

Romsey Abbey Primary School Year 5 Curriculum

Year 5	Can you make a stand?	Is everyone's dream the same?	Is communication the key?
Visit (purposefully price kept down due to payments for France in Autumn of Year 6 being made)	Hillier's Arboretum whole School – Science focus Life Cycles: Pond dipping (emphasis on life cycles – will use classification keys and new card activity, Newt Survival (new game), Sweep nets, Rules of the Gardens, Blindfold bean bag game, Seed dispersal Romsey Abbey and local area 1 night residential in Romsey Abbey	Southampton art gallery wire sculptures linked to Ancient Civilisations and Central library visit by train. Spring 1 – Tuesday 6 th February Internet	Tadburn Rivers Testwood Lakes
English Focus Texts	Kensuke's Kingdom by Michael Morpurgo (diary entry outcome) Romsey Abbey Guide (Information booklet outcome) The Midnight Fox by Betsy Byars (persuasive letter to Pm about Fox Hunting) Hot like Fire and other poems by Valerie Bloom	Mr Wuffles by David Weisner (Diary outcome) The Long Walk Home Nelson Mandela (biography outcome) The Whale by Ethan Muroow (Newspaper outcome) The Story of Astronomy and Space By Louie Stowell and Peter Allen (Information text about history focus)	The Drop in my Drink and River Story by Meredith Hooper (diary outcome) The Wilderness War – Julia Green (discussion outcome) Cloud Busting by Malorie Blackman (poetry outcome) The Girl with the Brave Heart
Drama and Performance Opportunity		Performance Opportunity in this term "Out of the World" Musical	

Maths	We follow the Hampshire Maths Planning Model. See separate document for information.					
PSHE	Being Me in my World	Celebrating Difference Anti-Bullying Week (running from Monday 12th November until Friday 16th November). The theme for this year is 'Choose Respect',	Dreams and Goals	Healthy Me	Relationships	Changing Me
Habit of Mind	Curiosity	Empathy and Reflection	Resilience	Self-Management	Collaboration	Creativity
RE UC units	<p>Concept Submission Context The Qur'an is revealed to Muhammed Pack</p> <p>Concept God Context; What does it mean if God is Holy and loving?</p>	<p>Concept Kingdom of God Context: What kind of king is Jesus?</p>	<p>Concept People of God Concept: How can following God bring freedom and justice? (fair trade fortnight)</p>	<p>Concept: Salvation Context: What did Jesus do to save human beings?</p>	<p>Concept Submission Context The Qur'an is revealed to Muhammed Pack</p>	<p>Concept Symbol Water as a symbol in Islam</p> <p>Pack KS2 yr 5/6</p>
Assessment Focus			Evaluate and Explain Explain how the	Evaluate and Apply Weigh up the value and impact of ideas	Contextualise Explain Muslim ideas and beliefs	Explain and Apply Explain how life and Church would be

			story of the Exodus inspires and helps Christians and Jewish people in their faith today	of sacrifice in their own lives and the world today	about God	different for Christians if God was just Holy and not loving
Science Longitudinal Study	Does temperature affect the rate at which tadpoles reach maturity? The idea for this is the idea of evolution through stress encouraging sexual maturity.					
Science Learning Objectives Check: Safety in Science (Staffroom Science resources) for hazard cards for risk assessments. HIAS Key Ideas in bold. NC Objectives in italics. Additional	PROPERTIES AND CHANGING MATERIALS All matter (including gases) has mass. I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Some changes can be reversed and some can't. When two or more substances re mixed and remain present the mixture can be separated. I know that some materials will dissolve in liquid to form a solution, and can describe how to recover a substance from a solution. I can use knowledge of solids, liquids and	EARTH AND SPACE Stars, planets and moons have so much mass they attract other things, including each other due to a force called gravity. Objects with larger masses exert bigger gravitational forces. Smaller mass objects like planets orbit large mass objects like stars. I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system. I can describe the movement of the Moon relative to the Earth. I can describe the Sun, Earth and Moon as approximately spherical bodies Objects like planets, moons and stars spin. Stars produce vast amounts of heat and light. All other objects are lumps of rock, metal or ice and can be seen because they reflect the light of stars. I can use the idea of the Earth's rotation	ANIMALS INCLUDING HUMANS Different animals mature at different rates and live to different ages. I can describe the changes as humans develop to old age. LIVING THINGS AND THEIR HABITATS Different types of organism have different life cycles. Life cycles have evolved to help organisms survive to adulthood. I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Some organisms reproduce sexually where offspring inherit information from both parents. Some organisms reproduce asexually by making a copy of a single parent. I can describe the life process of reproduction in some plants and animals. Over time the characteristics that are			

