

## **Year 5 Curriculum overview**

### **Maths**

Following the White Rose scheme of learning, children have been able to consolidate on their prior learning and continue to develop their mathematical and reasoning skills. When looking at place value, children continued to build upon their knowledge and understanding of our number system by comparing, ordering and rounding numbers up to a million. By experimenting with a variety of methods, children have continued to develop a method for addition and subtraction of 4-digit numbers. Our statistics topic included how to draw and interpret a variety of charts and graphs as well as read information from timetables.

Building upon their place value understanding, children learnt about multiplying and dividing numbers by 10,100 and 1000. They also learnt about some key mathematical concepts such as multiples, factors, prime numbers and square and cube numbers.

Further developing prior skills, children explored methods of multiplying by 2-digit numbers as well as dividing 4-digit numbers by a single digit number.

A significant amount of new content for children in year 5 is the work covered in fractions. They have learnt about equivalent fractions and the conversion between improper fractions and mixed numbers. They also looked at how to compare and order fractions as well as how to add and subtract fractions. Along with the work on fractions, children learnt about decimals and how to use them in completing addition, subtraction, multiplication and division problems.

### **English**

This year, Year 5 pupils have studied a variety of writing genres including both fiction and non-fiction units. We have studied a variety of texts, mainly used as a 'hook' for writing including *Morris Lessmore* and *Clockwork Crow*. This led to the children creating an assortment of outcomes including: suspense, persuasion, narrative and non-chronological reports. Pupils have had the opportunity to extend their written vocabulary, explore grammatical techniques and experiment with increasingly ambitious punctuation.

Within our reading VIPERS lessons, pupils have read a wide range of texts which have aided the development of their reading skills. They have had the opportunity to read texts from start to finish and demonstrated their understanding through questioning, paired tasks, class discussions and independent written responses. These texts included *The House With Chicken Legs*, and *The Night Bus Hero*.

### **PE**

In PE this year, we have covered a vast amount of different sports and skills. Each term we had a focus on a particular skill, meaning we could continue to build our skillset throughout various sports. Pupils were continuously engaged with all lessons, which eventually lead to a game situation or scenario for them to participate in. For gymnastics, the skill demonstrated was balance & control, in Basketball the focus skill was decision making, football saw us focusing on motivation and speed and finally, in dodgeball, the focus skill was communication and leadership.

### **Spanish**

Spanish this year saw us learning lots of new words, phrases and commands. We know how to greet each other and introduce ourselves to someone, to say hello and ask 'how are you?' We have learnt to say where we live, how old we are and to respond to these questions. Days of the week, months and all of the numbers from 1-31 proved difficult at first but with perseverance and a lot of practice we got it! We explored how to say what we had in our pencil cases e.g. rubber, ruler, pencil etc. In term three, we began to focus on learning parts of the body, simple adjectives, nouns and names for family members.

### **Art**

Terms 1 and 2 saw year 5 learning about different styles of landscapes. In particular, they learned about Impressionism and artists like Claude Monet. They compared his work to Romantic landscapes of the late-1700s. Terms 3 and 4 saw the children move on to sculpture linked to our History topic of the Maya. The children created 3D animals inspired by Mexican wildlife. In terms 5 and 6 the children learned how to create collages both physically and digitally. They learned about surreal image juxtaposition, and used Spanish symbols and imagery to create their artwork.

## **DT**

Year 5 completed two DT topics this year: cooking and sewing. In cooking, they explored different types of bread, and then designed and baked their own pizzas. In sewing, they learned about the different functional and aesthetic choices a designer might need to make. They then practiced the skills of connecting two different fabrics in different ways, and learned how to attach sequins and buttons to their work.

