



# Curriculum Information Year 5 2020-21



“St Mary’s aims to develop the talents of each pupil as a unique individual whose full potential can be developed in a community which has Christ at its centre.”

## Our Core Mission & Values:



As our School Mission Statement states: St Mary's aims to develop the skills and talents of all its pupils, in a nurturing family environment, which has Christ's living example of love at the heart of everything we do. As a thriving Catholic Christian school community, we have a unique and privileged position in living out this Mission: facilitating outstanding learning opportunities for our pupils; promoting values of empathy, tolerance and respect; being a living embodiment of 'church' for our wider school community.

## Our Vision:

A Vision of Growth from St Catherine of Siena:

"Be who God means you to be and you will set the world on fire."

The vision of St Mary's RC Primary School is as a hub of excellence in all we do: Educational Excellence, in our Teaching and Learning, in the formative Faith experiences we help facilitate for our pupils and wider school family, and in the way in which we strive to build God's Kingdom in our local and global community, piece by piece. By each member of our school family being encouraged, supported and inspired to live and work to the absolute fullness of their potential, our school will continue to be a beacon of educational, spiritual and community excellence for all to see.

## Our Commitments to Excellence and Growth:

As a community dedicated to excellence and growth in all we do, we commit to striving towards being the absolute best we can be. As a learning community, we have the highest expectations of our pupils, and as such, hold ourselves to account by the highest standards. Our home school partnership aims to outline the commitments we make towards one another, in order that we may best meet the needs of all pupils in our school. As a learning community, we strive to work as closely as possible with the parents and carers of our young people, as initial educators, to support and encourage educational, social, moral, physical and spiritual growth and development. Through choosing the family of St Mary's for your child's education, you are choosing to enter in to a partnership which strives to support, encourage, empathise and enable, and one of which we hope to all be proud.

## Our Curriculum:



At St Mary's, we strive to offer a broad and balanced Curriculum, based on firm groundings, which inspires, motivates and supports, and is delivered by highly skilled Teachers and support staff. We are committed to excellence in all we do, and the promotion of growth and development of each individual child.

The principles of the St Mary's Curriculum are as follows:



## Curriculum Subjects:

Our Core Curriculum consists of Religious Education, English, Mathematics and Science. Alongside this, pupils will access a Foundation Curriculum through which topics in Humanities (History and Geography), Computing, Art and Design Technology, Music, Physical Education and French will be taught. You will be able to see the class' planned units of study outlined on their Curriculum Overview. Further information can be found on our school website (<http://www.whickhamstmarys.org.uk/curriculum-information.html>).