<p>Guidance on Key Ideas document in /teachers</p>	<p>gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>I can demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Heating can sometimes cause materials to change permanently. When this happens, a new substance is made. These changes are not reversible.</p> <p>Sometimes mixed substances react to make a new substance. These changes are usually irreversible.</p> <p>I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p>to explain day and night and the apparent movement of the sun across the sky.</p> <p>FORCES</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Air resistance and water resistance are forces against motion caused by objects having to move air and water out of the way.</p> <p>Friction is a force against motion caused by two surfaces rubbing against each other.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Some objects require large forces to make them move; gears, pulley and levers can reduce the force needed to make things move.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>most suited to the environment become increasingly common.</p> <p>I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
<p>History</p>	<p>Local history study Romsey Abbey to include Vikings, Ethelfleda, Black Death, Henry V111,Civil war, WW1 and WW2.</p>	<p>Earliest civilisations overview (Hampshire Services Pack)</p> <p>Depth study – Ancient Egypt</p> <p>Parallel history – The Ancient World (Good text)</p>	

Learning Objectives	I know about an historical site dating from a period beyond 1066 that is significant in the locality.	Did these civilisations have anything in common and what did each achieve?	
Geography	Local Study Romsey	Egypt	Rivers
Learning Objectives	<p>Human and physical geography</p> <p>I can 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 within Romsey.</p> <p>Fieldwork study – 2 weeks</p> <ul style="list-style-type: none"> - e.g. Survey the use of land in the immediate locality of the school e.g. local high street, walking distance area, using the following classifications: <ul style="list-style-type: none"> • Residential: houses, flats, hotels, hostels • Retail: food, clothing, footwear, sports, toys, furniture, etc.... • Professional/ Commercial: solicitors, banks, building societies, company offices etc.... • Industrial and Storage: 	<p>Geographical skills and fieldwork</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Egypt.</p> <p>Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics.</p> <p>Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent.</p> <p>Ask questions e.g. what is this landscape like? What is life like there?</p> <p>Study photos/pictures/maps to make comparisons between locations.</p> <p>Identify and explain different views of people including themselves.</p>	<p>I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Use maps to locate features of the UK e.g. rivers, mountains, large cities.</p> <p>Use the language of rivers e.g. erosion, deposition, transportation.</p> <p>Explain and present the process of rivers.</p> <p>Compare how river use has changed over time and research the impact on trade in history.</p> <p>Research and discuss how water affects the environment, settlement, environmental change and sustainability.</p> <p>Make field notes/observational notes about land features.</p> <p>Visit a river, locate and explain the features.</p> <p>Record measurement of river</p>

	<p>machine tools, engineering, factories, warehouses</p> <ul style="list-style-type: none"> • Entertainment/ Leisure: theatres and cinemas, public houses, restaurants, cafes • Public Authorities: local government offices, police, libraries, hospitals, churches, chapels, schools • Other: vacant property, car parking, open spaces, development sites <ul style="list-style-type: none"> - Compare the land-use in the area chosen with old maps and photographs of the same area to examine how the land-use has changed over time. Investigate why the land-use has changed - Undertake a survey of buildings and materials - Investigate what jobs people do within and beyond the school, in the local area. Sort them into categories and investigate where and how far people travel to work - Compare shops in the local area with the nearest city centre <p>Interview/ question people who use the</p>		width/depth.
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shops about the services/ types of shop provided/ shopping habits

Design questions and studies to conduct in the local area.

