition/emphasis
- Write using paragraphs that are usually suitably linked
- Plan and write by identifying the audience for and the purpose of the writing
- Evaluate and edit
- Proof read own work for SPaG
- Write in an informal and formal tone
- Write consistently in present and past tense
- Use passive verbs for effect
- Use personification
- Produce consistent, legible, fluent joined handwriting

## Leagrave Primary School

Striving for excellence, learning for life



## Year 5 Basic Skills Coverage Spring Term One

### Personal, Social, Health and Relationship Education:

#### Dreams and Goals

- Know how to stay motivated when doing something challenging
- Identify how to keep trying even when it is difficult
- Understand how to work well with a partner or in a group
- Know how to have a positive attitude
- Help others to achieve their goals
- Understand how to work hard to achieve their own dreams and goals

#### Whole School Values Focus

## DETERMINATION

### Maths:

#### Knowledge and Skills

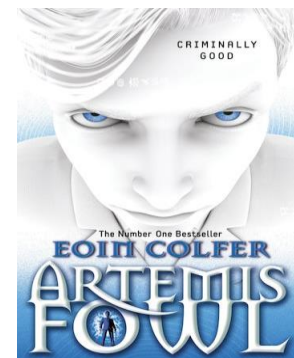
#### Multiplication and division :

- Multiply and divide numbers mentally drawing upon known facts. Multiply numbers up to 4 digits by a one or two-digit number using a formal written method, including long multiplication for 2 digit numbers.
- 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.
- Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.

#### Fractions:

- Compare and order fractions whose denominators are multiples of the same number
- Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $>1$  as a mixed number [for example  $2/5 + 4/5 = 6/5 = 1 1/5$ ]
- Read and write decimal numbers as fractions [for example  $0.71 = 71/100$ ]
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

### Class reader *Artemis Fowl*



## English unit 1 :Symbols of Faith.

Reading knowledge and Skills: Give and explain the meaning of words in context

- Know how to apply knowledge of root words, prefixes and suffixes to understand meaning of new words
- Know how to identify words or phrases to describe character, setting or mood
- Know how to offer alternative word choices
- Know how to use a dictionary and thesaurus effectively
- Know how to consider the impact of the author's language on the reader

SPaG Knowledge and Skills

- Use third person, past tense and time connectives, prepositional phrases, passive voice

Writing Knowledge and Skills

- Use a range of fronted adverbials for cohesion in paragraphs to denote time, place exception, cause/effect, clarification, contrast, addition/emphasis
- Write using paragraphs that are usually suitably linked

## English unit 2: Play scripts

Reading knowledge and Skills: Make inferences from the text. Explain and justify inferences with evidence from the text.

- Know how to find evidence from a text to infer meaning
- Know how to draw upon clues in the text from reading
- Know how to make inferences about character's feelings, thoughts and actions with evidence

- Know how to find evidence to explain 'why'

SPaG Knowledge and Skills

- Use brackets, dashes or commas to indicate parenthesis
- Use the colon to introduce a speaker

Writing Knowledge and Skills

- Select and use organisational and presentational devices

## English unit 3: Balanced argument

Reading knowledge and Skills: Predict what might happen from details stated and implied

- Know how to use evidence from a title, blurb and cover to make a prediction
- Know how to support my predictions with evidence using point, evidence, explain
- Know how to use knowledge of other stories to make a prediction
- Know how to find evidence in a text to support a prediction
- Identify key words that give evidence about a character, situation or setting.
- Know how to link stories with the same issues, morals or dilemmas to aid a prediction

SPaG Knowledge and Skills

- Use the colon to introduce a title
- Use progressive tense

Writing Knowledge and Skills

- Formal language
- Engaging openers
- Edit and evaluate

# Legrave Primary School

Striving for excellence, learning for life



## Personal, Social, Health and Relationship Education:

### Healthy me

- Know how to make a healthy choice.
- Understand how to have a healthy, balanced diet.
- Identify how to be physically active.
- Know how to keep themselves and others safe.
- Know how to be a good friend and enjoy healthy relationships.
- Understand how to keep calm and deal with difficult situations.



# Year 5 Basic Skills Coverage Spring Term Two

## Maths:

### Knowledge and Skills

#### Decimals and percentages:

- Read, write, order and compare numbers with up to three decimal places
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- Round decimals with two decimal places to the nearest whole number and to one decimal place
- Solve problems involving numbers up to three decimal places
- Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred', and write percentages as a fraction with a denominator 100, and as a decimal.
- Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.