## Year 5 Curriculum Overview:

	Autumn 1 8 weeks			Autumn 2 7 weeks			Spring 1 6 weeks			Spring 2 6 weeks			Summer 1 6 weeks			Summer 2 5 weeks		
<b>English</b>	<ul style="list-style-type: none"> <li>Anglo-Saxons and Vikings – Narrative Viking Boy 5 weeks Character/Setting</li> <li>Non-Fiction – Non-Chronological report or Information text or recount (based on book or discrete unit 2-3 weeks).</li> </ul>			<ul style="list-style-type: none"> <li>Contemporary Fiction - Text Clockwork 3- 4 weeks Short story or suspense</li> <li>Non-fiction - Instructions/ explanations Or report 1-2 weeks</li> <li>Poetry – Suggested unit - Making the Ordinary Extraordinary! HT - 1 week or Christmas linked</li> <li>Christmas Focus 1 week</li> </ul>			<ul style="list-style-type: none"> <li>Picture Book or Topic: Comparing people and places- Geography linked. 3 weeks narrative Or picture book - Rain Player by David Wisniewski</li> <li>Non-fiction - Discussion text/ Persuasion or letters – geog linked or discrete unit 3 weeks</li> </ul>			<ul style="list-style-type: none"> <li>Classic Children's Literature - The Lion, The Witch and the Wardrobe Play script or short story 3-4 weeks</li> <li>Non-fiction – book linked or topic linked diary or letters 1-2 weeks</li> <li>Poetry – 1 week</li> </ul>			<ul style="list-style-type: none"> <li>Traditional Tales/Myths from the Maya Suggested -The Great Kapok Tree by Lynne Cherry or HT Maya and religion unit</li> <li>Non-fiction - linked to history unit - Biography or Information texts</li> </ul>			<ul style="list-style-type: none"> <li>Shakespeare – Suggested Romeo and Juliet HT unit and or Literacy Shed - 2-3 weeks Or The Tempest – Lit Shed, Shakespeare and more unit or HT unit: Or Own choice book</li> <li>Poetry – 1 week</li> <li>Non-fiction - Recounts 1 week</li> </ul>		
<b>Maths</b>	Place Value	Number: Addition and subtraction	Statistics	Number: Multiplication and Division	Measurement: Perimeter and Area	Number: Multiplication and Division	Fractions	Fractions	Decimals and Percentages	Decimals	Geometry: Properties of Shape	Geometry: Position and Direction	Measurement: Converting Units	Measurement: Volume				
<b>RE</b>	Domestic Church Ourselves	Judaism Passover	Baptism Life Choices	Advent Hope	Local Church Mission	Islam Ramadan & Pilgrimage	Eucharist Memorial Sacrifice	Lent/Easter Sacrifice	Pentecost Transformation	Reconciliation Y4 Baptism / Confirmation topic	Universal Church Stewardship							
<b>Science</b>	Materials			Forces			Earth and Space			Living things and their habitats			Animals including humans (RSE)			Working Scientifically		
<b>History</b>	British History: Anglo-Saxons and Vikings									World History: The Maya			World History: The Maya					
<b>Geography</b>				A study of a Region in Europe: The Awesome Alps			Comparing people and places: The Grand Canyon and The Amazon Basin									Geography Fieldwork Skills		
<b>Art</b>	Viking mythology, art & culture: sculpture, drawing & foil crafts						Artist: Georgia O'keefe – drawing and painting						Self-portraits: Frida Kahlo, Van Gogh and Andy Warhol – painting and digital media			Art/DT project choice		
<b>DT</b>				Mechanisms: build a ski lift						Structures: Mayan temple pyramids and palaces						Art/DT project choice		
<b>Music</b>	Charanga: Livin on a prayer – 6 weeks			Charanga: Classroom Jazz 4 w Christmas prep – 3 weeks			Charanga: Make You Feel My Love– 6 weeks			Charanga -The Fresh Prince of Bel Air– 6 w			Charanga: Reflect, Rewind and Replay – 6 Weeks			Charanga: Dancing in the Street – 4/5 weeks		
<b>Computing</b>	<ul style="list-style-type: none"> <li>Coding – 6 weeks</li> </ul>			<ul style="list-style-type: none"> <li>Online Safety – 4 weeks</li> <li>Spreadsheets – 3 weeks</li> </ul>			<ul style="list-style-type: none"> <li>Spreadsheets continued – 3 weeks</li> <li>Databases – 3 weeks</li> </ul>			<ul style="list-style-type: none"> <li>Databases continued – 1 weeks</li> <li>Game Creator – 5 weeks</li> </ul>			<ul style="list-style-type: none"> <li>3D Modelling – 4 weeks</li> <li>Concept Maps – 2 weeks</li> </ul>			<ul style="list-style-type: none"> <li>Concept Maps – 2 weeks</li> <li>Revision</li> </ul>		
<b>French</b>	Snacks Numbers to 100			Revision of drinks and ice-creams			Café vocabulary : ordering food and drink. How to use a bilingual dictionary			French café afternoon Daily routine – morning routine			Daily routine – the rest of the day Conjunctions			Telling the time		
<b>PE</b>	Basketball			Netball			Hockey			Badminton			Athletics Cricket			Athletics OAA		

# Curriculum Recovery



In responding to the lost school time faced by many of our pupils in the Summer Term of the 2019-20 academic year, we have made provision across our Curriculum to aid continued learning by:

- Revisiting and consolidating key learning from their previous year's study.
- Teaching new concepts missed in the Summer Term as part of new units visited in their current year group.
- Revising certain units of study taking into consideration potential lost learning (even if they were 'taught' remotely during the Summer Term).

