

St Mary Magdalene Catholic Primary School

“Growing Together in Faith and Love”



Year 5

Learning Goals

Subject	Advent	Lent	Pentecost
History	<p><u>The Anglo-Saxons</u></p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British and world history • develop the appropriate use of historical terms • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • note connections, contrasts and trends over time • regularly address and devise historically valid questions about significance. 	<p><u>The Vikings</u></p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British history • understand how our knowledge of the past is constructed from a range of sources • establish clear narratives within and across the periods • develop the appropriate use of historical terms • address historically valid questions about cause and significance • construct informed responses that involve the thoughtful selection and organisation of relevant historical information • note contrasts and connections over time. 	<p><u>Journeys</u></p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British and world history • establish clear narratives • address and devise historically valid questions about significance and cause and change • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time.
Geography	<p><u>Changes in our Local Environment</u></p> <ul style="list-style-type: none"> • 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 • understand geographical similarities and differences through the study of human and physical geography of a region of the UK • use maps, atlases, globes and digital/computer mapping to locate countries and describe features • use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK 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 and digital technologies. 	<p><u>The Alpine Region</u></p> <ul style="list-style-type: none"> • use maps to focus on countries, cities and regions in Europe • be taught to understand a region of another European country • be taught to understand some of the physical and human processes that shape a region • extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world’s more significant human and physical features. 	<p><u>Journeys: Trade</u></p> <ul style="list-style-type: none"> • 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 • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

<p>Science</p>	<p><u>Earth and Space</u></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 movement of the Moon relative to the Earth. • 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. 	<p><u>Properties and Changes of Materials</u></p> <ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets. • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	<p><u>All living things and their habitats</u></p> <ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. <p><u>Animals, including humans (link to SRE)</u></p> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age. <p><u>Forces</u></p> <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
<p>Art</p>	<p><u>Formal Elements: Architecture</u></p> <p>Children learn how to draw from observation, create a print and draw from different perspectives. They learn about the role of an architect and are challenged to consider why houses look the way they do and if there is scope to change and improve them.</p>	<p><u>Art and Design Skills</u></p> <p>In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation by designing their own invention, expanding on an observational drawing, using a poem to create a portrait, painting an enlarged section of a drawn collage and learning to ‘think’ like an artist.</p>	<p><u>Art and Design: Every picture tells a story</u></p> <p>Looking at the meaning behind art, children: analyse the intentions of Banksy; make ink symmetry prints inspired by psychologist Rorschach; tell a story using emojis; use drama to recreate a poignant war scene and are inspired by the ceramic work of Magdalene Odundo, to work expressively outside</p> <p><u>Art and Design: Design for a Purpose</u></p> <p>In this topic, children are faced with the challenge of having to design to a specific criteria or specification, developing design ideas for a room interior, a coat of arms and product to fit a given name, children learn to draw inspiration from different sources and use a range of techniques to experiment with their different concepts</p>
<p>DT</p>	<p><u>Structures: Frame Structures</u></p> <p>Designing</p> <ul style="list-style-type: none"> • Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. 	<p><u>Food: Celebrating Culture and Seasonality</u></p> <p>Designing</p> <ul style="list-style-type: none"> • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. 	<p><u>Electrical Systems: Using More Complex Switches and Circuits</u></p> <p>Designing</p> <ul style="list-style-type: none"> • Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost. • Generate and develop innovative ideas and share and clarify these through discussion. • Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams.

	<ul style="list-style-type: none"> • Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. <p>Making</p> <ul style="list-style-type: none"> • Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. • Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. • Use finishing and decorative techniques suitable for the product they are designing and making. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and evaluate a range of existing frame structures. • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. • Research key events and individuals relevant to frame structures. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand how to strengthen, stiffen and reinforce 3-D frameworks. • Know and use technical vocabulary relevant to the project. 	<p>Making</p> <ul style="list-style-type: none"> • Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. <p>Evaluating</p> <ul style="list-style-type: none"> • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. • Understand how key chefs have influenced eating habits to promote varied and healthy diets. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary. 	<p>Making</p> <ul style="list-style-type: none"> • Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. • Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. • Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. <p>Evaluating</p> <ul style="list-style-type: none"> • Continually evaluate and modify the working features of the product to match the initial design specification. • Test the system to demonstrate its effectiveness for the intended user and purpose. • Investigate famous inventors who developed ground-breaking electrical systems and components. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand and use electrical systems in their products. • Apply their understanding of computing to program, monitor and control their products. • Know and use technical vocabulary relevant to the project.
<p>Computing</p>	<p>Coding</p> <ul style="list-style-type: none"> • Design and write a program that accomplishes a specific goal. • Simulate a physical system, using objects moving at different speeds and angles. • Introduce text variables into a game. • Create and improve a game using variables and loops. • Research and create a program to explain internet safety. <p>Online Safety</p> <ul style="list-style-type: none"> • Discuss and understand the importance of keeping personal information safe. • Understand issues concerning the reliability of sources and people online. 	<p>Spreadsheets</p> <ul style="list-style-type: none"> • Convert measurements using a spreadsheet. • Use a spreadsheet to count letter frequency. • Use formulae to answer area, perimeter and real-life questions. • Use text variables to perform calculations. • Use a spreadsheet to plan an event and solve real-life problems. <p>Databases</p> <ul style="list-style-type: none"> • Search databases in a multitude of different ways. • Collaborate and contribute to a class database. • Create a database around a chosen topic. <p>Game Creator</p> <ul style="list-style-type: none"> • Review and analyse computer games and their strengths and weaknesses. 	<p>3D Modelling</p> <ul style="list-style-type: none"> • Explore different viewpoints whilst designing a model. • Adapt models by moving points to alter their shape. • Edit 3D models for a design purpose. • Refine 2D net designs to create a 3D model • Explore the possibilities of 3D printing. <p>Concept Maps</p> <ul style="list-style-type: none"> • Understand the need for visual representation when generating and discussing complex ideas. • Understand and use the correct vocabulary when creating a concept map. • Create a collaborative concept map and present this to an audience.

