

## Curriculum Statement for the Academic Year 2008/ 2009

### Year 5

The Year 5 Curriculum is planned using the National curriculum documents for England and Wales. English and Mathematics are taught using the Primary framework for Literacy and Mathematics.

#### **English (Literacy)**

##### Speaking and Listening

Pupils will be given the opportunity to talk and listen in different contexts and to explore and communicate their ideas and opinions. There will be occasions when the children will be placed in small groups and expected to discuss the work they are covering. They will be expected to express opinions and respond to other pupils' views and ideas in a mature and constructive manner. Solo talks will also be introduced. They will learn to explore issues, ideas and feelings, and to analyse and investigate situations.

##### Reading

A wide variety of reading activities including guided reading, group and shared reading will develop the children's ability to read and comprehend the written word. The children will be required to read extensively for their own pleasure and interest, as well as for class work. They will be required to identify key features, themes and characters, and select relevant information to support their views. They will be taught to retrieve and collate information from a range of sources.

##### Writing

- *Composition*

Writing activities will include various fiction and non-fiction genres. Through this variety of work, attention will be paid to grammar, spelling, handwriting and presentation. Development of an increasing vocabulary will be encouraged. Paragraphing and story development will be taught. The children will be taught to draft and proof-read their work.

- *Spelling*

Each child will receive words at an appropriate level, with a test given each week. To support the children's work in other areas of the curriculum, spelling lists will, on occasion, incorporate vocabulary from other subjects.

- *Handwriting*

Using the cursive script, the children will continue to develop a neat and legible style of handwriting. Emphasis will be placed on appropriate layout and good presentation in all curriculum areas.

##### "English as an Additional Language" Provision

We welcome children of all nationalities and as a consequence, a significant proportion of pupils have English as a modern language. There is a wide range of English learning needs in each class, therefore EAL teachers work in partnership with class teachers to assess needs, set targets and work with the children. Support is flexible and can be organised in many different ways, for example individual support, small group support or team teaching.



## Mathematics (Numeracy)

### Number

Work will include the development of mental strategies in arithmetic, table speed tests and extension of the four number operations, addition, subtraction, multiplication and division. Pupils will use their number skills in a variety of problem solving situations and activities.

### Shape, Space and Measures

The children will be locating and plotting grid co-ordinates. They will be taught further aspects of 2-dimensional and 3-dimensional shapes, including their geometrical features and properties, such as angles and faces, and they will be encouraged to make more precise use of geometrical language. Further work will be carried out on length, weight, area, volume and time.

### Handling Data

Pupils will continue to conduct surveys and present their findings in a variety of ways, including frequency tables, graphs and diagrams. They will be taught to interpret and formulate a range of graphs. They will study probability through a range of classroom situations, discuss events and use a vocabulary that includes 'equally likely', 'fair', 'unfair' and 'certain'.

## Science

Pupils learn to make links between ideas and to explain things using simple models and theories and to apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They learn to carry out systematic investigations, working on their own and with others and to use a wide range of scientific language, conventional diagrams, charts and graphs. In Year 5 these objectives are achieved through the following topics:

- ***Keeping healthy***

This unit helps children to learn that there are many aspects to keeping healthy. They learn about the heart and how heart beat is affected by exercise and relate this to what they already know about movement and exercise.

- ***Gases around us***

Through this unit children learn that gases are material and can be distinguished from solids and liquids by their properties. They also learn about the uses of some important gases and where gases are found.

- ***Changing state***

Through this unit children consolidate their ideas about changes of state which can be reversed. They use their understanding to explain a range of familiar phenomena. Work also offers opportunities for using ICT.

- ***Life cycles***

Through this unit children learn that plants and animals reproduce as part of their life cycle and that in every life cycle there are distinct processes and stages. They will begin to understand how reproduction is important to the survival of the species.

- ***Earth, Sun and Moon***

In this unit children learn about the shapes and relative sizes of the Earth, Sun and Moon. Using models they learn how the three bodies move relative to each other and how these movements relate to night and day.



### *Science Continued*

- ***Changing sounds***

Through this unit children learn that sounds are produced by vibrations and that these vibrations travel from the source through a variety of materials. Musical instruments are used to illustrate the range of ways of producing sounds and how pitch and loudness can be altered.

### **Design and Technology**

Throughout Years 3-6 pupils work on a range of designing and making activities. They think about what products are used for and the needs of the people who use them. They plan what has to be done and identify what works well and what could be improved in their own and other people's designs. They draw on knowledge and understanding from other areas of the curriculum, such as Science. In Year 5, this will be achieved through the following topics:

- ***Bread***

This topic provides an opportunity to develop children's understanding of, and skills in, working with food through a range of activities related to bread products.

- ***Structures – musical instruments***

Children learn about the construction of a range of musical instruments, including those from different times and cultures, and how different sounds can be created and altered to make different notes. They learn to use this knowledge and understanding to design and make a working musical instrument using a combination of materials.

- ***Moving Toys***

Children learn about controlling movement with a cam mechanism as part of a simple toy.

### **Information and Communication Technology (ICT)**

Throughout Years 3-6, pupils will use a wide range of ICT tools and information sources to support their work in other subjects. They will develop their research skills and will be encouraged to question the plausibility and quality of information. Year 5 programmes of study will include:

- ***Graphical modelling***

Children learn to use an object-based graphics package to create, combine and manipulate objects and explore possibilities.

