



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
<ul style="list-style-type: none">• 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.• 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.• Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context.• Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.• Retrieves, records and presents information from non-fiction.• Participates in discussions about books that are read to the child and those that can be read independently.• Provides reasoned justifications for their views about a book.	<p>Composition</p> <ul style="list-style-type: none">• Identifies the audience for, and purpose of, the writing.• Selects the appropriate form and uses other similar writing as models for their own.• Proof-reads for spelling and punctuation errors.• Ensures the consistent and correct use of tense throughout a piece of writing.• Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining).• Describes settings, characters and atmosphere. <p>SPaG</p> <ul style="list-style-type: none">• Converts nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify).• Indicates degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must).• Uses devices to build cohesion within a paragraph (eg then, after that, this, firstly).• Uses commas/dashes/brackets to clarify meaning or avoid ambiguity.



- | | |
|--|--|
| | <ul style="list-style-type: none">• Uses all types of punctuation including ellipsis, colons, semi-colons, etc.• Identifies and use relative clauses and identifies all word classes. |
|--|--|

Year 5 Yearly Overview for Mathematics

(Your daughter will be assessed against the following criteria)

Number and place value <ul style="list-style-type: none">• 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. Addition and subtraction <ul style="list-style-type: none">• 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 $12,462 - 2,300 = 10,162$). Multiplication and division <ul style="list-style-type: none">• Identifies multiples and factors including finding all factor pairs of a number and common factors of two numbers.	Measurement <ul style="list-style-type: none">• 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). Geometry: Properties of shape <ul style="list-style-type: none">• 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.



- 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.


Fractions (including decimals)

- Compares and orders fractions whose denominators are all multiples of the same number.
- Reads and writes decimal numbers as fractions eg $0.71 = \frac{71}{100}$.
- Reads, writes, orders and compares numbers with up to three decimal places.



Statistics

- Completes, reads and interprets information in tables, including timetables.

Year 5 - Science



Topic / Area of study	Description	The skills the girls will develop through this topic
Properties and changes of materials 	<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</p> <p>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</p> <p>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
Ancient Greece	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	<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>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.</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>Vikings</p> 	<p>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. 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.</p>	<p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p>



Year 5 - Geography

Topic / Area of study	Description	The skills the girls will develop through this topic
Our Blue Planet 	<p>This unit will link previous work in science and geography, identifying the range of bodies of water on our planet and their physical and human features. Children will then research changes to these water bodies and the impact it has had on local and global climates, and how we can conserve our world.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
Our Connected World 	<p>This unit enables the children to develop an understanding of time zones, how the world is connected and how geographers divide the world into sections for locational purposes (latitude, longitude and tropics). Children will learn about global trade, understanding how goods are moved around the world and the impact of weather. They will learn about drought and flooding and how these can be devastating for farmers and crops.</p>	<p>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.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</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:

- Feelings & Emotions – Anger and Views
- The Working World – Enterprise & Views Keeping/Staying Healthy – Smoking.
- Growing & Changing – Puberty.
- A World without Judgement – Inclusion and Acceptance.
- First Aid – Basic Life Support.
- Being Responsible – Looking Out for Others & Views.
- Computer Safety – Image Sharing & Views.
- Keeping/ Staying Safe – Peer Pressure & Views.

Computer Science

Topics to be covered:

- Quizzing
- Concept Maps
- Word Processing
- Spreadsheets
- Game Creator
- Coding / Coding (external devices as a computing themed day)
- Databases
- Micro:bit (as a computing themed day)



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. The girls will complete a STEM Lego project applying problem solving, critical thinking and spatial reasoning through hands-on building and design. They will work as a team to experiment with various solutions developing logical thinking. They will then make and evaluate their 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. In collage we will experiment with different techniques, improving our precision and selecting materials with care.

Music

- The girls will continue to develop performance and composition skills and build on their musical knowledge
- 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, cricket, dance, gymnastics and fitness.