	<ul style="list-style-type: none"> • Create a comic strip to share my knowledge about online safety. 	<ul style="list-style-type: none"> • Create a game environment/setting. • Create a game quest and characters including sounds and animations. • Maximise game playability by selecting appropriate options and writing informative instructions. • Evaluate own and peers' games to help in their design. 	
Music	<p><u>Body Percussion and movement</u></p> <ul style="list-style-type: none"> • Create rhythmic patterns with an awareness of timbre and duration. • Create rhythmic patterns with an awareness of timbre and duration. <p><u>Singing in parts – Christingle – traditional Christmas carol</u></p> <ul style="list-style-type: none"> • Sing or play expressively and in tune. • Perform solos or as part of an ensemble. 	<p><u>Digital compositions -Garage band</u></p> <ul style="list-style-type: none"> • Use digital technologies to compose pieces of music • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. <p><u>Composing – The Pearl Diver</u></p> <ul style="list-style-type: none"> • Thoughtfully select elements for a piece in order to gain a defined effect. • Read and create notes on the musical stave. • Use drones and melodic ostinati (based on the pentatonic scale). 	<p><u>Music that tells a story – Strauss Alpine Symphony</u></p> <ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch dynamics tempo timbre texture sense of occasion expressive solo rounds drones cultural context. • Sustain a drone or a melodic ostinato to accompany singing. <p><u>Singing – KS2 performance</u></p> <ul style="list-style-type: none"> • Perform solos or as part of an ensemble. • Sing or play from memory with confidence.
PE	<p><u>Invasion Games</u></p> <ul style="list-style-type: none"> • Understand there are different skills for different situations and begin to use these. • Move into space to help a team. • Play in a range of positions and know how to contribute when attacking and defending. • Pass, receive and shoot the ball with some control under pressure. <p><u>Net and Wall Games</u></p> <ul style="list-style-type: none"> • Develop a wider range of skills and begin to use these under some pressure. • Select and apply preferred skills with increasing consistency. • Understand the need for tactics and make decisions about when best to use them. • Play cooperatively with a partner. • Demonstrate good footwork to cover a court space in a game situation 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Create and perform sequences using apparatus, individually and with a partner. • Use set criteria to make simple judgments about performances and suggest ways they could be improved. • 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. <p><u>Dance</u></p> <ul style="list-style-type: none"> • Adapt and refine actions, dynamics and relationships in a dance. • Perform different styles of dance clearly and fluently. • Recognise and comment on dances, showing an understanding of style. • Suggest ways to improve their own and other people's work. 	<p><u>Striking and fielding games</u></p> <ul style="list-style-type: none"> • To sometimes strike a bowled ball. • Begin to develop a wider range of skills and use these under some pressure. • Use tactics effectively in a competitive situation. <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Choose the best pace for a running event. • Perform a range of jumps showing some technique. • Show control at take-off in jumping activities. • Show accuracy and good technique when throwing for distance. • Understand how stamina and power help people to perform well in different athletic activities. • Lead a partner through short warm-up routines.
Italian	<ul style="list-style-type: none"> • Months and seasons • Numbers 1 -20 • The colours • Describing person and their character • Christmas carols and greetings 	<ul style="list-style-type: none"> • Italian food Part 3 • Words associated with family • Sports • Easter in Italy • Numbers 20 - 100 	<ul style="list-style-type: none"> • Conversation in Italian • Jobs and work vocabulary • Songs of summer and holidays

<p>PSHE</p>	<p><u>Families and people who care for me</u></p> <ul style="list-style-type: none"> • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. <p><u>Caring friendships</u></p> <ul style="list-style-type: none"> • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. <p><u>Respectful relationships</u></p> <ul style="list-style-type: none"> • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. <p><u>Being safe</u></p> <ul style="list-style-type: none"> • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. 	<p><u>Mental wellbeing</u></p> <ul style="list-style-type: none"> • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. <p><u>Physical health and fitness</u></p> <ul style="list-style-type: none"> • The risks associated with an inactive lifestyle (including obesity). <p><u>Internet safety and harms</u></p> <ul style="list-style-type: none"> • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. <p><u>Healthy eating</u></p> <ul style="list-style-type: none"> • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p><u>Health and prevention</u></p> <ul style="list-style-type: none"> • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing <p><u>Basic first aid</u></p> <ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries. <p><u>Changing adolescent body</u></p> <ul style="list-style-type: none"> • About menstrual wellbeing including the key facts about the menstrual cycle. <p><u>Drugs, alcohol and tobacco</u></p> <ul style="list-style-type: none"> • Risks of smoking • The media and other influences • Resisting pressure <p><u>RSE</u></p> <p>See RSE overview</p>
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