## **Computing**

At St Stephen's we believe a high-quality computing education will facilitate our pupils gaining both the skills and the knowledge to become computer literate. Our computing curriculum supports children to use a range of devices and programmes to develop their technological understanding. At the beginning of the year we worked on our coding skills and the understanding that with an accurately inputted code, we can instruct a computer to do a multitude of things. The children were encouraged to ask relevant questions, provide explanations, hypothesise and analyse trends. Before accessing the internet, the children completed a unit on eSafety. We explored the SMART rules for online safety, considered our digital footprint and the way we present ourselves online by thinking about our personal data and what information is safe to share on an online platform. Later in the year, the children enjoyed learning about digital music creation. They used a variety of online programmes to sequence music and rhythms. They even had the opportunity to perform their creations to each other. We finished off the year by learning about app design using powerpoint.

## **RE**

Our Religious Education curriculum saw the children exploring Christian views in the autumn terms and comparing these to their own lives. We explored the qualities of love, forgiveness and charity. These were linked to events in school. We thought about a range of places of worship and identified these as special places to different people. The children considered their own special places and what made them special to them individually. After Christmas, we explored the Sikh faith. The children considered their holy book (The Guru Granth Sahib Ji) and their religious teachers. They also considered specific views and values within the faith. Our Religious Education curriculum supports the children to understand that there are a range of different faiths in the world but also to recognise that people have their own views and can draw upon those of others to support their own thoughts and understanding. We encourage children to learn the facts but ultimately develop the skill of being able to apply these to their own lives.

## **PSHE**

In PSHE, the children discussed stereotypes that we are presented in our society and why we have come to these conclusions. The children were encouraged to challenge these stereotypes and consider how in our ever changing, developing world these are changing significantly. The children also explored 'rules' and their importance, we thought about life without a democracy and the positive/negative impact that this would have. The children used this understanding to support them to vote for different jobs and responsibilities in school. Anti-bullying week also featured significantly within our PSHE curriculum. As a school we work hard to support children to become kind, accepting and considerate beings that are prepared for the wider world they are growing in to.

## **Science**

The Year 5 Science curriculum was designed to encourage students to think inquisitively and curiously, whilst promoting investigatory learning with curiosity and inquisition at the forefront of their minds. Over the course of the year, the children have explored forces, Earth and space, materials and their properties, living things and their habitats and animals including humans. Within the Forces topic, the children were given the opportunity to investigate the theory of gravity, forces acting on an object, and probe into the design of mechanisms of levers, pulleys and gears in order to understand the effects of gravity. During the Earth and space module the children were able to investigate scientific evidence of spherical bodies, the features of the Solar System, explore the movement patterns of the Moon and the Sun in order to discuss night and day and the lifecycle of a star. The materials and their properties module offered a selection of hands-on lessons in order to evaluate the properties of materials, thermal insulators and conductors, electrical conductors and reversible and irreversible changes.

## **Geography**

In Geography this year, year 5 have learned about oceans and mountains. They found out about the Alps, learning the countries across which the mountain range spans. They also discovered the different industries in the area, and how tourism impacts different groups.

In the Oceans topic, the children learned about the human impacts on these natural habitats. They completed non-fiction writing linked to the topic in English, researching the Southern and Pacific Oceans. The children then learned about litter on beaches, and created posters to promote keeping our beaches clean. Linking to our computing learning, the children used online software to create pie charts to share the data they found about beach litter.

## **History**

Year 5 learned about The Industrial Revolution, The Victorians and The Ancient Maya. Through their learning on the industrial revolution, the children explored the move from rural to urban societies. They learned about changes in farming practices in the 1700s, and how the early factories treated their workers. In the Victorians topic, the school had an actor come to school and perform the role of a Victorian schoolmaster. He got the children to complete tasks in the style of a Victorian classroom. It really brought their learning to life.

In the Ancient Maya topic, the children developed their knowledge of timelines, looking at how some events lead into others. They also learned about the different aspects of Maya culture, such as religion, food and houses.

## **Music**

Year 5 music began with a term on rock, ranging from early '50s rock and roll to '80s disco rock. Artists included Chuck Berry and Bon Jovi. Winter terms had students studying entry-level jazz, which usually involved simple songs written for the classroom. Improvisation was crucial during this. Year 5 then moved on to studying hip-hop, with the focus song being *The Fresh Prince of Bel-Air*. The end of the year centred around western musical development, particularly Motown and its impact. Over the year, students also had regular sessions learning ukulele chords.