

Caritas Curriculum

Key Learning Outcomes

Year 5





Year 5	Autumn			Spring			Summer		
Caritas Theme	Love of self			Love of others			Love		
	Our families & community			Happiness is ...			Common Good		
Caritas	Building up the Community			Recognising the differences (Rights and Responsibilities)			We walk together as people of peace		
Topic	Into Africa			Reach for the Stars			A River's tale		
Hook with a Book	Secrets of a Sun King			Cosmic			Once Upon a Raindrop		
Science	Light and shadows Light traveling			Earth and space			Life cycles and reproduction Offspring		
History	Ancient Egypt			Linking of prior learning*			Viking invasion		
Geography	Africa-			Linking of prior learning*			Rivers		
Art	Mixed media land and cityscapes (painting) ARTIST FOCUS: Cheri Samba			Making Monotypes (printing)			Topography and maps (drawing)		
Design & Technology	?			Marble run/roller Coaster			?		
Computing	Sharing Information Databases			Vector Drawing Online Safety			Video editing Pizza Party		
PE	Dodgeball	Football/ Hockey	Gymnastics	Tag Rugby	Netball Basketball	Tennis Dance	Kwik Cricket	Rounders/ Sports Day Races	Athletics/ Volleyball
MFL	French								
Music	Livin' on a Prayer	The Fresh Prince of Bel-Air		Harlow ROH- Year 3&4 songs OR 'Reflect, Rewind & Replay'- Classical	Harlow ROH- Year 3&4 songs OR 'Classroom Jazz 1'-Bossa Nova and Swing		Whole class instrument lessons	Whole class instrument lessons Summer Performance	



Curriculum Narrative

Year 5	Autumn	Spring	Summer
	<p>Year 5 – Into Africa</p> <p>Through discovering the Secrets of the Sun King year 5 reveal the life of an ancient Egyptian and how they built a community. In Geography they look at the physical and human features of Africa and compare to other places studied. Our understanding of how we see and how shadows are formed in science help us to see this world more clearly and how we have developed as scientists over the years. Through our art we create our own set designs for some of our Egyptian suspense stories. As we close the topic our music leads us into an exploration of a range of genres.</p>	<p>Reach for the Stars</p> <p>Year 5 take a trip with Cosmic to space to explore the galaxies, finding happiness through finding our differences understanding the science of earth and space. By learning mono-printing the children create art work showing a view of space. Using inspiration from Cosmic the children design and create their own marble run in design and technology and in computing they create Vector images within their notebooks on teams. In music the children take a leap into opera and learn the story of “The magic flute” and reach for the stars as they perform it for others.</p>	

Subject	Sub theme	Key Learning Outcomes	When
Caritas	Love of self Our families & community	<ul style="list-style-type: none"> Building up the Community 	Autumn
Caritas	Love of others	<ul style="list-style-type: none"> Recognising the differences (Rights and Responsibilities) 	Spring
Caritas	Love Common Good	<ul style="list-style-type: none"> We walk together as people of peace 	Summer
English	Reading	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet. 	



	<ul style="list-style-type: none">• Positive attitude to Reading: Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• Understand what is read: Ask questions to improve their understanding• Understand what is read: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• Understand what is read: Predict what might happen from details stated and implied• Understand what is read: Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas• Understand what is read: Identify how language, structure and presentation contribute to meaning• Understand what is read: Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• Understand what is read: Distinguish between statements of fact and opinion• Understand what is read: Answer questions drawing on information from several places in the text• Positive attitude to Reading: Read books that are structured in different ways and reading for a range of purposes• Positive attitude to Reading: Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions• Positive attitude to Reading: Recommend books that they have read to their peers, giving reasons for their choices• Positive attitude to Reading: Identify and discuss themes in and across a wide range of writing• Positive attitude to Reading: Make comparisons within and across books• Positive attitude to Reading: Learn a wider range of poetry by heart• Positive attitude to Reading: Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience• Understand what is read: Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context• Understand what is read: Retrieve, record and present information from non-fiction	
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		<ul style="list-style-type: none">• Understand what is read: Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously and provide reasoned justifications for their views• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	
English	Reading GDS	<ul style="list-style-type: none">• Express opinions about a text, using evidence from the text, giving reasons and explanations/ Point, evidence, explanation (PEE)• Adapt own opinion in the light of further reading or other's ideas• Identify formal and informal language• Know the features of different narrative text types, for example adventure, fantasy, myths.• Compare texts by the same writer• Compare texts by different writers on the same topic• Summarise key information from different texts• Empathise with different character's points of view• Infer meaning using evidence from the text and wider reading and personal experience• Explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader• Explain how punctuation marks the grammatical boundaries of sentences and gives meaning• Know how the way a text is organised supports the purpose of the writing	
English	Writing Working Towards	<ul style="list-style-type: none">• To write legibly and fluently• To write for a range of narratives and non-fiction pieces using appropriate structure some of the time (including genre-specific layout devices)• To use the full range of punctuation from previous year groups.• To create paragraphs that are sometimes suitably linked (some transitions may be awkward).• To select appropriate grammar and vocabulary to match the purpose and audience of their writing.• To spell some words correctly from the Y5/6 statutory spelling list.	
English	Writing At expected	<ul style="list-style-type: none">• To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.• To create paragraphs that are usually suitably linked.• To use dialogue to convey a character and advance the action with increasing confidence.• To write legibly, fluently and with increasing speed	



