



# **Curriculum Framework for Year 5**

# The National Curriculum and the Early Years Foundation Stage

In Nursery and Reception we follow the Early Years Foundation Stage Curriculum. A link to this can be found on our website.

In Years One to Six we follow the national curriculum for England and Wales. A link to the National Curriculum can be found on our website. This gives a detailed breakdown of programmes of study for each curriculum area as follows:

<b>English</b>	Programmes of Study for: <ul style="list-style-type: none"><li>• Year One</li><li>• Year Two,</li><li>• “Lower Key Stage Two” (by the end of Year Four)</li><li>• “Upper Key Stage Two” (by the end of Year Six)</li><li>• Programmes of Study for each Year Group for Vocabulary, Grammar and Punctuation</li></ul>
<b>Maths</b>	Programmes of Study for each group from Years One to Six
<b>Science</b>	Programmes of Study for each group from Years One to Six
<b>All other National Curriculum Subjects</b>	Attainment Targets and Subject Content for Key Stage One (Years One and Two) and Key Stage Two (Years Three to Six)

We also follow the Cambridgeshire Agreed Syllabus for Religious Education.

## How the Curriculum Is Organised

On the following pages you can see what is being taught in each curriculum area each half term.

Whatever we are teaching, there are certain key features that are consistent about how the curriculum is organised and delivered...

### 1. A “Context for Learning”

We teach most subjects through a “Context for Learning”. This is the over-arching topic we use to provide a meaningful context to the children’s work. Usually each half term will have a different “Context for Learning”. We use these contexts to teach all the national curriculum subjects, and look to make links between the subject areas.

Literacy and mathematics are taught each day and linked to the theme where possible. Some lessons may be taught discretely if they do not fit in with the context for learning.

We may when appropriate focus on a particular curriculum area for a few days. For example, rather than having one art lesson at a particular time every week, children may have a week focusing on art, enabling them to really get their teeth into a particular project.

Some curriculum areas may not be taught every half term (for example, History may be taught one half term then Geography the following half term).

### 2. An Exciting “Entry Point”

Each context for learning begins with a “wow” entry point for the children. The purpose of these is to stimulate children’s excitement, interest and motivation to learn. These events usually happen in

the first couple of weeks of teaching using that context. They may involve children going on a class trip or it may be an event organised in school.

### **3. Our Question Boards**

Each class begins each half term's context for learning by brainstorming what they already know about the area and generating questions that they would like to find out the answers to. Each classroom has a "questions board" with the children's questions displayed. These help inform the teacher's planning for each half term and are used to help the children to become active, independent learners.

We strongly believe that this skills-based approach to teaching and learning has a positive impact on your child's enjoyment and achievement at school.

## **A Personalised Curriculum for Your Child**

Precise learning objectives are differentiated according to each child's next steps in their learning. You can find out more detail about your child's next steps in learning by coming to the Parents' Evening Meetings in the Autumn and Spring terms, from your child's Annual Written Report in the Summer Term and by making an appointment with your child's class teacher if you feel you need more information or have any concerns.

Homework is another good way of keeping up with what your child is learning. Reading with your child, helping them learn spellings, number bonds, multiplication tables and other activities that are sent home give a good indication of the areas your child is working on.

# Our Curriculum for Year 5 for the First Half of Autumn Term

## Context for Learning: Jungle Journey

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
Literacy	Poetry	<b>Magic Box by Kit Wright:</b> Read poems by significant poets and identify what is distinctive about the style or content of their poems; analyse and compare poetic style, use forms and themes of significant poets; to respond to shades of meaning; to explain and justify personal tastes; convey feelings, reflections or moods in a poem through the careful choice of words and phrases.
	Big Writing Adventures – Animals in Danger	<ul style="list-style-type: none"> <li>• Children will learn how to write a persuasive yet factual report for a radio broadcast.</li> <li>• They will learn how to write a breaking news article as well as a biographical magazine article.</li> <li>• They will learn how to use rhetorical questions, personal pronouns and other emotive language to persuade.</li> <li>• They will use expanded noun phrases to build interesting descriptions, varied sentence structures, including sentences with subordinate clauses and single-clause sentences for effect.</li> <li>• Furthermore they will use a range of time adverbs/adverbials as well as fronted adverbials to structure their writing.</li> <li>• Alliteration and a range of adverbs of cause will be used to create dramatic effect.</li> </ul>
	Reading	Use knowledge of words, roots, derivations and spelling patterns to read unknown words
	Grammar	Speech punctuation, direct and reported speech, need for punctuation, use of commas in embedded clauses, proof reading.
	Spelling	Support for Spelling: To spell unstressed vowels in polysyllabic words and to spell words with common letter strings and different pronunciations.
	Handwriting	Write legibly, fluently and with increased speed by: <ul style="list-style-type: none"> <li>- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>- Choosing the writing implement that is best suited for a task.</li> </ul>

