

St Francis RC Primary School Curriculum Overview and Detail Autumn Term Year 5

Curriculum	Spring 1	Spring 2
Creative Learning Project	Stargazers	Journey to Jo'Burg – South Africa and Apartheid
Focus	Science	History/Geography
Trip/Visitor/Hook	Jodrell Bank trip	Author visit – Beverley Naidoo
Writing Focus Focus English	<p>Core Text: Leon and the place between</p> <p>Objectives</p> <p>Unit Written Outcomes: Setting description and Narrative from when Leon enters the portal</p> <p>Information text on earth and space/ planet fact posters/ Armstron fact file</p> <p>Character description of Abdul Kazam</p> <p>Poem based on The Magic Box</p> <ul style="list-style-type: none"> ♣ Know that different narrative genres need different word choices, language features and sentence structures. ♣ Identify the word choices, language features and sentence structures in reading. ♣ Know that the plot can be developed through characters' actions and dialogue. ♣ Develop characters' dialogue which helps to move events forward. ♣ Add actions to dialogue to help move events forward. ♣ Use a balance of dialogue, action and description to move events forward. ♣ Evaluate paragraphing: ♣ Clear topic sentences which signal changes in time , place or event. 	<p>Core Text: Journey to Jo'Burg Beverley Naidoo</p> <p>Unit Written Outcomes: Narrative – Letter from Naledi to Mma's boss</p> <p>Diary entry – Written in 1st person as Mma describing life as a black women working away from her children in Johannesburg</p> <p>Non chronological report – history of apartheid in South Africa</p> <p>Possible Application: Recount of any trip, experience or visitor</p> <p>Information text on Nelson Mandela</p> <ul style="list-style-type: none"> ♣ Develop characters' dialogue and/or add actions to move events forward. ♣ Use a balance of dialogue, action and description to move events forward. ♣ Paragraph with clear topic sentences which signal changes in time , place or event. ♣ Topic sentence provides a link to the previous paragraph. Identify the purpose and audience for the writing. ♣ Know that different text types are organised in different ways to guide the reader. ♣ Select the appropriate language for the purpose and audience, ♣ Recognise that the language used can be more formal or informal dependent on the text type and the audience. ♣ Select language with the appropriate level of formality for the audience and purpose. ♣ Identify key information from a text. ♣ Summarise key information in sentences. ♣ Write a short paragraph which summarises key information from a

	<ul style="list-style-type: none"> ♣ Topic sentence provides a link to the previous paragraph. ♣ Identify the purpose and audience for the writing. ♣ Know that different text types are organised in different ways to guide the reader. 	<p>longer text.</p> <ul style="list-style-type: none"> ♣ Select the point of view for own writing. ♣ Explore how events are viewed from another perspective. ♣ Plan to write from a chosen point of view, making decisions about how events are viewed.
Cross curricular Maths Cornerstones	<p>Problem solving using measures</p> <ul style="list-style-type: none"> ♣ Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. ♣ Using all four operations to calculate age on different planets ♣ Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation, including scaling. 	<ul style="list-style-type: none"> ♣ Using estimation of length to predict where the journey could have started. ♣ Using measure conversions and addition to calculate the journey travelled on a map.
Science Cornerstones and discrete	<p>Earth and space, forces</p> <ul style="list-style-type: none"> ♣ Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. ♣ 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. ♣ Describe the movement of the Moon relative to the Earth. ♣ Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. ♣ Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. 	