Identify local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features.

Undertake surveys.

Conduct investigations.

Classify buildings.

Use recognised symbols to mark out local areas of interest on own maps.

Choose effective recording and presentation methods e.g. tables to collect data.

Present data in an appropriate way using keys to make data clear.

Draw conclusions from the data.

I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
(Link to Romsey Abbey)

Use maps to locate features of the UK e.g.

	<p>rivers, mountains, large cities. Explain and defend which are physical and which are human features. Label counties, cities, mountains and rivers. Study photographs and maps of 3 different locations in the UK. Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change? Place knowledge I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Romsey).</p> <p>Geographical skills and fieldwork I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – UK.</p> <p>I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom.</p>		
Art and	Skills to be taught 2/3 lessons Line, Shape	Skills to be taught (short project wire	Skills to be taught (short project banner

Design	and Form through Romsey Abbey	sculptures) inspired by Earliest Civilisations making	making) links to Rivers Skills to be taught 2/3 lesson painting using colour linked to rivers and range of artists.
Learning Objectives	<p>Line, shape and Form Demonstrate the illusion of depth using different tones, white and black with charcoal and pastel. Create an illusion of depth in a drawing by the use of tone and line. Introduce the idea of hatching. Use viewing frames to focus on detail and to have a basic understanding of perspective.</p> <p>Use colour to enhance final designs. Opportunities to discuss art works brought into the classroom. Express likes and dislikes and give reasons why. Provide opportunities for children to comment on their own work and that of others.</p>	<p>Form Create wire sculptures and embellish to create different effects.</p> <p>Use colour to enhance final designs. Opportunities to discuss art works brought into the classroom. Express likes and dislikes and give reasons why. Provide opportunities for children to comment on their own work and that of others.</p>	<p>Colour Apply paint with increasing control by choosing and using the correct size brush and different types of paint for different effects. Use black and white to make different tones of one colour. Mix 3 different colours to make a colour.</p> <p>Pattern Use binca to create a piece of sewing with more complicated stitches and create a design.</p> <p>Form Use different materials to create different effects, including the use of fabric. Have increasing control of cutting techniques.</p> <p>Use colour to enhance final designs. Opportunities to discuss art works brought into the classroom. Express likes and dislikes and give reasons why. Provide opportunities for children to comment on their own work and that of others.</p>
Design Technology		Design and make a mechanical control for a tomb's protection	

Learning Objectives		<p>Make a mechanism that can be controlled by flowol.</p> <p>Draw on and use various sources of information.</p> <p>Use understanding of familiar products to help develop my own ideas.</p> <p>Work from detailed plans, modifying where appropriate.</p> <p>Clarify ideas through discussions, drawing and modelling.</p> <p>Communicate ideas.</p>	
Music	<p>Rhythm and Aural Games</p> <p>Harvest</p> <p>Class composition of a Harvest Poem with Percussion</p> <p>Early Church music – how music was originally written – Hildegard of Bingham – linked to Ethelfleada – plainsong - compare notation to modern notation - learn Veni Creator Spiritus – (melisma) – sing as a class in the abbey</p> <p>History of the orchestra, grouping of instruments in orchestral sections and their pitch</p> <p>Benjamin Britten – Young Persons Guide to the Orchestra</p> <p>Christmas Songs</p> <p>Choral speaking - poetry</p> <p>Performance Opportunity – Harvest Festival Service and Christmas Carol Service</p>	<p>Rhythm and Aural Games</p> <p>Listening to The planets by Gustav Holst – London Philharmonic Orchestra – match the character of the music to the characters of Holst’s planets.</p> <p>Mars – BBC 10 Pieces – special study</p> <p>Performance opportunity – “Out of this World” musical by Spiderweb Musicals</p>	<p>Rhythm and Aural Games</p> <p>Learn the songs and class percussion ensemble from Riversong by Kate Stilitz and Jilly Jarman</p> <p>Listening – Mussorgsky’s Dawn over the Moscow River and Armand Marsick’s la Source – listen to the 2 contrasting descriptive pieces of music and draw artwork inspired by them</p> <p>Writing rhythmic patterns in 2, 3 and 4 time, using crotchets, quavers, minims, dotted minims and semibreves.</p> <p>Compose a short melody on 2 or more notes in either treble or bass clef to depict a river, choosing the tempo and dynamics for the river and writing the melody down using musical notation.</p> <p>Aural recognition of music in 3 and 4 time and conducting patterns</p>