		<ul style="list-style-type: none"> • To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. • To use brackets, dashes or commas to begin to indicate parenthesis. • To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. • To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc. 	
English	Writing GDS Autumn	<ul style="list-style-type: none"> • To effectively select (in an appropriate form) the correct features for the relevant text types taught in some pieces. • To sometimes describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. • To sometimes consistently link ideas across paragraphs. • To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements • To sometimes use some punctuation precisely to enhance meaning including to use commas consistently most of the time to clarify meaning or to avoid ambiguity • To spell some verb prefixes correctly, (e.g. deactivate, overturn, misconduct, etc.) 	
English	Writing GDS Spring	<ul style="list-style-type: none"> • To effectively select (in an appropriate form) the correct features for the relevant text types taught in many pieces. • To mostly describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. • To consistently link ideas across paragraphs most of the time. • To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements • To mostly use some punctuation precisely to enhance meaning including to use commas consistently most of the time to clarify meaning or to avoid ambiguity • To spell most verb prefixes correctly, (e.g. deactivate, overturn, misconduct, etc.) 	
English	Writing GDS Summer	<ul style="list-style-type: none"> • To effectively select (in an appropriate form) the correct features for the relevant text types taught in most pieces. • To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. • To consistently link ideas across paragraphs. • To use some punctuation precisely to enhance meaning including to use commas consistently most of the time to clarify meaning or to avoid ambiguity 	



		<ul style="list-style-type: none"> To independently proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements To spell most verb prefixes correctly, (e.g. deactivate, overturn, misconduct, etc.) 	
Mathematics		<ul style="list-style-type: none"> Use standard written methods for all four operations + and - up to 4 digits, multiply 4 digits by 2 digits Confidently add & subtract mentally with large numbers Convert between different units metric and imperial and time Measure and identify angles Compare and order fractions with denominators of the same multiple Identify equivalent fractions Write decimals as fractions, including fifths, tenths and 25ths Use vocabulary of and identify prime, factor and multiple Secure place value to 1 000 000, including counting forwards and back 	Autumn
Mathematics		<ul style="list-style-type: none"> Use long multiplication for 2 digit numbers, short multiplication for $4\text{ d} \div 1\text{ d}$ \times and \div decimals by 10, 100, 1000 Interpret tables & line graphs Use square and cube numbers Understand regular polygons and find missing lengths and angles Use negative whole numbers in context, counting through 0 Add & subtract fractions with common denominators and with mixed numbers Multiply fractions and mixed numbers by units Order & round decimal numbers to 2 decimal places and 3 decimal places 	Spring
Mathematics		<ul style="list-style-type: none"> Identify 3-d shapes Reflect & translate shapes Use thousandths Link percentages to fractions and decimals, including fifths, tenths and 25ths Calculate perimeter of composite shapes & area of rectangles Calculate area of rectangles Estimate volume & capacity Round numbers up to 1000 000 and use this to check answers + and - fractions with the same denominator/multiple of denominator Solve multi-step problems for the above *Read Roman numerals to 1000 (M) and years written in Roman numerals 	Summer



Mathematics	GDS	<ul style="list-style-type: none">Working at greater depth across most areas of the curriculum, using and applying Mathematical knowledge and Thinking Mathematically	
Science	Living Things and their Environment	<ul style="list-style-type: none">describe the differences in the life cycles of a mammal, an amphibian, an insect and a birddescribe the life process of reproduction in some plants and animals.	Spring
Science	Animals Including Humans	<ul style="list-style-type: none">describe the changes as humans develop to old age.	Summer
Science	Evolution and Inheritance	<ul style="list-style-type: none">recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parentsidentify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Autumn
Science	Earth and Space	<ul style="list-style-type: none">describe the movement of the Earth, and other planets, relative to the Sun in the solar systemdescribe the movement of the Moon relative to the Earthdescribe the Sun, Earth and Moon as approximately spherical bodiesuse the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	Spring
Science	Light	<ul style="list-style-type: none">recognise that light appears to travel in straight linesuse the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyeexplain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyesuse the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast themnotice that light is reflected from surfacesrecognise that light from the sun can be dangerous and that there are ways to protect their eyesrecognise that shadows are formed when the light from a light source is blocked by an opaque objectfind patterns in the way that the size of shadows change.	Autumn



