



Our Curriculum in Year 5

The Year 5 curriculum encourages the children's ability to learn independently. They continue to develop their research and recording skills and apply them to a range of different situations. The learning is facilitated by hands-on experiences, such as our trip to Gressenhall Farm and Workhouse, as well as in-house learning experiences including visiting speakers, for example an expert on the Maya.



Our plans for our main themes currently are:

Autumn Term	Spring Term	Summer Term
Earth and Space	Properties and changes of materials	Living things and their habitats
Forces	Europe with a focus on Catalonia	Animals including Humans
Victorians (specifically the development of the Railways)	South America with a focus on Chile	The Maya
The UK		

English

There are daily English sessions which develop skills of speaking & listening, reading, writing, spelling and punctuation. All work is tailored towards the current end of Year 5 expectations.

Writing and Grammar

In Year 5, children have the opportunity to consolidate prior learning and demonstrate their understanding of structuring writing for different purposes. Whilst revising punctuation and grammar skills, we also introduce the children to new concepts, such as:

- using a wide range of sentence structures (for example, by embedding subordinate clauses or using short single-clause sentences for impact alongside longer, multi-clause sentences)
- using relative clauses
- using modal verbs to indicate degrees of possibility
- using commas to clarify meaning or avoid ambiguity in writing
- using brackets, dashes and commas to indicate parenthesis

Up-levelling writing is a key skill taught this year, incorporating a robust writing process. They are taught to plan their writing, draft and write, and evaluate and edit. Some examples of skills that they will exhibit in this process are:

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- maintaining increasing consistency of correct subject and verb agreement
- proof-read for spelling and punctuation errors

Unit coverage is likely to change and vary due to differing cohorts and their interests. Currently, we are aiming to cover the following:

Autumn	Spring	Summer
<ul style="list-style-type: none">• Newspaper reports• Narrative writing	<ul style="list-style-type: none">• Descriptive writing• Discussion text	<ul style="list-style-type: none">• Poetry• Mystery narrative• Letter/diary writing

Handwriting

In Year 5, children are expected to use legible, fluent, joined handwriting when writing with increasing speed.

Spelling

Children should be beginning to show evidence of spelling correctly most words from the Year 5/6 spelling list provided on the National Curriculum 2014, appendix 1. In addition, children should also use a dictionary to check the spelling of uncommon or more ambitious vocabulary.

Reading

There are many contexts in which the children continue to develop their reading skills whilst in Year 5. In English lessons we focus on shared texts - whether a chapter book or short extracts. We aim to develop a deep understanding and enjoyment of texts they are reading. Our focus is to encourage lots of discussion and oral comprehension, in addition to the completion of written comprehensions. Here the children are taught to focus on answering questions following the 'APE' (Answer it, Prove it, Explain it) structure.

Comprehension questions undertaken will focus on improving the following:

- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- discussing their understanding and exploring the meaning of words in context
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Alongside written comprehension, the children also complete AR (Accelerated Reader) quizzes on their independent reading book. These quizzes highlight areas for future focus on an individual basis which we as teachers can then utilise to tailor future tasks and activities, as well as providing guidance on selecting books within an appropriate reading range.

Spoken language

Through a variety of activities, within a range of curriculum subjects, the children will have the opportunity to practise the following:

- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- participate in discussions, presentations, performances, role play, improvisations and debates
- select and use appropriate registers for effective communication.

Maths

Maths lessons are undertaken daily, whereby the children are grouped into 2 classes, where work is tailored to meet the individual current learning needs. Children may be moved between groups, where appropriate. Each maths group covers the same area of maths in the same half term, but at a different pace and facilitating different learning styles.

We use the White Rose Maths Hub (WRMH) schemes of learning as our medium term planning documents. These schemes support a mastery approach to teaching and learning. All pupils have access to the same curriculum content and should deepen their conceptual understanding by tackling challenging and varied problems. Similarly with calculation strategies, pupils must not simply rote learn procedures but demonstrate their understanding of these procedures through the use of concrete materials and pictorial representations. The principle of the concrete-pictorial-abstract (CPA) approach is that for pupils to have a true understanding of a mathematical concept, they need to master all three phases. Reinforcement is achieved by going back and forth between these representations. We complement the WRMH scheme with other useful resources, such as

Maths- No Problem! and Nrich.