As a school we believe that good recovery planning,

## DOES:

- Prioritise above all else the child's emotional well-being.
- Builds progressively on children's prior learning.
- Takes into consideration what children have learned not what we expect them to have learned.
- Build in time for exploring, consolidating and revisiting key points of learning.
- Focus on short-term targets and ongoing review as well as having a view of the 'bigger picture'.
- Aim for security and confidence

## DOES NOT:

- 'Cram' learning – which can lead to cognitive overload.
- Miss out 'chunks' of learning.
- Prioritise Core subjects to the ultimate detriment of Foundation curricula.
- Give undue weighting towards a particular assessment or test.

# Autumn Term Targets in Y5



Here are some common targets which have cropped up since the start of term which would make a huge difference to your child's confidence and progress in school over the coming term.

## English- Writing:

- Use a wider range of subordinating conjunctions in multi-clause sentences. E.g. since, after, before, until, unless, provided that, although, even though, while, whenever
- Develop regular proof-reading habits, such as reading work aloud, to identify and edit 'run-on' sentences, where punctuation or a conjunction has been missed.

## English- Spelling:

- Practise common homophones in context to recognise when they should be used. E.g. There/their/they're , which/witch, you're/your , it's/its
- Continue to use a range of strategies to practise weekly word list in preparation for our weekly spelling test on Friday. Children could incorporate this into their shared reading to identify words that follow our weekly spelling pattern.

## English- Reading:

- Deduce a character's thoughts, feelings and motives at pivotal points of a story using evidence from the text to support ideas.
- Continue to practise reading aloud with greater expression, responding to punctuation and layout features to do this. E.g. slowing down pace to build suspense, raising voice to respond to an exclamation mark.

## English- Maths:

- Count forwards and backwards in 10s, 100s, 1000s and 10,000s from any given positive or negative number.
- Continue to use TTRS to consolidate multiplication and division facts up to 12 x 12.
- Practise telling the time using an analogue clock.

# Important Information for Year 5:



## Homework

This year, homework will be set via eschools. All pupils will be given their own login details to access weekly messages with activities to be completed at home. Homework will usually be set on a **Thursday**. This will consist of at least one English task and one Maths task, plus weekly spellings, and will utilise a number of online services to which the school subscribes such as IXL, Reading Plus and Times Table Rockstars. Homework does not need to be returned. It should be discussed with an adult at home. The class teacher can track engagement and progress on many of the online services used for home learning.

## PE

PE will take place every **Tuesday**. Children should come to school on their PE day in full PE kit which comprises:

- School PE t-shirt (yellow) or blue school polo shirt.
- School hoody, sweatshirt or cardigan.
- Plain tracksuit bottoms (ideally navy or black).
- Trainers.

Appropriate alternative sports kit may be worn occasionally if required (ie. Not simply a preference).

## Reading Routines

Reading folders will be given to every child. Please encourage your child to read regularly and bring their reading diary in to school **each day**. Class teachers will check pupils' reading diaries and reward those pupils making particular effort with their reading. Any reading counts, whether it is a novel, comic, children's newspaper or website, as this will give them an understanding of the different genres and text types we will be looking at in English lessons. Books may be borrowed from the class library and returned to school with the reading diary in the folder provided. Please ensure that your child takes good care of school resources at home.

## Spellings








The children will be tested each week on set spellings. All spellings follow the Year 5 & 6 Programme of Study and include revision of specific spelling patterns, as well as words from the Word List. We would encourage children to use a wide range of spelling

strategies in order to learn their weekly patterns and to tackle particular difficulties with important spellings. You may find some of these suggestions from our 'Spelling Menu' useful – in particular if your child struggles with the traditional 'look, cover, write, check' method, or makes regular errors in their writing in spite of doing well in weekly tests.



**Spelling Menu**

Try to use a range of strategies to practise your weekly spellings.

