



St Mary's
Colchester

Year 5

Curriculum Booklet



Introduction

This booklet is a guide to your daughter's current academic year, giving you an overview of the content of our curriculum at St. Mary's. Our curriculum has been devised to interest and engage your daughter, with the intention to help realise her potential. As with all the best teaching, it may be liable to changes as we respond to the questions, interests and particular needs of the girls, but it will give you a broad idea of the year ahead.

If you have any questions please speak with your daughter's class teacher or Mrs Zoe Wentworth, Assistant Director of Lower School (Academic).



Year 5 Yearly Overview for English

(Your daughter will be assessed against the following criteria)

Reading	Writing
<p>Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met</p> <p>Increases familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context</p> <p>Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Retrieves, records and presents information from non-fiction</p> <p>Participates in discussions about books that are read to the child and those that can be read independently</p> <p>Provides reasoned justifications for their views about a book</p>	<p>Composition</p> <p>Identifies the audience for, and purpose of, the writing</p> <p>Selects the appropriate form and uses other similar writing as models for their own</p> <p>Proof-reads for spelling and punctuation errors</p> <p>Ensures the consistent and correct use of tense throughout a piece of writing</p> <p>Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)</p> <p>Describes settings, characters and atmosphere</p> <p>SPaG</p> <p>Converts nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify)</p> <p>Indicates degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must)</p> <p>Uses devices to build cohesion within a paragraph (eg then, after that, this, firstly)</p> <p>Uses commas/dashes/brackets to clarify meaning or avoid ambiguity</p> <p>Uses all types of punctuation including ellipsis, colons, semi-colons, etc</p> <p>Identifies and use relative clauses</p>



Identifies all word classes



Year 5 Yearly Overview for Mathematics

(Your daughter will be assessed against the following criteria)

<p>Number and place value Reads, writes, orders and compares numbers to at least 1,000,000 and determines the value of each digit Interprets negative numbers in context, counts forwards and backwards with positive and negative whole numbers including through zero</p> <p>Addition and subtraction Adds and subtracts whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction) Numbers mentally with increasingly large numbers (eg $12,462 - 2,300 = 10,162$)</p> <p>Multiplication and division Identifies multiples and factors including finding all factor pairs of a number and common factors of two numbers Solves problems involving multiplication and division including using a knowledge of factors and multiples, squares and cubes Solves problems involving multiplication and division, including scaling by simple fractions and problems</p> <p>Fractions (including decimals) Compares and orders fractions whose denominators are all multiples of the same number Reads and writes decimal numbers as fractions eg $0.71 = 71/100$ Reads, writes, orders and compares numbers with up to three decimal places</p>	<p>Measurement Converts between different units of metric measure (eg kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) Measures and calculates the perimeter of composite rectilinear shapes in centimetres and metres Calculates and compares the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²)</p> <p>Geometry: Properties of shape Draws given angles and measures them in degrees (°) Distinguishes between regular and irregular polygons based on reasoning about equal sides and angles Geometry: position and direction</p> <p>Statistics Completes, reads and interprets information in tables, including timetables</p>



Year 5 - Science

Topic / Area of study	Description	The skills the girls will develop through this topic
<p>Properties and changes of materials</p> 	<p>The girls will learn about different materials, their uses and their properties, as well as dissolving, separating mixtures and irreversible changes. They will sort and classify objects according to their properties. They will explore the properties of materials to find the most suitable material for different purposes. The girls will work scientifically and collaboratively to investigate the best thermal insulator, making predictions and forming conclusions.</p>	<p>Plan enquiries, including recognising and controlling variables where necessary.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</p> <p>Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</p>
<p>All living things and their habitats & Animals including humans</p> 	<p>The girls will learn about the process of reproduction and the life cycles of plants and animals and will investigate how these differ between branches of the animal kingdom.</p> <p>They will investigate the development of babies and compare the gestation period of humans and other animals. They will learn about the changes experienced during puberty and why these occur.</p>	<p>Relate knowledge of plants to studies of all living things.</p> <p>Describe the life cycles common to a variety of animals, including humans and a variety of plants.</p> <p>Compare and group together everyday materials based on evidence from comparative and fair tests.</p> <p>Use the idea of the Earth's rotation to explain day and night.</p>
<p>Forces & Earth and space</p> 	<p>The girls will identify forces and demonstrate these on diagrams. The girls will look for patterns and links between the mass and weight of objects, using Newton metres to measure the force of gravity. They investigate air and water resistance, designing parachutes and boats.</p> <p>They will learn about the different planets in our solar system and research how the Earth, Moon and Sun move in relation to each other. The girls will study the causes of day and night, explaining that it is not the sun that moves but the Earth.</p>	