<b>Mathematics</b>	Number and place-value ( <b>NPV</b> ); Written addition and subtraction ( <b>WAS</b> )	Read, write, compare and order 5-digit numbers, understanding the place-value and using < and > signs; add and subtract multiples of 10, 100 and 1000 to and from 5-digit numbers; use written addition to add two 4-digit numbers; work systematically to spot patterns.
	Mental addition and subtraction ( <b>MAS</b> ); Number and place-value ( <b>NPV</b> )	Add and subtract 2-digit numbers mentally; choose a strategy for solving mental additions or subtractions; solve word problems.
	Decimals, percentages and their equivalence to fractions ( <b>DPE</b> ); Number and place-value ( <b>NPV</b> ); Mental multiplication and division ( <b>MMD</b> )	Understand place-value in decimal numbers; multiply and divide numbers with up to two decimal places by 10 and 100; multiply and divide by 0 and 100; add and subtract 0.1 and 0.01; multiply and divide by 4 by doubling or halving twice; use mental multiplication strategies to multiply by 20, 25 and 9.
	Measurement ( <b>MEA</b> )	Revise converting 12-hour clock times to 24-hour clock times; find a time a given number of minutes or hours and minutes later; calculate time intervals using 24-hour clock format; measure lengths in mm and convert to cm; find perimeters in cm and convert cm to m.
	Written addition and subtraction ( <b>WAS</b> ); Mental addition and subtraction ( <b>MAS</b> )	Solve subtraction using a written method for 3-digit – 3-digit numbers and for 4-digit numbers; use counting up (Frog) as a strategy to perform mental subtraction; find change from a multiple of ten pounds using counting up.
<b>Science</b>	Living things (including plants)	Describe the changes of plants from a seed. Describe the process of reproduction in some plants (sexual and asexual) Understand the different habitats of plants and how they adapt to their environment.
<b>Computing</b>	e-safety	<ul style="list-style-type: none"> <li>•Children use the internet as a resource to support their work</li> <li>•Children recognise the need to ask appropriate questions to find answers.</li> <li>•Students understand that key word searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results</li> <li>•Children understand that good online research involves processing the information (rather than copying) and interpreting it for others.</li> <li>•Children recognise that not all information on the internet is accurate or unbiased (advertising) and develop strategies for identifying the origin of a website.</li> <li>•Children recognise issues of copyright and the importance of acknowledging sources.</li> </ul>
<b>Art and Design</b>	Oil pastels and drawing.	<ul style="list-style-type: none"> <li>•Children use online tools to exchange information and collaborate with others within and beyond their school and begin to evaluate their effectiveness.</li> <li>•Children understand the</li> </ul>

		<p>potential risks of providing personal information in an increasing range on online technologies both within and outside school.</p> <ul style="list-style-type: none"> <li>•Children recognise their own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users.</li> <li>•Analyze online behaviours that could be considered Bullying.</li> </ul>
<b>Music</b>	Old School Hip Hop	Charanga music Unit: Will Smith 'Fresh Prince of Bel Air' Old School Hip Hop Harvest Festival
<b>Design and Technology</b>	N/A	N/A
<b>History</b>	N/A	N/A
<b>Geography</b>	Rainforest/map work of the world	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a European country and a region within South America.</p>
<b>Languages</b>	French	Parkside Federation Teacher weekly lesson.
<b>Physical Education</b>	Paired composition and invasion games.	<p><b><u>Paired composition (gymnastics):</u></b></p> <ul style="list-style-type: none"> <li>○ Working together as a pair to create a sequence of movements.</li> <li>○ Experimenting ways of different movements and levels and linking them together into a smooth sequence.</li> </ul> <p><b><u>Games (football):</u></b></p> <p>*play competitive games, applying principles of attacking &amp; defending</p> <p>*develop strength, technique, control &amp; balance</p> <p>*use dribbling &amp; control in combination</p>
<b>PHSE and Citizenship</b>	Rights and Responsibilities	<ul style="list-style-type: none"> <li>- Children will learn about all of their basic rights and how these apply to children worldwide.</li> <li>- They will consider the ways in which people are responsible at a variety of levels for insuring that these rights are protected.</li> <li>- They will discuss the connections between rights, rules and responsibilities.</li> </ul>
<b>Religious Education</b>	Christianity	How do the beliefs of Christians affect their actions?
<b>Cooking and Nutrition</b>	Rainforest food and crops	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processes

Educational Visits/Visitors	Botanic Gardens, Cambridge – Rainforests.
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## **Year 5 list of useful websites for Numeracy, Literacy and Context**

Listed below are some useful websites which will help to support your child's learning in Year 5. We have grouped them under Numeracy, Literacy and our current Context for Learning, 'Jungle Journey'. We will send out a list of useful websites for our 'Victorians' Context after half term.