	<p><u>Word Parts</u></p> <p>Write your word in different colours to divide the word into syllables.</p> <p><b>caterpillar</b></p>	<p><u>Other Handed</u></p> <p>Write each word 5 times switching the hand you write with. Say the word as you spell it.</p> 	<p><u>Vowel Spotlight</u></p> <p>Write your words using one colour for the vowels and another for the consonants.</p> 
<p><u>Pyramid words</u></p> <p>s sp spe spel spell spelli spelli spelling</p>	<p><u>Rainbow Writing</u></p> <p>Write your word out using a different colour for each letter.</p> 	<p><u>Writing Race</u></p> <p>Set a timer for 2 minutes. How many times can you write the word out in your best handwriting?</p> 	<p><u>Bubble Letters</u></p> <p>Write your spellings out in bubble writing.</p> 
<p><u>Train words</u></p> <p>Write the entire list end-to-end as one long word. Write each word as a new colour.</p> <p>environmentstatementamazementdevelopment</p>	<p><u>Backwards Words</u></p> <p>Write each word forwards and then backwards</p> <p><b>BACKWARDS</b></p>	<p><u>Spelling Scribble</u></p> <p>Draw a scribble and write your words as many times as you can in each section.</p> 	<p><u>Silly Sentences</u></p> <p>Write 3 or more silly sentences using as many of your spelling words as you can.</p> 
<p><u>X Factor</u></p> <p>Write 2 words with one letter in common so that they cross through each other.</p> <p>r chese a d</p>	<p><u>Words within words</u></p> <p>How many new words can you make using the letters from one of your spelling words?</p> <p>E.g. catch - Cat, hat, hatch, at</p>	<p><u>Words without vowels</u></p> <p>Write all of your words replacing your vowels with a dash. Go back and see if you can fill in the vowels.</p> <p>E.g. q--s-t-- = question</p>	<p><u>Picture and Story</u></p> <p>Draw a picture defining each word. Write a sentence about your picture using the spelling word.</p> 
<p><u>Ransom Words</u></p> <p>Cut letters out of a newspaper or magazine to spell your words.</p> 	<p><u>Scrabble</u></p> <p>In a game of Scrabble, each letter is worth a number of points. Work out the total points for each word.</p>		<p><u>ABC Order</u></p> <p>Write all of your spelling words in alphabetical order.</p> 



# What's Special in Year 5:



## Buddies

In Year 5, we have a special role to play in welcoming our new Reception class to our school family as 'Buddies'. Each child in Reception is paired with a child from Year 5 to help them to transition and settle into the routines of school. This year, our friendship has started 'virtually', with pupils sharing photos and learning each other's names. Throughout the year, our Buddies' friendships will grow in a variety of ways, and we hope that – before too long – we will finally be able to meet our special friends in person, and to share the outcomes of our shared projects with you.

## First Holy Communion

You will be aware already that we hope to celebrate the Sacraments of Reconciliation and Holy Communion with the Y5 pupils who have already been nominated by their parents this term. We are currently awaiting updated guidance from the Bishop's Conference of England and Wales before finalising plans for these celebrations and will communicate updates with you in due course.

## Weekly Timetable:

Arrive 8:45-8:55	9-9:30	9:30-10:30	10:30-10:50	10:50-12	12- 12:30	12:30-13	13-13:30	13:30-14:30	14:30 – 15:25	15:25 Depart
<b>Monday</b>	Reading	Maths	Break Time	English	Spelling and Handwriting	Lunch (Hall)	Lunch Break	Art/DT	Music	
<b>Tuesday</b>	Reading	Maths		English	Spelling and Handwriting			Computing and PE (Mr Wheatley)		
<b>Wednesday</b>	Reading	Maths		English	Spelling and Handwriting			RE		
<b>Thursday</b>	Reading	French (Mrs Innerdale)		English	Maths			History/Geography	RE	
<b>Friday</b>	Reading	Maths		English	Maths			Science		

Please note, the class timetable may change throughout the year to accommodate changes in staffing/curriculum etc.