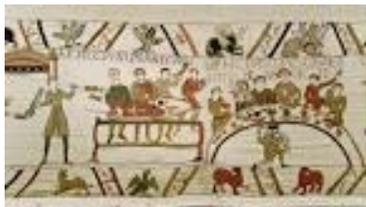


Year 5 - History

Topic / Area of study	Description	The skills the girls will develop through these topics
<p>Leisure and Entertainment</p> 	<p>The twentieth century was one of the most exciting and fast-moving centuries of all time with countless technological, social and political developments. We will be taking a decade-by-decade look at the changes in Britain over this period, focusing on areas such as home life, work life, population, popular culture and technology. The girls will look at a variety of changes that were occurring during the seventies, such as the women's liberation movement and key inventions, before focusing on the country's economic difficulties. We will find out why the three-day working week was imposed, why there were so many strikes over pay and how all this culminated in the 'winter of discontent'. We will also consider some of the more positive events and changes of this decade. We will then be taken back to 'Thatcher's Britain' as we find out what life was like under Britain's first female Prime Minister. We will find out about Thatcher's rise to power and some of the key features of her time as Prime Minister before looking at some of the other events and inventions of the decade, including Game Boys and mobile phones. Finally, we will study the main changes, inventions and events of the 1990s, including the death of Princess Diana and the invention of the world wide web. The girls will be challenged to look for links between the changes that have occurred since 1948 over a variety of categories, giving suggestions for what they think are the most significant events, inventions or achievements.</p>	<p>Describe the main changes in a period of history.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p>
<p>Ancient Greece</p> 	<p>Ancient Greece is acknowledged to be one of the world's greatest civilisations and this topic will investigate how it helped to shape many aspects of western society today. The girls will learn who the Ancient Greek people were, when they lived and where and how they were able to establish their empire. They will learn how their geographical location proved an ideal spot from which to be sheltered from threat, yet to branch out and extend their empire. They will discover how the polytheistic nature of Ancient Greek theology had a major impact upon the way people lived their lives and left a rich heritage of myths, art and architecture. This topic will harness the girls' deductive skills as we study and consider a range of artefacts. Our visit to the excellent collections held at Cambridge will help to enrich our studies.</p>	



Vikings



During this unit of work, we will learn about the raids and invasions by Vikings in Anglo-Saxon Britain. The girls will learn who the Vikings were as well as when and where they raided and settled. They will learn about significant events from the period and order these chronologically on a timeline. We will also find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history. In addition to this, we will learn about the Anglo-Saxon justice system and compare and contrast crimes, punishments and laws with their modern day equivalents. We will also have the opportunity to learn about different aspects of everyday Viking life by exploring the types of houses that the Vikings lived in, what clothes they wore and even what types of food they ate.



Year 5 - Geography

Topic / Area of study	Description	The skills the girls will develop through this topic
<p>Japan</p> 	<p>We will travel to the Far East, to the collection of islands that together form Japan. From its bustling cities, filled with examples of advanced technology, to remote rural settlements where the population is aging rapidly, we will focus on this fascinating location and its people. Japan will provide the perfect location to explore the extremes of the Earth's natural powers. The girls will learn how earthquakes are triggered and how people have modified their lifestyles and buildings to minimise their impact. We will discover why Japan is surrounded by seas with such plentiful supplies of fish and how this forms a major source of food. We will also meet some of the fascinating native wildlife and learn of the conflict between the needs of people and Japan's flora and fauna.</p>	<p>Collect and analyse statistics and other information in order to draw conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Name and locate the countries of North America and identify their main physical and human characteristics.</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p>
<p>North America</p> 	<p>In the true spirit of North America, this topic will see us embark on an epic road trip, travelling from the mountainous landscape of Mexico, through the varied states that form the USA and onwards into the chill of Canada and the Northerly state of Alaska. This unit will provide the ideal opportunity to study the aspects of North America that are less visible in popular culture. We will look at the contrast between the landscapes and lives of the people who live in them. We will use a range of data to form an idea of the climate and discover how this affects the flora and fauna of a location. Ethical issues will present themselves as we consider the rights of Canada's first people over their ancestral lands.</p>	<p>Create maps of locations and patterns.</p> <p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, the Tropics of Cancer and Capricorn and time zones.</p> <p>To use a range of geographical resources to give descriptions and opinions of the characteristic features of a location</p> <p>To use different types of fieldwork sampling to observe, measure and record the human and physical features in the local area.</p>
<p>Isle of Wight – Field Study</p> 	<p>In the middle of the summer term we pack our cases and head off to the Isle of Wight. The girls will be staying in the town of Sandown. We will take the opportunity to explore the area, looking at tourism and how this relates to land use. We will also look at coastal processes in action.</p>	<p>To use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols)</p>



