

Our Lady of Lourdes – Year 5 Yearly Plan

A dynamic, inclusive school; rooted in its Catholic values and respect for all people;
a safe place of successful, enjoyable and challenging learning.

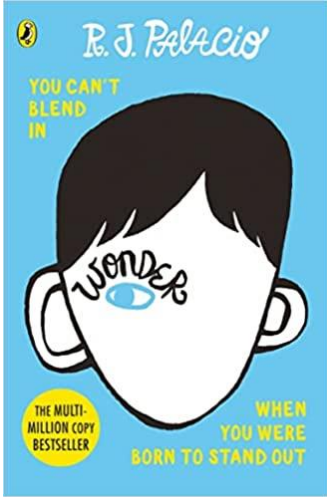
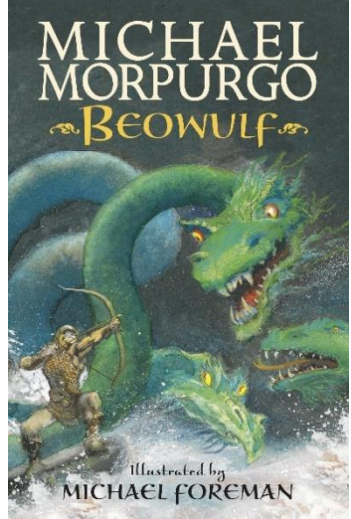
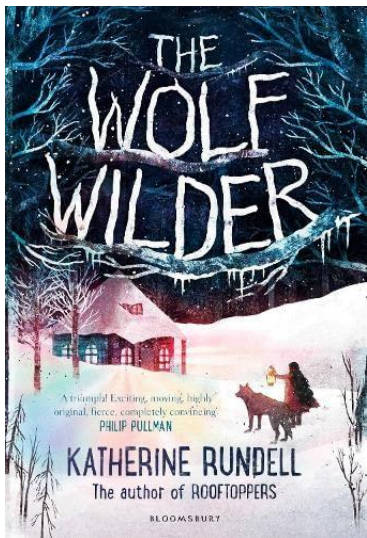
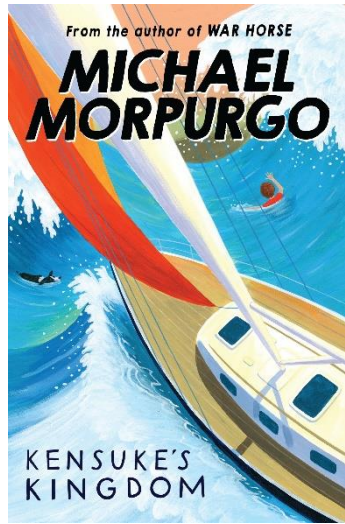
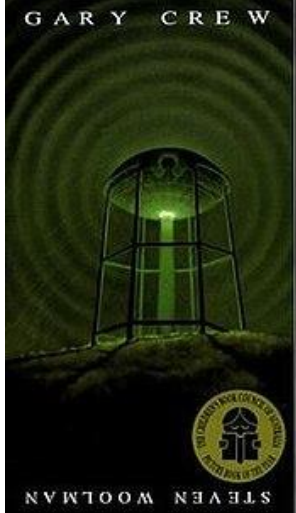
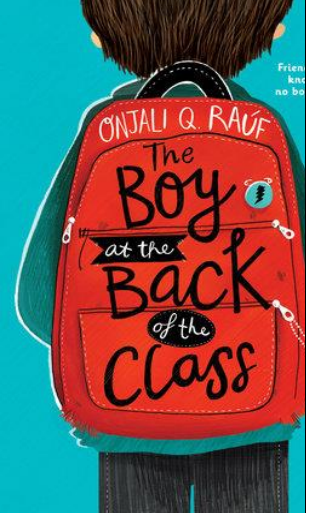
INTENT

1. We look to keep our curriculum inclusive, yet challenging, developing children who are ready for their journey into secondary school.
2. We seek to have the reading of high quality, diverse texts at the core of our curriculum.
3. We look to build the knowledge, confidence, resilience, creativity and adaptability of our children through a curriculum that is balanced and broad, giving all the chance to excel.
4. We keep religious education as a cornerstone of our curriculum as we use the opportunities every day to develop our understanding and love of God.

