# The curriculum in year five

## English

# The overarching aim for English at St Adrian’s is to promote high standards of language and literacy by equipping children with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. Our curriculum for English aims to ensure that all children:

# read easily, fluently and with good understanding

# develop the habit of reading widely and often, for both pleasure and information

# acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

* use and apply spelling rules

# appreciate our rich and varied literary heritage

# write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

# use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

# are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Where possible, our aims for English are achieved by making connections with other curriculum areas and providing children with purposeful contexts in which to extend their learning.

The key texts we will be focusing on this year are: Sir Gawain and the Loathly Lady, Origami Yoda, The Unforgotten Coat, Night Mail, and King Kong.

Maths

In year 5, children continue learning in maths in the following areas: understanding numbers and place value, addition and subtraction using formal written methods and mental calculations, fractions including decimals and percentages, measurement, geometry and statistics.

Using the core content from the programmes of study for mathematics, we aim to provide children with deeper knowledge and understanding of mathematical procedures and related concepts.

Children are taught to make conjectures and structure their own investigations in order to test them. When given a problem, they independently develop their own lines of enquiry and are taught to prove their solutions in a variety of ways, communicating their findings using precise mathematical language.

## Religious Education

Throughout the school, we follow the ‘Come and See’ scheme of work, which covers an extensive range of theological studies. As well as learning through weekly RE sessions, this thematic approach enables RE to be taught through other subject areas, thereby providing the children with opportunities to make connections.

The themes for year four are people, called: Ourselves, Life Choices, Hope, Mission, Memorial, Sacrifice, Transformation, Freedom and Responsibility, and Stewardship. In addition, children in year four also learn about Judaism and one other of the major world religions.

## Science

Our science curriculum in Year 5 is taught through four topics.

In ‘Earth in Space’ the children learn about the movements of the Earth and how this gives rise to days and years. They will model the Solar System and explain the reasons why the Moon appears to change shape.

In ‘Material World’, children compare and group together everyday materials on the basis of their properties. They use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. They explain that some changes result in the formation of new materials, and this kind of change is not usually reversible.

In the ‘Forces’ topic, the children identify the effects of friction that acts between moving surfaces and recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

In ‘The Circle of Life’ the children describe the life processes of reproduction in some plants. They describe the differences in the life cycles of an insect and a frog and learn about the differences in the life cycles of a bird and a mammal and about the process of reproduction in some animals. They learn about the life-cycle of humans.

## Computing

 Our learning in computing teaches children to understand and apply the fundamental principles and concepts of computer science. Children learn to analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve problems.

In learning about e-safety we teach children to be responsible, competent, confident and creative users of information and communication technology.

In Year Five, children’s learning is developed through six projects:

developing a game using Scratch, cracking codes, producing digital music, creating a web page about e-safety, producing art work using geometry, creating a blog and creating a virtual space.

Our computing curriculum is supported by the award-winning *Switched on Computing* resource.

## History

Children’s knowledge and understanding of history continues to develop in year five by learning about turning points in British history: Britain’s settlements by Anglo-Saxons and the Battle of Britain.

## Geography

In Year five, the children learn about Settlements and land use. They learn to use maps, atlases, globes and digital mapping to locate countries and describe features studied.

They learn to use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the wider world.

Using America as a reference:

pupils will concentrate on North America’s environmental regions, physical and human characteristics, states and major cities;

describe mountains and rivers and compare to a region in Europe;

describe and understand key aspects of human geography, including economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.

## Design technology

Children continue to work through the design and make process, developing their technical knowledge and skills in year five to make their own musical instrument, create and bake biscuits, and create their own moving toy.

## Art

Our art curriculum in year five teaches children to improve their mastery of art and design techniques, including drawing, painting and fabrics. Children learn to use sketch books to record their observations and to use them to review and revisit ideas.

In year five, we explore the themes of objects and meanings, containers and recreating a Greek myth as a tapestry.

## PE

Our PE curriculum in year five is taught both by the class teacher and by our PE coaches.

Children are taught to play competitive games, including rounders, hockey, dodgeball, and tag rugby. They apply basic principles suitable for attacking and defending. In athletics and gymnastics children develop flexibility, strength, technique, control and balance. They also learn to use a range of movement patterns in preforming dance. The children learn orienteering as an outdoor adventurous activity.