Year 5 – Additional Subjects

RE
Topics to be covered: Christianity – The Bible Islam – Five Pillars of Faith, Holy Places in Islam Sikhism – The First and Last Human Gurus, The Khalsa and the Five Ks
PSHEE/Philosophy
Topics to be covered: We're all stars! – Community/Rights and Responsibilities/Getting to know each other/Working Together Be Friendly, Be Wise – Friendships/Conflict resolution/Anti-bullying/Keeping Safe Living Long, Living Strong – Growing and caring for ourselves/Healthy eating and exercise/Goal Setting Daring to be Different – Self-esteem/Difference and diversity/Peer influence and assertiveness Dear Diary – Feelings/Relationships/Anti-bullying Joining in and joining Up! – Responsibilities/Participation/Local democracy/Fundraising
Computer Science
To give examples of the risks online communities and demonstrate how to minimise risk and report problems To understand the effect of online comments and show responsibility and sensitivity online To understand it is illegal to download copyrighted material without permission of copyright holder To understand how simple networks are set up and used To choose the most suitable applications and devices for the purposes of communication
Coding Motion: Set If conditions for movements, specify rotation giving degrees Control: Use IF ELSE conditions to control events or objects Variables, lists and operators: Use Boolean operators, use comparison operators, use lists to create variables Sensing: Use a range of sensing tools to control events or actions To use many of the advanced features in order to create, high quality, professional or efficient communications
Languages
The main focus within French will be speaking and listening, which will be applied in a range of conversational and role play situations. Other strands which will enrich this are reading and writing. The girls will also develop an awareness of the cultural aspects within French speaking provinces. Topics which will be studied include school subjects, likes and dislikes, French alphabet, places and direction, ordering food.



Design and Technology
In textiles, we will look at how to research and plan a project; develop the practical skills we need; and modify designs as we progress. Our food strand will centre on bread and the way in which we can manipulate a basic dough recipe. We will learn more about the processes involved and how dough behaves before it is baked. The girls will then plan and create their own bread product.
Art and Design
Across the year the girls will work to develop their creativity, exploring skills, experiencing different mediums and considering inspiring art from a range of famous artists. The girls will draw with graphite and charcoal, learning the benefits of each and which they prefer. We will look at how to achieve a sense of texture and form, looking for light and dark tones. In painting we will look at landscapes and the way artists create a sense of mood through the colour palette they select. The girls will create different stitches in textiles and how to cut with precision, making a piece of applique work. In collage we will experiment with different techniques, improving our precision and selecting materials with care.
Music
The girls will continue to develop performance skills and build on their musical knowledge and develop their composition skills To sing and/or play with confidence and with expression To understand the use of the sharp and the flat symbols To develop their understanding of musical notation and a widening vocabulary in order to appraise music
PE
Uphold the spirit of fair play and respect in all competitive situations Play competitive games, modified where appropriate To develop gross and fine motor skills in the relevant activity To use and apply these skills with growing accuracy and consistency within competitive situations To demonstrate a good kinaesthetic awareness, holding shapes and moving with fluency and expression Swim fluently with controlled strokes Sports to include netball, hockey, athletics and rounders
Forest School
Your daughter will have opportunities to develop her skills and knowledge in the following areas: Tool use, Ropes and Knots, Fires, Dens and Shelters, Tree climbing and Flora and Fauna. Personal, Social and Emotional Development is a constant feature throughout all of the sessions as the girls experience supported risk taking, physical challenges, working as part of a group, problem solving, choice, opportunities for reflection, solitude and discussion of feelings and emotions to promote self-awareness, social awareness and positive mental health.



Use a knife to whittle green wood
Select tools suitable for a task
Select wood suitable for a task
Choose an appropriate knot to tie up a hammock
Use knowledge of knots to put up a zip-wire
Choose and use appropriate knots for the task (den-building, rope swing, rope walk)
Light a fire independently in different ways
Keep the fire alight and fed with fuel
Plan, prepare and cook a meal on an open fire
Adapt and improve shelter building techniques
Use knots learnt to tie parts of shelter
Attempt to build a shelter off the ground
Challenge themselves with more difficult climbing challenges
Talk about the checks and risk assessments they have carried out before starting a task.
Identify hawthorn, elder, oak, lime, hazel, willow, holly and ivy
Identify Lords and Ladies
Notice how different types of flora provide habitats for different animals and birds
Carry out a Bio-Blitz of FS area (list of living things)
Have opportunities to talk about how they are feeling
Experience different relaxation and mindfulness techniques
Recognise and celebrate their successes
Work together as part of a group
Take time to enjoy solitude and the natural environment
Undertake opportunities to improve or look after the Forest School area