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							
French	Translation (English)	French	Translation (English)	French	Translation (English)	French	Translation (English)
Nombre:	Number:	J'aime	I like/love	En ville	In town	Je voudrais ... svp	I would like ... please
Un	One	J'adore	I adore	Le centre commercial	The shopping centre		
Deux	Two	Je n'aime pas	I don't like	Le musée	The museum	Un gâteau	Cake
Trois	Three	Je déteste	I hate	Le supermarché	The supermarket	Un sandwich au fromage	Cheese sandwich
Quatre	Four			Le restaurant	The restaurant	Un sandwich au poulet	Chicken sandwich
Cinq	Five	L'anglais	English	La pharmacie	The pharmacy	Un sandwich aux tomates	Tomato sandwich
Six	Six	Le français	French	La piscine	The swimming pool	Un croissant	Croissant
Sept	Seven	Le sport	Sport	L'École	The school	Un pain au chocolat	Pain au chocolat
Huit	Eight	L'histoire-géo	Geography/history	L'hôpital	The hospital	Une pizza	Pizza
Neuf	Nine	Les sciences	Science	La gare	The Train station	Une banane	Banana
Dix	Ten	Les maths	Maths	La bibliothèque	The library	Une pomme	Apple
Onze	Eleven	La musique	Music	Où est...?	Where is..?	Une omelette	Omelette
Douze	Twelve	L'informatique	IT	C'est loin!	It's far!	Un hot-dog	Hotdog
Treize	Thirteen	La chimie	Chemistry	C'est tout près!	It's nearby!	Un hamburger	Hamburger
Quatorze	Fourteen	La biologie	Biology	Tournez à droite	Turn right	Des frites	Chips
Quinze	Fifteen	La physique	Physics	Tournez à gauche	Turn left	Des pommes	Apples
Seize	Sixteen			Allez tout droit	Go straight on	Des fraises	Strawberries
Dix-sept	Seventeen	Le déjeuner	Break	Et puis..	And then	Des chips	Crisps
Dix-huit	Eighteen	La récréation		En face de..	Opposite	J'ai faim	I'm hungry
Dix-neuf	Nineteen		Do you like ...?	À côté de ..	Next to	J'ai soif	I'm thirsty
Vingt	Twenty	Tu aimes le/la ...?	Yes	Excusez-moi!	Excuse me!		
Vingt-et-un	Twenty-one	Oui	No	Merci beaucoup!	Thank you very much!	Un orangina	Fizzy orange
Vingt-deux	Twenty-two	Non	Because...			Un café	Coffee
Vingt-trois	Twenty-three	Parce que/car	It's difficult	De rien.	You're welcome.	Un vin rouge/blanc	Red/white wine
Vingt-quatre	Twenty-four	C'est difficile	It's easy	Le Transport	Transport		
Vingt-cinq	Twenty-five	C'est facile	It's interesting	Un avion	An aeroplane		
Vingt-six	Twenty-six	C'est intéressant	It's boring	Une fusée	A rocket		
Vingt-sept	Twenty-seven	C'est ennuyeux	It's cool	Un hélicoptère	A helicopter		
Vingt-huit	Twenty-eight	C'est cool	It's rubbish	Une voiture	A car		
Vingt-neuf	Twenty-nine	C'est nul	It's good				
Trente	Thirty	C'est bien					



Trente-et-un	Thirty-one			Un camion	A lorry	Une bière	Beer
Trente-deux	Thirty-two			Un train	A train		
Trente-trois	Thirty-three			Un vélo	A bike	Du poulet	Chicken
Trente-quatre	Thirty-four			Le métro	The underground	De la soupe	Soup
Trente-cinq	Thirty-five			Une trottinette	A scooter	Du poisson	Fish
Trente-six	Thirty-six			Une mobylette	A moped	Des bonbons	Sweets
Trente-sept	Thirty-seven			Une moto	A motorbike	Du fromage	Cheese
Trente-huit	Thirty-eight			Un bateau	A boat		
Trente-neuf	Thirty-nine			Un autobus (bus)	A bus	C'est combien?	How much is it?
Quarante	Forty			Un autocar (car)	A coach	C'est ... euros	It is Euros
Cinquante	Fifty			À pied	On foot	Merci/voilà	Thanks/here
Soixante	Sixty			Au cheval	By horse		
Soixante-dix	Seventy			Comment vas-tu à l'école?	How do you get to School?		
Quatre-vingts	Eighty			Comment vas-tu en ville?	How do you get to town?		
Quatre-vingt-dix	Ninety			Je vais à l'école en/à...	I go to School by..		
Cent	One hundred			Je vais en ville en/à	I go to town by..		
Comment t'appelles-tu?	What is your name?			Comment vas-tu en France?	How do you get to France?		
Je m'appelle ...	I am ...			Je vais en France en/à	I go to France by..		
Comment ça s'écrit?	How is that spelt?			Les vacances	The holidays		
Ca s'écrit...	It is spelt.....			Je reste dans..	I stay in ..		
L'Alphabet	The French Alphabet			Un hôtel	A hotel		
Français	Alphabet			Un camping	A campsite		
Où habites-tu?	Where do you live?			Aller	To go		
J'habite à ...	I live in ...			Je vais	I go		
Quel âge as-tu?	How old are you?			Tu vas	You go		
J'ai ... ans	I am ... years old			Il va	He goes		
				Elle va	She goes		
				On va	One goes/we go		



Lundi	Monday			Cette année je vais aller..	This year I am going to go...		
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						