	<ul style="list-style-type: none"> ♣ Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Sc ♣ WS 3 Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. ♣ Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. ♣ Identify scientific evidence that has been used to support or refute ideas or arguments. ♣ Use stop-start animation to describe the movement of the Earth on its axis, including explanations for day and night and seasons. 	
<p>Locational Knowledge – ongoing KS2</p> <ul style="list-style-type: none"> ♣ 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 ♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying 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 ♣ 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) 		
IT	IT skills – spread sheets using excel	Espresso Coding
History Cornerstones	<p>Significant individuals – Galileo Galilei and Sir Isaac Newton</p> <ul style="list-style-type: none"> ♣ Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. 	<ul style="list-style-type: none"> ♣ Chronological understanding – Nelson Mandela timeline, linked for comparison to America timeline during same period in history. ♣ Historical knowledge and understanding – describe how what they have studied from the past affects life today. Learn about what happened during apartheid in South Africa and research influential people of that time. ♣ Historical enquiries – regularly address and sometimes devise historically

		valid questions about change.
Geography Cornerstones	Locating physical feature ♣ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	♣ Geographical skills and fieldwork – compare vegetation and landscapes between two climate zones. ♣ Locate the continent of Africa on a world map, and locate and label the countries of South Africa. Identify Johannesburg on a map. ♣ Recognise the South African flag and understand what each of the colours represent.
Locational knowledge – ongoing through KS2 ♣ 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 ♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying 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 ♣ 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)		
Art and Design Cornerstones	Printing, design ♣ Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). ♣ Use painting techniques such as dots, scratches and splashes.	♣ Experiment with line, tone and shading using pencil, charcoal and drawing ink to create a scene from the text.
DT Cornerstones	Selecting materials, design research, structures, evaluation ♣ Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. ♣ Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. ♣ Investigate and analyse a range of existing	

	<p>products.</p> <ul style="list-style-type: none"> ♣Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. ♣Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	
Music	Charanga music scheme RNCM opera project	Charanga music scheme RNCM opera project
PHSCE Cornerstones		<ul style="list-style-type: none"> ♣Explain the words ‘culture’, ‘stereotype’ and ‘racism’ with examples. Discuss ‘protected characteristics’ in the Equality Act 2010 (or revised versions). ♣Demonstrate respect and tolerance towards people different from themselves. ♣Recognise that image and media portrayal are not always an accurate reflection of reality and can impact on others’ feelings. ♣ Talk and write about own opinions and begin to explain personal viewpoints respectfully.
Maths Focus Maths	<ul style="list-style-type: none"> ♣Place value ♣Addition and Subtraction, including problems ♣Decimals ♣Geometry Angles ♣Measures Perimeter and Area ♣Addition and Subtraction, including Statistics 	<ul style="list-style-type: none"> ♣Multiplication and division – factors and multiples ♣Multiplication and division , including problems ♣Fractions – compare, order and equivalence ♣Multiplication and division ♣Statistics and measures, including time ♣Consolidate and assess
English: Reading Class novel Focus English	<p>Focus: Core text, Leon and the place between Reading other fantasy portal stories, Information texts on Earth and space</p> <p>Poetry for whole school poetry slam (different each year)</p>	<p>Core Text: Journey to Jo’burg by Beverley Naidoo Poetry: They tried to lock up freedom by Beverly Naidoo Text: Grandad Mandela by Zazi, Ziwelene & Zindzi Mandela.</p> <ul style="list-style-type: none"> ♣Understand that a writer moves events forward through a balance of dialogue action and description and explore.