French	Translation (English)	French	Translation (English)	French	Translation (English)	French	Translation (English)
Nombre:	Number:	J'aime	I like/love	Tu as des frères ou des soeurs?	Do you have any brothers or sisters?	Je voudrais ... svp	I would like ... please
Un	One	J'adore	I adore	J'ai ...	I have ...	Un gâteau	Cake
Deux	Two	Je n'aime pas	I don't like			Un sandwich au fromage	Cheese sandwich
Trois	Three	Je déteste	I hate			Un sandwich au poulet	Chicken sandwich
Quatre	Four	L'anglais	English			Un sandwich aux tomates	Tomatoe sandwich
Cinq	Five	Le français	French			Un croissant	Croissant
Six	Six	Le sport	Sport			Un pain au chocolat	Pain au chocolat
Sept	Seven	L'histoire-géo	Geography/history			Une pizza	Pizza
Huit	Eight	Les sciences	Science			Une banane	Banana
Neuf	Nine	Les maths	Maths			Une pomme	Apple
Dix	Ten	La musique	Music			Une omelette	Omelette
Onze	Eleven	L'informatique	IT			Un hot-dog	Hotdog
Douze	Twelve	La chimie	Chemistry			Un hamburger	Hamburger
Treize	Thirteen	La biologie	Biology			Des frites	Chips
Quatorze	Fourteen	La physique	Physics			Des pommes	Apples
Quinze	Fifteen	Le déjeuner	Lunch(time)			Des fraises	Strawberries
Seize	Sixteen	La récréation	Break			Des chips	Crisps
Dix-sept	Seventeen	Tu aimes le/la ...?	Do you like ...?			J'ai faim	I'm hungry
Dix-huit	Eighteen	Oui	Yes			J'ai soif	I'm thirsty
Dix-neuf	Nineteen	Non	No			Un orangina	Fizzy orange
Vingt	Twenty	C'est difficile	It's difficult			Un café	Coffee
Vingt-et-un	Twenty-one	C'est facile	It's easy			Un vin rouge/blanc	Red/white wine
Vingt-deux	Twenty-two	C'est intéressant	It's interesting			Une bière	Beer
Vingt-trois	Twenty-three	C'est ennuyeux	It's boring				
Vingt-quatre	Twenty-four	C'est cool	It's cool				
Vingt-cinq	Twenty-five	C'est nul	It's rubbish				
Vingt-six	Twenty-six	C'est bien	It's good				
Vingt-sept	Twenty-seven						
Vingt-huit	Twenty-eight						
Vingt-neuf	Twenty-nine						
Trente	Thirty						
Trente-et-un	Thirty-one						
Trente-deux	Thirty-two						



Trente-trois	Thirty-three					Du poulet	Chicken
Trente-quatre	Thirty-four					De la soupe	Soup
Trente-cinq	Thirty-five					Du poisson	Fish
Trente-six	Thirty-six					Des bonbons	Sweets
Trente-sept	Thirty-seven					Du fromage	Cheese
Trente-huit	Thirty-eight						
Trente-neuf	Thirty-nine					C'est combien?	How much is it?
Quarante	Forty					C'est ... euros	It is Euros
Cinquante	Fifty					Merci/voilà	Thanks/here
Soixante	Sixty						
Soixante-dix	Seventy					Tournez à droite	Turn right
Quatre-vingts	Eighty					Tournez à gauche	Turn left
Quatre-vingt-dix	Ninety					Allez tout droit	Go straight on
Cent	One hundred					Arrêt	Stop
Comment t'appelles-tu?	What is your name?					Je vais à ... Paris/ Strasbourg / Grenoble / Nice / Bordeaux	I am going to ...
Je m'appelle ...	I am ...						
Où habites-tu?	Where do you live?						
J'habite à ...	I live in ...						
Quel âge as-tu?	How old are you?						
J'ai ... ans	I am ... years old						
Lundi	Monday						
Mardi	Tuesday						
Mercredi	Wednesday						
Jeudi	Thursday						
Vendredi	Friday						
Samedi	Saturday						
Dimanche	Sunday						
Janvier	January						
Février	February						
Mars	March						



Avril	April						
Mai	May						
Juin	June						
Juillet	July						
Août	August						
Septembre	September						
Octobre	October						
Novembre	November						
Décembre	December						
Il fait - beau/mauvais	It's - nice/horrible						
Chaud/froid	Hot/cold						
Du soleil	Summy						
Du vent	Windy						
Il pleut	It's raining						
Il neige	It's snowing						