Science	Working Scientifically	<ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary = taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests 	On going
Science	GDS	<ul style="list-style-type: none"> Working at a greater depth across the majority of the curriculum, Can use Scientific knowledge in relation to the world around them. Can work scientifically through questioning and reasoning with fluency. Challenging themselves through higher order thinking. 	Sum
History	Chronology	<ul style="list-style-type: none"> Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. Sequence historical periods. Use timelines to place, and sequence local, national, international events. Identifies changes within and across historical periods. 	Aut Spr & Sum
History	Range and Depth of Historical Knowledge	<ul style="list-style-type: none"> Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Gives some causes and consequences of the main events, situations and changes in the periods studied. 	Aut & Sum
History	Interpretations of Historical Enquiry	<ul style="list-style-type: none"> Looks at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history. Knows that people (now and in the past) can represent events or ideas in ways that persuade others. Use documents printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visit to collect information about the past. confident use of library, e-learning, research Realises that there is often not a single answer to historical questions. Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. 	Aut & Sum
History	Organisation and	<ul style="list-style-type: none"> Uses dates and terms accurately Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and writing skills. 	Aut Spr & Sum



	Communication	<ul style="list-style-type: none"> Chooses most appropriate way to present information to an audience. 	
History	GDS	<ul style="list-style-type: none"> examine causes and results of great events and the impact on people begin to identify primary and secondary sources use evidence to build up a picture of life in time studied 	Aut Spr & Sum
Geography	Locational Knowledge	<ul style="list-style-type: none"> Identify the position and significance of longitude and latitude, the Equator, Northern Hemisphere and Southern Hemisphere. Locate the world's countries concentrating on key physical and human characteristics and major cities. 	Aut & Sum
Geography	Place Knowledge	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in Africa. 	Aut
Geography	Human and Physical Geography	<ul style="list-style-type: none"> Describe and understand key aspects of human geography, including: types of settlement, economic activity, food, water. Describe and understand key aspects of physical geography, including: biomes, vegetation belts, rivers, mountains, water cycle, cliff, stack, stump, cave, arch. 	Aut & Sum
Geography	Geographical skills and fieldwork	<ul style="list-style-type: none"> Use maps, atlases and globes to locate countries and describe features studied. Use the points of a compass, 4-figure grid references, basic symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 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. 	Aut Spr & Sum
Geography	GDS	<ul style="list-style-type: none"> Explain a range of viewpoints about the development of a country and use geographical evidence to support these views. Begin to explain ideas of sustainability environmentally and economically and how somewhere has changed over time 	Aut Spr & Sum
Art	Mixed media land and cityscapes (painting) ARTIST FOCUS:	<ul style="list-style-type: none"> explore how artists respond to land and city scapes in various ways by using inventive mixed media combinations. create a colour palette, demonstrating mixing techniques. use my sketchbook to explore and experiment. I have taken creative risks and been able to reflect upon what worked and what didn't work. 	Autumn



	Cheri Samba		
Art	Making Monotypes (printing)	<ul style="list-style-type: none">• understand what a Monotype is and can see how artists use monotypes in their work.• study drawings made by other artists and identify particular marks they have used in their drawings.• use my sketchbook to explore my ideas.• use my mark making skills to create exciting monotypes, combining the process with painting and collage.• use colours, lines, shapes and words to create imagery• share my thinking and outcomes with my classmates. I can listen to their views and respond.	Spring
Art	Topography and maps (drawing)	<ul style="list-style-type: none">• understand that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions.• explore how I can create my own letters in a playful way using cutting and collage.• draw my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me.• use my sketchbooks for referencing, collecting and testing ideas, and reflecting.• use my mark making, cutting and collage skills to create my own visual map, using symbols, drawn elements and typography to express themes which are important to me	Summer
Design & Technology	Developing, planning and communicating ideas	<ul style="list-style-type: none">• Use results of investigations, information sources, including ICT when developing ideas• Draw up a specification for their design- link with Mathematics and Science.• With growing confidence apply a range of finishing techniques, including those from art and design	Aut Spr & Sum
Design & Technology	Working with tools, equipment, materials and components to make quality products	<ul style="list-style-type: none">• Understand how mechanical systems such as cams or pulleys or gears create movement.• Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products• Begin to measure and mark out more accurately.• Demonstrate how to use skills in using different tools and equipment safely and accurately with growing confidence cut and join with accuracy to ensure a good-quality finish to the product	Aut & Sum