## Remote Learning Curriculum

Though we remain hopeful that we will not face a full school closure this academic year, full – or more likely, partial – school closures cannot be ruled out within the climate of the current coronavirus pandemic.

All schools must now have a remote learning curriculum to ensure continuity in learning should children be unable to attend school for a period of time.

In the eventuality of pupils being asked to stay away from school for a period of time, the class teacher would continue to provide daily learning tasks to be undertaken at home which would:

- Amount to broadly the same number of hours 'learning' as a typical school day.
- Be supplemented with 'teaching' materials (eg. videos) to introduce new content.
- Feedback from teachers to support ongoing learning and progress.
- Utilise online platforms familiar to the children.
- Not be heavily reliant on printed materials.
- Seek to benefit from adult support provided at home.

Eschools is the learning platform which we will use to share all tasks, instructions and resources, to receive messages and work, and to respond to pupils. Please ensure that you and your child are confident using eschools, and that you contact school asap if you do not have access to an appropriate internet-ready device, and/or basic learning materials/stationary at home.

## How can I help my child at home?

There is a wealth on online material you can use to support your child's ongoing learning at home. Here are a few websites we would recommend to support parents in reinforcing key learning concepts with their child and provide useful home learning challenges.

### Free online resources:

- **White Rose Maths home learning resources** (<https://whiterosemaths.com/homelearning/>)  
White Rose is the Maths scheme we follow in school. These home learning videos and follow-up tasks demonstrate 'how' concepts are taught and explored in school. Particularly useful when your child is stuck with a concept or strategy at home. Follows our planning so that you can 'keep up' with sequences of learning and revisit key areas of learning with your child.
- **Oak National Academy** (<https://classroom.thenational.academy/>)  
Online resource with a wealth of 'home learning lessons' and activities. Good resource base for revision and continued home study.
- **BBC Bitesize** (<https://www.bbc.co.uk/bitesize/articles/zvqgsk7>)  
'Home learning' and 'catch-up lessons' grouped by topic. Easy to navigate learning objectives with useful explanation videos and follow up tasks and challenges to complete.
- **Oxford Owl** (<https://home.oxfordowl.co.uk/>)  
Free ebooks for children aged 3-11.
- **Top Marks** (<https://www.topmarks.co.uk/>)  
Free learning games and resources in a range of subject areas.
- **Gateshead Libraries Borrowbox** (<https://capitadiscovery.co.uk/gateshead/>)  
Free membership with unlimited borrowing of a range of ebook and audiobook titles.

## Username and password provided by school:

- **IXL** (<https://uk.ixl.com>)  
Comprehensive English and Maths tasks linked to learning objectives for all year groups. Great for consolidation, practice, support and challenge. To be used independently (where appropriate) or supported by an adult.
- **Times Table Rockstars**  
(<https://play.ttrockstars.com/auth/school/student/19730>)  
Multiplication table challenges; very effective way of learning multiplication and division facts for rapid recall.
- **Numbots** (<https://play.numbots.com/#/account/school-login/19730>)  
Linked to TTRS (same username and password); challenges designed for quick recall of addition and subtraction facts.
- **Reading Plus** (<https://student.readingplus.com/seereader/api/sec/login> with site code: rpstmar15)  
Highly comprehensive reading scheme which adapts to the needs of the reader. Designed to develop fluency, comprehension and motivation.
- **Purple Mash** (<https://www.purplemash.com/sch/stmarysne16>)  
Comprehensive resource base for all kinds of learning activities for many different subject areas. Especially good for Computing and ICT.

## RE:

This term, within our 'Come and See' Curriculum, we will be studying the three themes of Domestic Church (Family), Baptism and Confirmation (Belonging) and Advent and Christmas (Loving). Each class will approach the themes through different topics. The children will also spend a week studying Judaism.