### **Year 5 Numeracy:**

[www.crickweb.co.uk/ks2numeracy.html](http://www.crickweb.co.uk/ks2numeracy.html) Links to range of activities, grouped by topics

[www.wmnet.org.uk/wmnet/14.cfm?p=125,index](http://www.wmnet.org.uk/wmnet/14.cfm?p=125,index) Brilliant site! All areas covered. Hit the Button, Wizard's Number and all Dartboard activities are especially good.

<http://nrich.maths.org/frontpage> Investigations, challenges and problems

[www.woodlands-junior.kent.sch.uk/maths/](http://www.woodlands-junior.kent.sch.uk/maths/) Excellent activities, games, resources.

[www.galileo.org/math/puzzles.html](http://www.galileo.org/math/puzzles.html) Challenging open ended problems/investigations/real life contexts

[www.subtangent.com/maths/index.php](http://www.subtangent.com/maths/index.php) Investigations, games and tests

[www.mathsisfun.com/](http://www.mathsisfun.com/) Range of activities. Games have strong problem solving/logic links.

[www.bbc.co.uk/bitesize/ks2/maths/](http://www.bbc.co.uk/bitesize/ks2/maths/) Information, activities, games and quizzes

[www.amblesideprimaryschool.co.uk/Learning.../Maths-Zone.html](http://www.amblesideprimaryschool.co.uk/Learning.../Maths-Zone.html) Great links to range of sites.

<http://www.surreyheathmathszone.co.uk/activities.htm> Well organised, learning objectives, links to good tasks

[www.coolmath4kids.com/](http://www.coolmath4kids.com/) Range of interactive activities

<http://www.oswego.org/ocsd-web/games/sumsense/summulti.html> For multiplication practice

<http://resources.oswego.org/games/mathmagician/mathsmulti.html> For specific times tables practice

<http://uk.ixl.com/math/year-5> For a wide variety of numeracy practice

[www.topmarks.co.uk](http://www.topmarks.co.uk) For various topics

<http://mathschallenge.net/index.php?section=latest> Gifted and talented maths challenges

<http://momath.org/activities/> Museum of mathematics, inspiring math exploration and discovery

### **Year 5 Literacy:**

#### **General Literacy websites:**

<http://www.bbc.co.uk/bitesize/ks2/english/> packed full of great activities and resources for reading, writing, punctuation

<http://www.bbc.co.uk/bitesize/ks2/english/writing/> excellent for features of different text types

[http://www.bbc.co.uk/bitesize/ks2/english/spelling\\_grammar/](http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/) spelling and grammar activities  
<http://resources.woodlands-junior.kent.sch.uk/literacy/index.htm> excellent links to hundreds of activities for reading, writing, spelling and grammar.

#### **Books/Authors:**

[http://www.theweeweb.co.uk/authors\\_websites.php](http://www.theweeweb.co.uk/authors_websites.php) great site that lists hundreds of children's authors with links to author's websites,  
<http://www.ukchildrensbooks.co.uk/> directory of children's authors with links to websites  
<http://www.wordpool.co.uk/> useful site for helping your child to enjoy reading

#### **Grammar websites:**

##### ***Past tense game***

[http://www.saintambrosebarlow.wigan.sch.uk/Fun\\_and\\_games/tenses.htm](http://www.saintambrosebarlow.wigan.sch.uk/Fun_and_games/tenses.htm)

##### ***Sentence structure with words colour-coded by category***

<http://www.crickweb.co.uk/ks2literacy.html>

<http://www.apples4theteacher.com/frig.html>

[http://www.bbc.co.uk/bitesize/ks2/english/spelling\\_grammar/sentences/play/](http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/sentences/play/)

##### ***Punctuation games***

[http://www.lancsngfl.ac.uk/curriculum/literacy/lit\\_site/lit\\_sites/alpha\\_drag/widepage.htm](http://www.lancsngfl.ac.uk/curriculum/literacy/lit_site/lit_sites/alpha_drag/widepage.htm)

##### ***Noun game – common and proper nouns***

<http://www.harcourtschool.com/activity/basketball/index.html>

##### ***Pronoun game***

[http://www.saintambrosebarlow.wigan.sch.uk/Lower\\_Junior\\_Activities/marlonspronouns.htm](http://www.saintambrosebarlow.wigan.sch.uk/Lower_Junior_Activities/marlonspronouns.htm)

##### ***Adjective games***

[http://www.ngfl-cymru.org.uk/vtc/ngfl/english/monmouthshire/choose\\_adj\\_monmouthshire.html](http://www.ngfl-cymru.org.uk/vtc/ngfl/english/monmouthshire/choose_adj_monmouthshire.html)

***Reading comprehension*** – on the following website you will find a variety of interactive and printable games for children to play.