	<ul style="list-style-type: none"> ♣ Understand that a writer moves events forward through a balance of dialogue action and description and explore. ♣ Explore how a writer uses show and not tell techniques to introduce or develop a character. ♣ Understand that writers use language for precise effect which may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc. ♣ Find words and language used for effect, explain the effect and record to use in writing. ♣ Understand that a writer uses different sentence structures and techniques to create effects. ♣ Find and explore the structures and techniques used, record to use in writing. ♣ Use meaning-seeking strategies to explore the meaning of words in context and figurative language. ♣ Ask questions to improve understanding. ♣ Understand that inferences can be drawn from different parts of the text and by reading between and beyond the lines. ♣ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text and justify with evidence from text. ♣ Make predictions from evidence found and implied information. ♣ Give a personal point of view about a text and explain with evidence from the text. ♣ Listen to and build on and question others' ideas and opinions about a text. ♣ Use skimming and scanning to find 	<ul style="list-style-type: none"> ♣ Explore how a writer uses show and not tell techniques to introduce or develop a character. ♣ Find words and language used for effect, explain the effect and record to use in writing. ♣ Find and explore the structures and techniques used and record to use in writing. ♣ Use meaning-seeking strategies to explore the meaning of words in context and figurative language. ♣ Ask questions to improve understanding. ♣ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text and justify with evidence from text. ♣ Make predictions from evidence found and implied information. ♣ Understand that a narrative can be told from different points of view – narrator, character. ♣ Identify the point of view in a narrative. ♣ Explore how events are viewed from another perspective. ♣ Understand that the writer may have a viewpoint. ♣ Identify the writer's viewpoint. For example, how different characters are presented. ♣ Explain the writer's viewpoint with evidence from the text. ♣ Give a personal point of view about a text and explain with evidence from the text. ♣ Listen to and build on and question others' ideas and opinions about a text. ♣ Use skimming and scanning to find information. ♣ Understand the difference between fact and opinion.
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	information.Make	
Spelling/Grammar Focus English	<ul style="list-style-type: none"> ♣ Know that a relative clause adds information to a sentence. ♣ Know that a relative clause starts with a relative pronoun. ♣ Know that a relative clause comes straight after a noun. Know that relative pronouns are who, which, whose, whom, that. ♣ Find relative clauses in reading. ♣ Notice that a relative clause may be embedded in a main clause between two commas and gives more information about the noun it follows. ♣ Add relative clauses to main clauses to add additional information, using commas. ♣ Understand that a comma cannot be used instead of a full stop. ♣ Check own writing for commas used instead of full stops. ♣ Understand that the topic sentence can signal a change in time, place, event or information. ♣ Notice that the topic sentence of a paragraph links to the content of the previous paragraph. ♣ Understand that a sentence may have a part which adds information or an explanation. ♣ Understand that this part can be taken out without losing meaning. ♣ Notice that this information can be marked off in different ways: Brackets, dashes, commas 	<ul style="list-style-type: none"> ♣ Add relative clauses to main clauses to add additional information, using commas. ♣ Understand that a comma cannot be used instead of a full stop. ♣ Check own writing for commas used instead of full stops. ♣ Understand that the topic sentence can signal a change in time, place, event or information. ♣ Notice that the topic sentence of a paragraph links to the content of the previous paragraph. ♣ Understand that a sentence may have a part which adds information or an explanation and can be marked off in different ways: Brackets, dashes, commas ♣ Understand how a modal verb is used to express different degrees of possibility. ♣ Order identified modal verbs from most certain to least certain. ♣ Write/use sentences with modal verbs to use in writing. ♣ Use modal verbs in sentences to develop an argument.

<p>Speaking and Listening Focus English</p>	<ul style="list-style-type: none"> ♣ Give an opinion with a reason. ♣ Listen to others' opinions. ♣ Use Standard English to give an opinion. ♣ Recite/perform own compositions. 	<ul style="list-style-type: none"> ♣ Give an opinion with a reason. <p>Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p>
<p>RE The Way, the Truth and the Life Caritas</p>	<ul style="list-style-type: none"> ♣Creation: <ul style="list-style-type: none"> - How did the world begin? - God is the Creator - The Fall - Stewards of the Earth - God's great Helpers - God's great Gifts ♣Buddhism, Passover, Easter <p>Each person is unique and irreplaceable – everyone matters</p>	<ul style="list-style-type: none"> ♣God's Covenants: <ul style="list-style-type: none"> - What is a covenant - God's Covenant with Abraham - The Exodus - God's Covenant with the Israelites - The Prophets' Message - The New Covenant ♣Buddhism, Passover, Easter ♣Building up the Kingdom of God