- ***Analysing data***

Children learn to use prepared databases to answer questions which rely on more than one variable.

- ***Evaluating information***

Children learn to interpret, check and question data.

- ***Introduction to spreadsheets***

Children learn how to use a spreadsheet to carry out calculations.

- ***Controlling devices***

Children will learn how to control devices using basic control boxes.

- ***Monitoring environmental conditions and changes***

Children will learn to choose the appropriate sensors to monitor environmental conditions and changes and carry out experiments safely and independently.



## **History**

Throughout Years 3-6, pupils learn about significant people, events and places from both the recent and more distant past. They look at history in a variety of ways, including from political, economic, technological, scientific and social perspectives. In Year 5 the topics will be:

- ***Who were the ancient Greeks?***

In this unit children find out about the way people lived in ancient Greek times. They use a range of archaeological and written sources, select and record information and interpret the past in different ways.

- ***How do we use Ancient Greek ideas today?***

In this unit children use their own experience, particularly of being at school, as a springboard to find out about the influence that the ancient Greeks continue to have on our lives. Children use a wide range of sources, including archaeology, to find out about the ancient Greeks and compare a past society with society today.

- ***A famous person***

In this unit, children learn about aspects of recent history through the study of the life of someone who made a significant impact and whose life portrays some of the key social and cultural changes of the period.

## **Geography**

Throughout Years 3-6 pupils investigate a variety of people, places and environments throughout the world and start to make links between different places in the world. They learn how people affect the environment and how they are affected by it. They carry out geographical enquiry and in so doing they develop geographical skills using resources such as maps, atlases, photographs and ICT. In Year 5, these skills will be developed through the following topics:

- ***Water***

Children learn about water supply around the world. They learn about the importance of clean water and investigate how it is supplied.

- ***What's in the news?***

Using news items children learn about the issues that affect the wider world.

- ***Local traffic - an environmental issue***

In this topic, pupils begin to account for their own views about the environment, recognising that other people may have reasons for thinking differently.

## **Art and Design**

Pupils to build on their existing skills and improve their control of materials, tools and techniques. They will be encouraged to increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. Year 5 topics will be:

- ***Containers***

In this unit children explore the craft tradition of making vessels and containers. They consider examples by contemporary designers and ceramicists and look at work from different cultures. Children will explore how to convey movement in their work.

- ***Objects and meanings***

In this unit children select, arrange and present objects in a still-life painting. They investigate the work of artists who have used the theme of still life in a variety of ways to convey ideas and feelings. They develop skills of observation and recording, and knowledge and understanding of colour, tone and composition.

- ***Talking textiles***

In this unit children explore how stories have been represented in textiles in different times and cultures. They investigate and use a range of materials, techniques and textile processes to create surface patterns and textures and other visual and sound effects.

## **Music**

Children will make music together as a class and in groups, singing songs in unison and in 2 parts, maintaining an instrumental part and creating their own music with confidence, some expressive control and ability to achieve an intended effect. They will be encouraged to listen to music with attention to detail and to respond to it using a musical vocabulary, recognising similarities and differences within the traditions explored and making connections to their own work.

## **Physical Education**

The children will participate in weekly physical education lessons, learning skills from a variety of games and physical activities. The children will take part in activities relating to:

- Games (both net/wall and invasion games.)
- Athletics (running, jumping and throwing.)
- Swimming
- Dance
- Gymnastics

At all times children will be encouraged to enjoy working with their peers and to be active team members. They will be taught the benefits of a healthy lifestyle and basic health and hygiene.

## **French**

The children revisit and consolidate words and structures learnt previously, and build on this prior learning to become more independent both in speaking and writing. In Year 5 they learn topics such as months of the year or sports and hobbies and are taught about French culture. They are encouraged to express their opinion.



### **Religious Education**

Children will be encouraged to develop their knowledge and understanding of faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence of these on individuals, societies, communities and cultures.

### **Citizenship and Personal, Social and Health Education**

Citizenship and PSHE aims to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed active, responsible citizens. The programme of study comprises of four interrelated aspects:

- Developing confidence and responsibility and making the most of their abilities;
- Preparing to play an active role as citizens;
- Developing a healthy, safer lifestyle;
- Developing good relationships and respecting the differences between people.

### **Homework**

The children will be expected to read for approximately 15 - 30 minutes each night. The children will be given spellings each week and they will be regularly tested on them. In addition, they will complete approximately 3 pieces in English and mathematics throughout the week. There will also be homework from other curriculum areas on occasion. It is expected that the children will put the same amount of effort into their work at home, as in class.

### **Social Expectations**

The children are expected to be responsible for:

- Arriving at school on time.
- Bringing to school the correct equipment and books for the day including homework, PE kit and pencil cases.
- Keeping their reading log up to date.
- Being able to work independently and as part of a team.
- Being able to change quickly and quietly for all activities.
- Demonstrating respect for other's feelings and opinions, and being considerate and polite at all times in all things.
- Being able to discuss a disagreement with another peer and resolving it.
- Eating their snack sensibly in good time and exhibiting good eating manners.
- Using their time effectively both inside and outside the classroom.
- Completing work and activities to a high standard.