<http://www.everyschool.co.uk/english-key-stage-2-comprehension.html>

#### **Y5 Context for Learning useful websites: 'Jungle Journey'**

<http://www.rainforest-alliance.org.uk/kids> excellent site for children. Storybooks, interactive info and games

<http://kids.mongabay.com/> comprehensive website on rainforests

<http://www.mbgnet.net/sets/rforest/index.htm> temperate and tropical rainforests, child guided

<http://www.mobot.org/education/tropics/welcome.html> Missouri botanical gardens web site

<http://library.thinkquest.org/26634/forest/introf.htm> this is an excellent, in depth site which describes the climate, plants, and animals of the tropical rainforest, and also tackles the issues of deforestation, farming, ranching, loss of habitat, and loss of biodiversity

<http://passporttoknowledge.com/rainforest/intro.html> informative about scientists work in rainforests

<http://www.pbs.org/journeyintoamazonia/index.html> interactive journey to the rainforest

<http://science.howstuffworks.com/environmental/conservation/issues/rainforest.htm>

good explanation of how a rainforest works

<http://web.archive.org/web/20120804072414/http://www.srl.caltech.edu/personnel/krubal/rainforest/Edi%20t560s6/www/what.html> rainforest layers, plants and animals

<http://www.rainforesteducation.com/> great pictures, videos and sounds of the amazon

<http://www.cotf.edu/ete/modules/msese/earthsysflr/rforest.html> good sections on animals of different rainforests

[http://www.nationalgeographic.com/features/00/earthpulse/rainforest/index\\_flash-feature.html](http://www.nationalgeographic.com/features/00/earthpulse/rainforest/index_flash-feature.html)  
rainforest at night



<http://www.rain-tree.com/schoolreports.htm> lots of good information and links to other good sites

#### **Animals of Rainforest:**

<http://www.mbgnet.net/sets/rforest/animals/index.htm> interactive rainforest animal fact files

<http://www.abcteach.com/RainforestFacts/Rainforestfacts.htm> activity sheets

<http://www.rainforestanimals.net/> rainforest animals, links, fun activities

<http://www.rainforesteducation.com/life/canopy3.htm> animals of the canopy layer

<http://www.rainforesteducation.com/life/understory.htm> animals of understory layer

<http://www.rainforesteducation.com/life/forestfloor1.htm> animals of forest floor layer

<http://environment.nationalgeographic.com/environment/photos/rainforest-tropical-wildlife/>  
photos/videos of rainforest animals

<http://web.archive.org/web/20120804071151/http://www.srl.caltech.edu/personnel/krubal/rainforest/Edi%t560s6/www/animals.html> interactive information on wide range of rainforest animals

#### **Amazon Rainforest:**

<http://www.eduweb.com/amazon.html> interactive (Ecuador)

[http://www.bbc.co.uk/schools/gcsebitesize/geography/ecosystems/tropical\\_rainforests\\_rev1.shtml](http://www.bbc.co.uk/schools/gcsebitesize/geography/ecosystems/tropical_rainforests_rev1.shtml)  
comprehensive BBC site

<http://www.geography.learnontheinternet.co.uk/topics/rainforest.html> location and characteristics

<http://www.magikbirds.com/ctf/facts/facts.htm> colourful factsheets, very child friendly

#### **Layers of the rainforest:**

<http://www.smm.org/sln/tf/s/strata/strata.html> brilliant interactive site

<http://www.mbgnet.net/sets/rforest/explore/layers.htm> exploration of layers of a rainforest

<http://www.tigerhomes.org/animal/layers-rainforest.cfm> clear information about each layer

<http://kids.nationalgeographic.com/kids/photos/tropical-rainforests/> games and activities

<http://environment.nationalgeographic.com/environment/photos/rainforests-tropical/> photos

<http://www.lovethepics.com/2011/10/amazing-amazonia-amazon-rainforest-46-pics/> pictures

<http://www.enchantedlearning.com/subjects/rainforests/> clear information

<http://www.wildlifefocus.org/webcam/> webcams from rainforests around world

#### **Rainforest Plants:**

<http://web.archive.org/web/20120310115519/http://www.srl.caltech.edu/personnel/krubal/rainforest/Edi%t560s6/www/plants.html> excellent site about how plants are adapted for life in rainforests

[http://www.blueplanetbiomes.org/rnfrst\\_plant\\_page.htm](http://www.blueplanetbiomes.org/rnfrst_plant_page.htm) Sounds

<http://www.exploratorium.edu/frogs/rainforest/> sounds of Puerto Rican rainforest