### Whole-School Curriculum Overview ('Come and See') – Autumn Term

#### DOMESTIC CHURCH – FAMILY

Early Years	MYSELF - God knows and loves each one
Year 1	FAMILIES - God's love and care for every family
Year 2	BEGINNINGS - God is present in every beginning
Year 3	HOMES - God's vision for every family
Year 4	PEOPLE - The family of God in Scripture
Year 5	OURSELVES - Created in the image and likeness of God
Year 6	LOVING - God who never stops loving

#### SUGGESTIONS FOR HOME ACTIVITIES

Make a collage using family photographs of all the significant family members—grandparents, parents, children, aunts, uncles etc. who show God's love.

Write underneath it  
"We show God's love to one another."

Include those who have died.

#### JUDAISM

Pupils will study various aspects of Judaism for one week. Ask them what they have been learning about.

#### BAPTISM AND CONFIRMATION - BELONGING

Early Years	WELCOME - Baptism: a welcome to God's family
Year 1	BELONGING - Baptism: an invitation to belong to God's family
Year 2	SIGNS AND SYMBOLS - Signs and symbols in Baptism
Year 3	PROMISES - Promises made at Baptism
Year 4	CALLED - Confirmation: a call to witness
Year 5	LIFE CHOICES - Marriage, commitment and service
Year 6	VOCATION AND COMMITMENT - The vocation of priesthood and religious life

#### SUGGESTIONS FOR HOME ACTIVITIES

Talk to someone who has been to a Baptism and/or Confirmation about their memories of this celebration.

#### ADVENT/CHRISTMAS - LOVING

Early Years	BIRTHDAY - Looking forward to Jesus' birthday
Year 1	WAITING - Advent: a time to look forward to Christmas
Year 2	PREPARATIONS - Advent: preparing to celebrate Christmas
Year 3	VISITORS - waiting for the coming of Jesus
Year 4	GIFT - God's gift of love and friendship in Jesus
Year 5	HOPE - Advent: waiting in the joyful hope for Jesus, the promised one
Year 6	EXPECTATIONS - Jesus born to show God to the world

#### SUGGESTIONS FOR HOME ACTIVITIES

Discuss with the children how your family welcomes visitors to your home.

Find out about some Christian symbols for Advent e.g. Advent wreath, calendar, Jesse tree.

Use the CAFOD or Missio websites to get a religious Advent calendar.

## Important Dates in the Church:

### **ALL SAINTS**

(1 November)

We celebrate the lives of special and ordinary people who have responded to God's invitation to love.

### **THE COMMEMORATION OF ALL THE FAITHFUL DEPARTED (ALL SOULS)**

(2 November)

Today and throughout the rest of November we pray for those who have died. Eternal rest grant unto them, O Lord, and let perpetual light shine upon them. May they rest in peace. Amen.

### **OUR LORD JESUS CHRIST, UNIVERSAL KING**

(25 November)

### **ADVENT**

(Begins 1 December)

Advent means 'coming'. We think of the coming of Jesus when he was born but we also think of his promise that he would come again at the end of time. It is a time of waiting and preparing. It is only in the last week of Advent that we focus upon the events to be celebrated at Christmas.

### **THE IMMACULATE CONCEPTION OF THE BLESSED VIRGIN MARY**

(8 December)

This feast marks the first stage of the existence of Mary, the mother of Jesus. She was 'full of grace' from the very beginning and co-operated with God throughout her life.

### **CHRISTMAS DAY, THE NATIVITY OF THE LORD**

(25 December)

On this day we begin our celebration of the birth of Christ.

### **THE HOLY FAMILY OF JESUS, MARY AND JOSEPH**

(30 December)

## Term Dates:

2020-21

	START	END	HALF-TERM
<b>AUTUMN</b>	1.9.20	18.12.20	26.10.20 – 30.10.20
<i>INSET</i>	1.9.19		
<b>SPRING</b>	4.1.21	1.4.21	15.2.21 – 19.2.21
<i>INSET</i>	TBC		
<b>SUMMER</b>	19.4.21	19.7.21	31.5.21 – 4.6.21
<i>INSET</i>	19.7.21		

### Dates for the Diary

Due to the current situation regarding national and local restrictions in place to protect against the spread of COVID-19, events and activities for the upcoming term are under constant review. Please continue to check the weekly News Bulletin for updates.