		<ul style="list-style-type: none"> Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT 	
Design & Technology	Evaluating processes and products	<ul style="list-style-type: none"> Begin to evaluate it personally and seek evaluation from others. Evaluate their work both during and at the end of the assignment. Evaluate the key designs of individuals in design and technology has helped shape the world. 	Aut & Sum
Design & Technology	Food and Nutrition	<ul style="list-style-type: none"> Start to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. 	Aut
Computing		<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 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 	Aut Spr & Sum
PE	Acquiring and Developing Skills	<ul style="list-style-type: none"> develop consistency and fluency in their skills develop a broader range of techniques and skills for attacking and defending perform gymnastic actions, shapes and balances consistently and fluently in specific activities 	Aut Spr & Sum
PE	Selecting and applying skills, tactics and	<ul style="list-style-type: none"> choose and apply skills more consistently in all activities choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations know and understand rules of differing sports 	Aut Spr & Sum



	compositional ideas		
PE	Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> know and understand the basic principles of warming up, and understand why it is important for a good quality performance understand why exercise is good for their fitness, health and wellbeing recognise activities that help strength, speed and stamina begin to understand how to calculate Heart Rate 	Aut Spr & Sum
PE	Evaluating and improving performance	<ul style="list-style-type: none"> suggest improvements in their own and others' performances choose and use information and basic criteria to evaluate their own and others' work work well with others, adapting their play to suit their own and others' strengths 	Aut Spr & Sum
MFL	Listening	<ul style="list-style-type: none"> Understand the main points from a short spoken passage made up of familiar language in simple sentences. - e.g. A short rhyme or song, a telephone message, announcement or weather forecast, Sentences describing what people are wearing, what they are doing, an announcement or message. 	Aut Spr & Sum
MFL	Speaking	<ul style="list-style-type: none"> Ask and answer simple questions and talk about their interests - e.g. taking part in an interview about my area and interests; a survey about pets or favourite foods; talking to a friend about what we like to do and wear. discussing a picture with a partner, describing colours, shapes and saying whether I like it or not; asking for and giving directions; discussing houses, pets, food 	Aut Spr & Sum
MFL	Reading	<ul style="list-style-type: none"> Understand the main point(s) and some of the detail from short written texts or passages in clear printed script - e.g. very simple messages on a postcard or e-mail or part of a story, three to four sentences of information about my e-pal; a description of someone's school day 	Aut Spr & Sum
MFL	Writing	<ul style="list-style-type: none"> Write a few short sentences with support using expressions which they have already learnt - e.g. a postcard, a simple note or message, an identity card Write a short text on a familiar topic, adapting language which they have already learnt- e.g. three to four sentences for a wall display; a simple e-mail message 	Aut Spr & Sum
Music		<ul style="list-style-type: none"> sing songs in a wide variety of styles, showing accuracy and expression play a range of percussion/orchestral instruments with increasing confidence and ability 	Autumn



		<ul style="list-style-type: none"> • play and improvise as part of a group and as solo performer 	
Music		<ul style="list-style-type: none"> • sustain a melodic ostinato or drone to accompany singing/other instruments • sing a song with an understanding of its history and purpose (i.e. song about the environment, gospel song, protest song) • play by ear – copy back; finding phrases or melodies on instruments with increasing confidence • talk about music they hear using musical terms 	Spring
Music		<ul style="list-style-type: none"> • sing independently with increasing confidence and accuracy • perform expressively showing an understanding of the music and its context • perform in a variety of styles/genres and own compositions, to an audience of adults and school assembly • compose a group / class arrangement of a song using voices and instruments • talk about the combined effect of layers in their own arrangements and compositions and how their pieces can be refined to achieve their desired effect 	Summer
PSHE	Being me in my learning world	<ul style="list-style-type: none"> • I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place • I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context. 	Autumn 1
PSHE	Celebrating Difference	<ul style="list-style-type: none"> • I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. • I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour. 	Autumn 2
PSHE	Dreams and Goals	<ul style="list-style-type: none"> • I can compare my hopes and dreams with those of young people from different cultures • I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. 	Spring 1
PSHE	Healthy me	<ul style="list-style-type: none"> • I can explain different roles that food and substances can play in people’s lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. • I can summarise different ways that I respect and value my body. 	Spring 2
PSHE	Relationships	<ul style="list-style-type: none"> • I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure 	Summer 1



		<ul style="list-style-type: none">• I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others	
PSHE	Changing Me	<ul style="list-style-type: none">• I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.• I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.	Summer 2