

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

Curriculum	Spring 1	Spring 2
Creative Learning Project	Traders and Raiders	
Focus	History	
Trip/Visitor/Hook	We are invaders!	
Writing Focus Focus English	<p>Core Text: Lady of Shallot by Alfred Lord Tennyson</p> <p>Unit Written Outcomes:</p> <p>Narrative – flashback</p> <p>Writing in role</p> <p>Persuasive argument</p> <p>Possible Application:</p> <p>Recount of any trip, experience or visitor</p> <p>Information text</p> <p>Description</p> <ul style="list-style-type: none"> ♣ 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 which may be formal or informal. ♣ Identify key information from a text. ♣ Summarise key information in sentences. ♣ Write a short paragraph which summarises key information from a longer text. 	<p>Core Text: Beowulf by Michael Morpurgo</p> <p>Unit Written Outcomes:</p> <p>Narrative - based on style of writer Information text</p> <p>Kenning</p> <p>Possible Application:</p> <p>Recount of any trip, experience or visitor</p> <p>Instructions</p> <p>Explanation</p> <ul style="list-style-type: none"> ♣ 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 which may be formal or informal. ♣ identify key information from a text. ♣ Summarise key information in sentences. ♣ Write a short paragraph which summarises key information from a longer text. ♣ 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.

	<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. ♣ Understand that a narrative can contain a flashback which is an event in the past relating to what is happening. ♣ Know that a flashback can give the reader more information about an event or a character or a character's actions or feelings. ♣ Know that the past perfect tense may be used to introduce or to write a flashback. ♣ Plan and write a flashback 	<ul style="list-style-type: none"> ♣ Understand that a narrative can contain a flashback which is an event in the past relating to what is happening. ♣ Know that a flashback can give the reader more information about an event or a character or a character's actions or feelings. ♣ Know that the past perfect tense may be used to introduce or to write a flashback. ♣ Plan and write a flashback
Cross curricular Maths Cornerstones	<p>Using money</p> <ul style="list-style-type: none"> ♣ Estimate, compare and calculate different measures, including money in pounds and pence. 	<p>Position and direction</p> <ul style="list-style-type: none"> ♣ Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. ♣ Solve problems including addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
Science Cornerstones and discrete		<p>Living things, germs and bacteria</p> <ul style="list-style-type: none"> ♣ Plan different types of scientific enquiries to answer questions including recognising and controlling variables where necessary. ♣ Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. ♣ Describe the life process of reproduction in some plants and animals. ♣ 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.

IT	Online safety	Technology in our lives
History Cornerstones	Anglo-Saxons and Vikings ♣ Learn about Britain's settlement by AngloSaxons and Scots. ♣ Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	
Geography Cornerstones	Using maps, settlements, Europe ♣ Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. ♣ Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world. ♣ Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. ♣ 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 UK, 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.	
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	Patterns and print making, sketchbooks ♣ Improve mastery of art and design techniques, including drawing, painting and sculpture with materials (e.g. pencil, charcoal, paint, clay). ♣ Create sketch books to record their observations and use them to review and revisit ideas. ♣ Find out about great artists, architects and designers in history.	
DT Cornerstones	Jewellery and weapon making, models of Anglo-Saxon homes, clay rune stones ♣ 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.	Sketchbooks, printmaking, historical recipes ♣ Select from and use a wider range or materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. ♣ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

	<ul style="list-style-type: none"> ♣ 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. ♣ Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately. 	
Music Cornerstones Charanga	<p>Singing and composing lyrics</p> <ul style="list-style-type: none"> ♣ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 	<p>Composing and singing</p> <ul style="list-style-type: none"> ♣ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
PHSCE	Jigsaw	Jigsaw
Maths Focus Maths	<ul style="list-style-type: none"> ♣ Place value. Roman numerals, and negative numbers ♣ Addition and subtraction, including problems ♣ Multiplication and Division ♣ Measures Area ♣ Geometry Reflection and Translation ♣ Geometry 	<ul style="list-style-type: none"> ♣ Multiplication & Division ♣ Geometry 2D and 3D shape ♣ Fractions ♣ Measures, including area and volume ♣ Statistics and measures ♣ Consolidate and assess
English: Reading Class novel Focus English	<p>Core Text: Lady of Shallot by Alfred Lord Tennyson</p> <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. ♣ 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 	<p>Core Text: Beowulf by Michael Morpurgo</p> <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. ♣ 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.

	<p>meaning of words in context and figurative language.</p> <ul style="list-style-type: none"> ♣ 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. ♣ Explore how events are viewed from another perspective. ♣ Explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks. ♣ Know that the context in which it was written can affect a 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 	<ul style="list-style-type: none"> ♣ 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. ♣ Explore how events are viewed from another perspective. ♣ Explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks. ♣ Know that the context in which it was written can affect a 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
Spelling/Grammar Focus English	<ul style="list-style-type: none"> ♣ Add relative clauses to main clauses to add additional information, using commas. ♣ Check own writing for commas used instead of full stops. ♣ Use a topic sentence to signal a change in time, place, event or information. ♣ Use the topic sentence of a paragraph o links to the content of the previous paragraph. ♣ Know that choice of tense in the topic sentence 	<ul style="list-style-type: none"> ♣ Add relative clauses to main clauses to add additional information, using commas. ♣ Check own writing for commas used instead of full stops. ♣ Use a topic sentence to signal a change in time, place, event or information. ♣ Use the topic sentence of a paragraph o links to the content of the previous paragraph. ♣ Know that choice of tense in the topic sentence can also help to link ideas – past progressive. ♣ Understand that a sentence may have a part which adds information or an explanation and can be can be marked off in different ways: Brackets,

	<p>can also help to link ideas – past progressive (While he was staring at the closed door), past perfect (Amelia knew she had been here before).</p> <ul style="list-style-type: none"> ♣ 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 ♣ Write/use sentences with modal verbs to use in writing and use to develop an argument. ♣ Know that modal adverbs can be used to modify modal verbs. ♣ Understand that modal adverbs can strengthen the degree of possibility. ♣ Order modal adverbs from most certain to least certain. ♣ Write/use sentences with modal verbs and adverbs. 	<p>dashes, commas</p> <ul style="list-style-type: none"> ♣ Write/use sentences with modal verbs to use in writing and use to develop an argument. ♣ Know that modal adverbs can be used to modify modal verbs. ♣ Understand that modal adverbs can strengthen the degree of possibility. ♣ Order modal adverbs from most certain to least certain. ♣ Write/use sentences with modal verbs and adverbs.
Speaking and Listening Focus English	<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. ♣ Listen to others' opinions. ♣ Use Standard English to give an opinion. ♣ Recite/perform own compositions.
RE The Way, the Truth and the Life Caritas	<p>Inspirational People Buddhism, Passover, Easter We walk together as people of peace</p>	<p>Reconcilliation Buddhism, Passover, Easter Exploring our responsibilities for each other</p>