Key Drivers of our Curriculum at Our Lady of Lourdes

<p>Life Skills- These broaden a child’s possibilities and opportunities. High quality, diverse books and stories will be the main driver for the topics and curriculum. Children will acquire rich vocabulary through a love of books that will enable them to express themselves confidently. The basic skills of <i>reading, writing and mathematics</i> entwined with our curriculum will ensure pupils acquire secure building blocks, which will equip them with essential life skills.</p>	<p>Diversity and Spirituality- These help pupils to be tolerant, respectful and value the difference in others. This will help them understand their role, rights and responsibilities as a citizen in the local and global community.</p>	<p>Aspirations- which encourage pupils to have dreams and aspirations for the future that are inspired by inspiring role models and enriching opportunities.</p>	<p>Growth and Well-Being- which help pupils develop confidence, motivation, self- belief and a strong sense of self-worth. They develop socially and emotionally and are being equipped to become independent thinkers, leaders and to lead by example.</p>
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Year 5 Curriculum Overview

	Autumn Term (7 weeks)	Autumn Term (7 weeks)	Spring Term (6 weeks)	Spring Term (7 weeks)	Summer Term (5 weeks)	Summer Term (7 weeks)
Key Texts						
Why Did we Choose to Teach this Text / Topic Now?	<p>Wonder is a powerful story of a 10-year-old boy named August Pullman, who has a facial anomaly. The children will learn of his struggles as those around him learn to accept his differences, and will challenge the children to wonder about the true nature of empathy, compassion, acceptance, friendship and ultimately – kindness.</p>	<p>Michael Morpurgo’s adaption of ‘Beowulf’ is an opportunity for children to engage with classic literature. The children will study the Viking invasion of English in History to complement their understanding of this text.</p>	<p>‘The Wolf Wilder’ by Katherine Rundell is an exciting adventure story filled with rich vocabulary. The story features a strong female lead character and a historical context outside of the children’s own experience (the Russian Revolution).</p>	<p>This exciting tale of shipwreck and survival will allow children to develop an appreciation and understanding for non-Western cultures. There are excellent cross-curricular Geography and Art links to this text.</p>	<p>Gary Crew’s eerie and evocative setting provides children with ample opportunities to create their own ‘spooky’ writing. The illustrations enable the reader to delve into the story, not just through the text but also through images.</p>	<p>Onjali Rauf’s ‘The Boy at the Back of the Class’ gives the children the opportunity to learn about and empathise with the experience of a refugee, through the eyes of ten year old Ahmet.</p>

Where are the examples of vivid experiences and memory making in this unit?	Short video blog – a day in the life of a child with disabilities.	Viking shields and battle	Wolf sketches Blubber experiment	Hokusai the great wave of Kanagawa	Windmill Visit Day of the dead festival	Refugee volunteer A day in the life of a refugee
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In English Lessons we will focus on:	<p>Narrative poetry</p> <p>Malfeasance poetry about kindness and acceptance.</p> <p>Independent write: Poem about their own 'beast'. (4 weeks)</p> <p>Diary</p> <p>August's reflection on the events of Halloween.</p> <p>Independent write: Diary entry from Jack's perspective. (2 weeks)</p>	<p>Kenning poetry</p> <p>Describing Viking weapons.</p> <p>Independent write: Kenning about own Viking weapon (1 week)</p> <p>Quest Story</p> <p>Quest to save the village from a monster.</p> <p>Independent write: The next chapter: Beowulf faces a new monster. (3 weeks)</p> <p>Newspaper report</p> <p>Newspaper report about Beowulf's defeat of Grendel.</p> <p>Independent write: Newspaper report about Beowulf's defeat of the Sea Hag (3 weeks)</p>	<p>Character descriptions</p> <p>Character description about Feodora.</p> <p>Independent write: Character description of own Wolf Wilder. (2 weeks)</p> <p>Non-chronological Reports: Wolves</p> <p>Non-chronological report about Emperor Penguins.</p> <p>Independent write: non-chronological report about wolves. (4 weeks)</p>	<p>Adventure stories</p> <p>Kensuke's Kingdom 1st person narrative – Michael lost at sea.</p> <p>Independent write: Adventure story from the point of view of mum or dad. (4 weeks)</p> <p>Biography</p> <p>Biography of Sir David Attenborough.</p> <p>Independent write: Biography about scientist/naturalist of their own choice. (3 weeks)</p>	<p>Warning Story</p> <p>Graphic novel (3 weeks)</p> <p>Independent write: warning story about being trapped in their own abandoned building.</p> <p>Short Burst Write</p> <p>Visitors Guide to Sayer's Croft (1 week)</p> <p>(Residential)</p>	<p>Refugee Speech</p> <p>Speech about why we should welcome Refugee's to our country.</p> <p>Independent write: Write a speech on one of society's issues (homelessness/poverty). (3 weeks)</p> <p>Transition Letter to Year 4:</p> <p>How to survive year 5 (2 weeks)</p>
In reading sessions	Ashely Booth Wonder Ashley Booth Autism theme Whole class reading	Ashley Booth Vikings Whole class reading	Ashley Booth Wolves in the Walls Whole class reading	Ashley Booth Kensuke's Kingdom Whole class reading	Ashley Booth Whole class reading	Ashley Booth - We Refugees by Benjamin Zepheniah Whole class reading
In GPS sessions	Similes Adverbials Colons/Semi-colons. Brackets/dashes for parenthesis	Hyphens Adverbials Word classes Prepositions Dialogue Relative Clauses	Expanded noun phrases Fronted adverbials Relative clauses Bullet points Headings/Subheadings Organisation of text	Prepositions Word classes Sentence structure Relative clauses Adverbials	Repetition Dialogue Adverbials Expanded noun phrases	GPS Revision of Year 5.
In our Maths lessons we will focus on:	Place Value Addition & Subtraction Multiplication and Division	Multiplication and Division Fractions Decimals and Percentages	Multiplication and Division Fractions	Decimals and percentages Perimeter and area Statistics	Properties of shape Position and direction	Decimals Negative numbers Converting units Volume
In Geography..	Land Use and Trade: Human geography: types of settlements and land use and trade links. Key lines of enquiry will be: What is trade?	Human geography: types of settlements and land use and trade links Fair trade	A study of Russia: Locating Russia on a map. Identifying features of 6 major biomes of Russia.	Locational: North and South America – capital/major cities with a focus on Brazil. 6 figure grid references. Time zones. Human geography: types of		Lines of latitude and how they link to climate. Lead into Autumn year 6 work on Climate of Antarctica.