### Whole School Values Focus

## RESPONSIBILITY

## Class Reader:

# Hatchet





# Year 5 Stargazers Spring Term

## Enrichment Opportunities

Wow Entry and Outcome: National Space centre  
Visits and Visitors: Legrave Hall Masjid

## Geography

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) Revolution - places in London

- The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres.
- The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone 15 degrees to the east is another hour later.
- Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North and South Pole and show the westerly or easterly position of a geographical area
- Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.

Analyse and compare a place or places using aerial photographs, atlases and maps.

- Aerial photography is used in cartography, land-use planning and environmental studies.
- It can be used alongside maps to find out detailed information about a place or places.



## Design and Technology

Select and combine materials with precision:

- Understand that materials have characteristics such as: conductivity (that it allows electricity / heat to pass through it); insulator (that it doesn't allow heat / electricity to pass through it); magnetism (whether or not magnets are attracted by the material); density (how compact the material is).
- Understand that specific materials will be more or less appropriate according to the purpose.

Use a glue gun with close supervision:

- Understand that there are hot-temperature glue guns which are appropriate for sticking wood and metals.
- Understand that there are cool-temperature glue guns which are appropriate for sticking paper, card and material.
- Build a framework using a range of materials (e.g. wood, card and corrugated plastic) to support mechanisms.

Children understand that a framework is the main structure which contains all components and mechanisms.

- Examples of framework structures, both portable and permanent, include: tents, bus shelters, bird hides
- Understand that a framework needs to be measured accurately (using the most appropriate tool); cut carefully (using the most appropriate tool) and joined correctly (using the most appropriate joining process).
- Understand that framework needs to be strong.

Build models using switches to turn on and off

- understand that a switch when it is in the 'on' position completes the circuit, so that the current from the battery can power a component / mechanism.
- understand that a switch when it is in the 'off' position stops the circuit from being complete so that the current from the battery cannot power a component / mechanism.

## History

Frame historical questions about continuity and construct informed responses

- Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time.
- Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.
- Explain why an aspect of world history is significant.
- Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.

## Art and Design

### Knowledge and Skills

To create a piece of artwork inspired by the artist Peter Thorpe

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.

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

- Know that a 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.

Use stippling to add tonal detail..

- Know that stippling is shading through the use of drawing dots





# Year 5 Subject Focus: Spring Term

## Computing

### Knowledge and Skills

- Use sequence, selection and repetition in programs; work with various forms of input and output
- Use logical reasoning to detect and correct errors in algorithms and programs
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals including collecting, analysing, evaluating and presenting data and information.

## Physical Education

### Gymnastics

- Create and perform sequences using apparatus, individually and with a partner.
- Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.
- Use strength and flexibility to improve the quality of a performance.
- Work safely when learning a new skill to keep myself and others safe.

### Netball

- Know how to move into space to keep possession and score.
- Know how to pass, receive and shoot the ball with some control under pressure.
- Know what position I am playing in and how to contribute when attacking and defending.

### Cricket

- Develop a wide range of fielding skills and begin to use them when under pressure.
- Know how to strike a bowled ball with increasingly consistency.
- Know how to work co-operatively with others to manage a game.

## Music

Children to use the ukulele to improvise and compose music for a range of purposes using the interrelated dimensions of music.

- Create a composition that combines layers of sound and vocalisations and shows an awareness of pitch, tempo, rhythm, melody and dynamics.
- Effective compositions include instruments with different pitches, repeated and contrasting rhythms, a pleasing melody and a variety of dynamics.

## Science:

### Knowledge and Skills

Describe the movement of the Earth, and other planets, relative to the Sun in the solar system:

- The sun is a star at the centre of our solar system for which all other planets revolve around. It provides heat and light for our planet.
- The Earth orbits the sun. It takes one year for the sun to complete one orbit of the sun. It is held in position by the sun's gravity.

Describe the movement of the Moon relative to the Earth :

- The moon is a natural satellite of the Earth.
- The moon orbits the Earth. It takes 28 days for the moon to complete one orbit of the Earth. The moon is held in position by the Earth's gravity.

Describe the Sun, Earth and Moon as approximately spherical bodies

Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

- Day and night is a product of:
- It takes the Earth 24hours to complete one spin on its axis
- Day is caused by one side of the Earth facing the sun while it is spinning
- Night is caused by one side of the Earth facing away from the sun while it is spinning.
- Sunrise and Sunset are caused as the sun does not move, but the Earth rotating makes it appear that the sun is moving across the sky

## Design and Technology

Use various sources of information, clarifying / sharing ideas through discussion, labelled sketches, cross-sectional diagrams and modelling, recognising that ideas have to meet a variety of needs.