Learning Objectives	<p>Sing the harvest, plainchant and Christmas songs as part of an ensemble, being aware of pitch and dynamics, singing with increasing accuracy, fluency, control and expression, being aware of the importance of performance.</p> <p>Improvise and compose music to illustrate the harvest poem.</p> <p>Listen with attention to detail and recall more complicated rhythmic and aural patterns.</p> <p>Develop an understanding of the history of music by looking at how early forms of music were shared and then written down and comparing to modern musical notation</p> <p>Listen to plain chant music from Hildegard of Bingham, understanding that this is similar to the music sung in the abbey at the time of St Ethelfleada. Experience singing plainsong in the Abbey</p> <p>Understand how the instruments of the symphony orchestra are grouped together and their pitch.</p>		<p>Play and perform in both solo and ensemble context, with increasing accuracy, fluency, control and expression.</p> <p>Listen and appreciate music from The Planets Suite and learn about great composers – Gustav Holst</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>		<p>Sing and play percussion instruments with increasing accuracy, fluency, control and expression.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Compose a short piece of music to depict how a river moves using musical notation, being particularly aware of tempo and dynamics using musical notation</p> <p>Listen to Mussorgsky's Dawn over the Moscow River and Armand Marsick's la Source - use appropriate musical language to describe the 2 different rivers depicted by each piece of music – instrumentation, tempo, dynamics, articulation.</p> <p>Use and understand staff when writing rhythms and music</p>	
Computing	Computer Science – Games Making – which program?		Computer Science Digital Literacy – Mandela bias	Computer Science Information Technology Unit	Digital Literacy – CEOP Unit to be taught – link to Relationships – Jigsaw – Piece 3, 5 and 6.	Digital Literacy – River Study
Learning Objectives	Solve problems by decomposing them into smaller parts Use selection in		Combine a variety of software to accomplish given goals	Solve problems by decomposing them into smaller parts Use selection in	Understand the opportunities computer networks offer for	

	<p>programs Work with variables Use logical reasoning to explain how some simple algorithms work Use logical reasoning to detect and correct errors in algorithms Understand computer networks, including the internet Appreciate how search results are ranked</p>		<p>Select, use and combine software on a range of digital devices Analyse data Evaluate data Design and create systems</p>	<p>programs Work with variables Use logical reasoning to explain how some simple algorithms work Use logical reasoning to detect and correct errors in algorithms</p>	<p>collaboration Be discerning in evaluating digital content</p>	
PE	<p>Gymnastics Net/wall games Strike/field games Invasion games Athletics</p>	<p>Dance - street/cheerleading Net/wall games Strike/field games Invasion games Athletics</p>	<p>Gymnastics Invasion games Net/wall games Strike/field games Athletics</p>	<p>Country dance Net/wall games Strike/field games Invasion games Athletics</p>	<p>Net/wall games Strike/field games Invasion games Athletics Bikeability</p>	<p>Net/wall games Strike/field games Invasion games Athletics</p>
Learning Objectives	<p>Create, practice, perform and refine longer, more complex sequences including changes in level, direction and speed. Choose actions, body shapes and balances from a</p>	<p>Compose motifs and plan dances creatively and collaboratively in groups. Adapt and refine different techniques to express themselves in the style of</p>	<p>As per Autumn 1 but collaboratively. Create, practice, perform and refine longer, more complex sequences including changes in level, direction and speed.</p>	<p>Compose motifs and plan dances creatively and collaboratively in groups. Adapt and refine different techniques to express themselves in the style of</p>	<p>To use the transferable skills in all 4 areas.</p> <p>Teacher to prepare for change for life and alternate between the different activities.</p> <p>1st week – Athletic – Sports Day 2nd week – Invasion 3rd week – Net/Wall 4th week – Strike Field Rotate for the Whole term</p>	