	Why do communities trade with each other? How do we get the things we need? What's import and export? What is Fair Trade?			settlements and land use.		
In History..	Anglo – Saxons Where did they come from? Raids and invasions Key events of Anglo-Saxon era Life in Anglo-Saxon settlements	The Vikings Where did the Vikings come from? Links to Anglo-Saxons Lindisfarne Raid Viking raids and invasion Viking Empire Danelaw How English kinds recaptured England			The Ancient Maya What was life like for the Maya people 1,000 years ago? Comparison with Britain AD1100 Maya cities and society Maya rituals and sacrifice The decline of the Maya	
In Science..	Earth and Space	Changes of materials	Forces	Living things and their habitats. Describe the changes as humans develop to old age.	Life cycles and reproductions. Pond dipping and life cycles of aquatic animals (residential).	Properties of materials
In DT..	Construction and textiles – Building bridges		Mechanisms Moving toys CAM mechanisms		Making Maya hot chocolate Maya corn tortillas	
In PE..	Football Play competitive games and apply basic principles suitable for attacking and defending.	Netball Play competitive games and apply basic principles suitable for attacking and defending.	Athletics Develop flexibility, strength, technique, control and balance. Hockey Play competitive games and apply basic principles suitable for attacking and defending.	Rugby Play competitive games and apply basic principles suitable for attacking and defending. Cricket Play competitive games and apply basic principles suitable for attacking and defending.	Tennis Play competitive games and apply basic principles suitable for attacking and defending.	Volleyball Play competitive games and apply basic principles suitable for attacking and defending. Athletics Develop flexibility, strength, technique, control and balance.
In Art..		Key focus: Drawing: Sketches of Grendel		Key focus: Painting Japanese art: Study Hokusai's Great Wave. Hokusai inspired seascapes		Key focus: printing Exploring the Refugee Experience through Art: https://www.houseofillustration.org.uk/schools/illustrating-refugee-experiences-for-ks2
In Music. We offer specialist teaching in Music. For more information on the progression of skills, vocabulary and knowledge, please see Music Curriculum overview.	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele
In RE..	Ourselves - Created in the image and likeness of God Big Question: Who am I? Judaism - Pesach Life Choices - Marriage, commitment and service		Mission - Continuing Jesus' mission in diocese (ecumenism) Big Question: Do we all have a mission in life? Sacrifice - The Eucharist: the living memorial of Jesus Big Question: Why do we need memories?		Transformation - Celebration of the Spirit's transforming power Big Question: How can energy transform? Freedom & Responsibility - Commandments enable Christians to be free and responsible	

	Big Question: Is commitment important? Hope - Advent – waiting in joyful hope for Jesus; the promised one Big Question: What does it mean to live in hope?		Memorial Sacrifice: Lent - a time of giving in order to celebrate the sacrifice of Jesus Big question: Why do we need to make sacrifices?		Big Question: How do rules bring freedom? Stewardship - The Church is called to stewardship of Creation Big question: Can I be a steward of creation? Islam – Ramadan and pilgrimage	
In Computing. Our Computing Curriculum is Supported by external subject support: The Digital School House. Please check their progression doc for more information.	Key Chain Computing – Computer systems and networks	Key Chain Computing – Creating media – vector drawings.	Just Dance - Algorithm	Key Chain Computing – Programming B	Online safety	
In Active Citizenship	UKS2 Module 1, Unit 1 <i>Religious understanding</i>	UKS2 Module 2, Unit 1 <i>Religious understanding</i>	UKS2 Module 2, Unit 2 <i>Personal relationships</i>	UKS2 Module 2, Unit 3 <i>Keeping safe</i>	UKS2 Module 3, Unit 1 <i>Religious understanding</i>	UKS2 Module 3, Unit 2 <i>Life in the wider world</i>
In French	Food and drink. What do you like to eat?	Numbers 40-200 What's the time?	Sports Leisure activities	Enjoy your meal Going out to eat and drink	Modes of transport Travel to school	School subjects Daily routine