- A 'cross-section drawing', shows a view of a structure as though it had been sliced in half or cut along another imaginary plane. They are used to show internal detail
- 'Modelling'. Making a model allows designers to visualise and test how a product looks and performs in 3D and is a great way of checking if a product will work.

Work from own detailed plans, modifying them where appropriate

- Children understand that plans might need to be adapted as the product develops, if changes are made. This helps to refine your product as it is made / constructed.

Investigate the design features (including identifying components or ingredients) of a familiar existing product in the context of the culture or society in which it was designed or made.

- Test and evaluate products against a detailed design specification and make adaptations as they develop the product.

## Religious Education

Make sense of belief

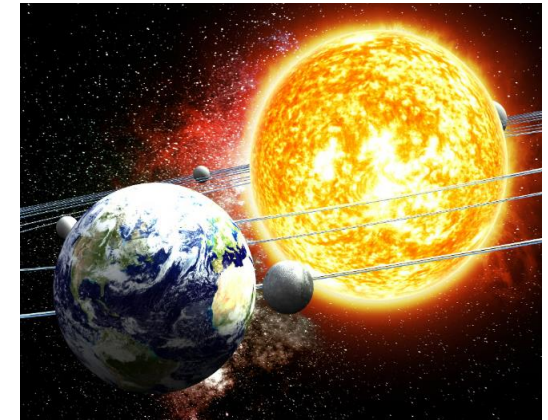
- Explain beliefs about how inspirational people can bring believers closer to God.
- Describe examples of how texts or quotes which explain what an ideal way of life might be.
- Compare about different inspiring leaders from different religions.

Understand the impact

- Make clear connections between belief about living a good life and the leaders they study.
- Give examples of the impact of faith on life.
- Explain differences between leaders from different religions.

Make connections

- Raise questions about the concept of 'inspirational people', suggesting good answers.
- Explain the importance of role models from different religions.
- Express their own response to the inspiring lives they have studied.



## Modern Foreign Languages

- Follow a story using visual clues
- Recognise some letters of the alphabet
- Listen for sounds, rhyme and Rhythm
- Say six vowel sounds in French
- Write simple words and phrases following a model
- Read words aloud with accurate Pronunciation
- Join in singing a French song
- Write individual words or short sentences in French



# Year 5 Project Week: Spring Term



## Symbols of Faith Project Week: Islam

### RE Knowledge and Skills

Make sense of belief

- Identify and explain Muslim beliefs about God, the Prophet and the holy Qur'an (e.g. Tawhid; Prophet Muhammed\* as the Messenger, the Qur'an as the message)
- Describe the ways in which Muslim sources of authority guide Muslim living. ( for example Qur'an guidance on Five Pillars; Hajj practices follow the example of Muhammad)

Understand the impact

- Make clear connections between Muslim beliefs and Ibadah (for example Five Pillars, festivals, mosques, art).
- Give evidence and examples to show how Muslims put their beliefs into practice in different ways.

Make connections

- Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Bedfordshire today.
- Consider and weigh up the value of, for example submission, obedience, generosity, self-control and worship in the lives of Muslims today, and articulate responses on how far they are valuable to people who are no Muslim.
- Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.

Make sense of belief

- Explain beliefs and teachings about justice from Christian and Muslim texts.
- Compare their ideas about justice and fairness with those studied in Islam and Christianity.

Understand the impact

- Make clear connections between belief about justice from sacred texts and the actions of a modern religiously based charity.
- Describe clearly, examples of the impact of charitable work in the world today.
- Explain some differences between the two charities.

Make connections

- Raise questions about charity, justice and the impact of religion and beliefs, suggesting answers.
- Explain the importance of the idea that God loves justice and is just to Muslims and Christians.
- Express their own ideas about justice.

### Writing Knowledge and Skills

- Diary of events
- Information booklet about Islam

### DT Knowledge and Skills

Create a prayer mat using a range of materials and sewing techniques

- Children understand that the following stitches can be used to join material through sewing: running stitch, blanket stitch, back stitch, over stitch.

### Art and Design Knowledge and Skills

Create a monochromatic collage which incorporates text

- Monochromatic means tones of the same colour. Combine by using painting gluing, weaving and cutting a variety of materials to create a monochromatic collage of a mosque landscape. Incorporate arabic letters of various sizes and arrange for effect.

Create a mosaic inspired by islamic artist Zarah Hussain

- Create a detailed block for printing using foam.