	<p>wider range of themes and ideas; adapt their performance to the demands of the task, using their knowledge of composition. Explain how using different parts of their impacts on balance, coordination and travel.</p> <p>Use basic set criteria to make simple judgements about performances and suggest ways they could be improved. Choose the best pace for running event, so they can sustain their running and improve on a personal target. Show control at take off in jumping</p>	<p>dance they use; perform different styles of dance clearly and fluently. Organize their own safe activities to support class development in dance; show an understanding of the impact this has on their fitness, health and wellbeing.</p> <p>Recognise through peer assessment on dance performance, showing an understanding of style; collaborate and communicate through self and peer assessment ways to improve sequences. Pass, dribble and shoot with control in games</p> <p>Identify and use</p>	<p>Choose actions, body shapes and balances from a wider range of themes and ideas; adapt their performance to the demands of the task, using their knowledge of composition. Explain how using different parts of their impacts on balance, coordination and travel.</p> <p>Use basic set criteria to make simple judgements about performances and suggest ways they could be improved. Use forehand, backhand and overhead shots increasingly well in the games they play. Use volley in</p>	<p>dance they use; perform different styles of dance clearly and fluently. Organize their own safe activities to support class development in dance; show an understanding of the impact this has on their fitness, health and well-being.</p> <p>Recognise through peer assessment on dance performance, showing an understanding of style; collaborate and communicate through self and peer assessment ways to improve sequences. Strike a bowled ball; use a range of fielding skills e.g. receiving, sending,</p>	<p>Work on specific sports and competition rules</p>
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	<p>activities; show accuracy and good technique when sending (throwing) for distance; organise and manage an athletic event well.</p> <p>Understand how stamina and power help people to perform well in different athletic activities.</p> <p>Identify good athletic performance and explain why it is good, using agreed criteria.</p>	<p>tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defence.</p> <p>Know and carry out warm up activities that use exercises that relate to invasion games.</p> <p>Pick out things that could be improved in performances and suggest ideas and practices to make them better.</p>	<p>games where it is important; use the skills they prefer with competence and consistency.</p> <p>Understand the need for tactics; start to choose and use some tactics effectively; play cooperatively with a partner; apply rules consistently and fairly.</p> <p>Identify appropriate exercise and activities for warming up; recognize how these games make their bodies work.</p> <p>Pick out what and others do well and suggest ideas for practices.</p>	<p>bowling, intercepting with control and consistency.</p> <p>Work collaboratively in pairs, group activities and small-sided games; use and apply the basic rules consistently and fairly; understand and implement a range of tactics in games.</p> <p>Recognise the activities and exercises that need including a warm up.</p> <p>Identify their own strengths and suggest practices to help them improve.</p>		
French	<p>Start to sound out French phonemes</p> <p>Describe strategies I might use to decode a piece of</p>	<p>Read and write some simple words from known phonemes</p> <p>Write numbers 1-10 spelt correctly.</p>	<p>Use strategies to translate a simple present tense piece from French to English</p>	<p>Use phrases seen to compose a simple response to a letter</p>		<p>Use aimer + infinitive</p>

	French writing					
Focus Area	Recall numbers 1-20 at speed, recognise numbers 1-79, Food tasting pate and baguette	Use numbers 1-79 in games, Christmas traditions	French breakfast,	Telling the time, French traditional stories	Places in town, directions, numbers 1 -99	Bastille Day, prices, pastimes, express opinions, identify outline of France, borders and oceans