Pupils' mental maths is fundamental to the application of skills in other areas of mathematics. This ranges from number bonds to times tables and division facts. Therefore, pupils take part in 'Maths Badges' to encourage and maintain the knowledge of these mental maths areas. Moreover, pupils utilise the online programme, Mathematics. (Year 4 and 5 only)

Science

The children learn units all about Earth and Space and revisit and extend their understanding of forces, developing their knowledge of these subjects which they previously studied in KS1 and LKS2.

In the Spring term, we focus on Properties and Changes of Materials where there is an emphasis on experimentation and accurate and scientific writing up of investigations.

In addition, we cover Animals including Humans and Living Things and their Habitats – with a focus on life cycles of animals and plants, and changes in humans as they age.

Computing/Information Technology

Computing is an integral part of the school curriculum and all children have regular access to a bank of iPads and laptops. Children build upon their ability to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, using programs such as Scratch. The children also focus on creating a range of digital media using software including Inkscape and develop their own pages for a class website.

Throughout the curriculum, the children have the opportunity to develop their skills in word processing, manipulating texts and graphics, through researching topics, creating presentations and creating their own Green Screen movies. The children thoroughly enjoy exploring virtual environments and using a number of resources to solve problems and create digital content.

With the growing use of technology, e-safety, text/cyber bullying and how to access information and make judgements about suitability and reliability is an increasingly important part of our curriculum. This is always at the forefront of any learning or discussions which involve technology, particularly given the age group of the children.

Art and Design Technology

Much of our work in art is linked to our thematic work. During our Victorian unit, the children focus on the works of JMW Turner – developing sketching and watercolour skills – and produce a final watercolour miniature self-portrait. The children also design, make and evaluate a wooden spinner and a picture frame – for their self-portrait. Through the completion of these pieces, children further develop their knowledge and understanding of art, craft and design, and work on their own and as part of a team.

In the Spring term, our Art work focus on Antoni Gaudi and uses his artworks as inspiration for creating mosaic patterns, both using 2d and 3d mediums.

In the Summer term, the children create Chilean inspired 'Street Art' and, as part of our Maya topic, the children design, make and evaluate a chocolate based product including designing packaging.

Music

In Year 5, we benefit from a visiting peripatetic music teacher. The children are each loaned a cornet or baritone horn, which are provided by Suffolk County Music Service. The instrument is a focus for each music lesson, but the children also develop an understanding of musical composition and are taught to sing with confidence and control. As part of this, the children have the opportunity to play and perform in solo and ensemble contexts, including playing at an event with a number of different schools. Throughout the year, there are also many opportunities for the children to discuss and appreciate a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Humanities

Most of the history and geography curriculum is covered through our thematic work. We study two different historical topics – the Victorians and the Maya- noting connections, contrast and trends over time and develop the appropriate use of historical terms. We use a variety of research materials and historical artefacts to investigate the past, learning about these time periods in a number of ways. In addition, we visit a Victorian Workhouse and Farm to extend the children's understanding of this time period. This encourages the children to ask historical questions and note similarities and differences.

The geography strand focuses on a study of The UK, Europe, specifically Catalonia, and South America, specifically Chile, where the children use maps and atlases to locate countries. As part of this, we identify a number of features including human and physical characteristics (such as volcanoes and earthquakes) and compare these to similar aspects of the UK.

Physical Education

We encourage the children to be as active as possible as well as develop their improving leadership and team-working skills. In PE they learn new skills and find out how to use them in different ways. They are given the opportunity to collaborate as part of a team and to compete both as part of a team and as an individual. Throughout the year, there is one outdoor and one indoor PE session each week with a broad spread of sports experienced by the children. Indoor PE covers a range as diverse as Gymnastics, circuit training, and dance, whilst outdoors has an emphasis on team sports such as cricket, hockey and football.

Personal and Social Education and Philosophy

We teach this curriculum through a variety of means in addition to direct teaching: discussions, talks, drama, games, watching short film clips and researching specific issues. We learn about many age-relevant issues such as the role of the Emergency Services, aspects of First Aid and the value of money. In Philosophy, the Community of Inquiry is used as the specific methodology that aims to improve children's thinking and investigative skills. It encourages them to think more deeply about the ideas met in all other areas of the curriculum and reflect on their own thinking and learning.

Religious Education

We follow Suffolk's Agreed Syllabus. We explore beliefs and questions about God and religion within Christianity, Islam, Buddhism and Hinduism.

French

The children learn how to respond to and ask questions and speak in simple sentences. They listen to, read and write short paragraphs. They learn basic grammar and emphasis is placed on spelling accuracy. The children interact with Rigolo and other internet-based programs and use the iPads to consolidate these skills.