



## Our Curriculum in Year 5

The Year 5 curriculum encourages the children's ability to learn independently. They continue to develop their research and recording skills and apply them to a range of different situations. The learning is facilitated by hands-on experiences, such as our trip to Gressenhall Farm and Workhouse, as well as in-house learning experiences.



### Our plans for our main themes currently are:

Autumn Term	Spring Term	Summer Term
Earth and Space	Properties and changes of materials	Living things and their habitats
Forces	The physical and human geography of Chile	Animals including Humans
Victorians (specifically the development of the Railways)		The Maya
		Fieldwork

### English

There are daily English sessions which develop skills of speaking & listening, reading, writing, spelling and punctuation. All work is tailored towards the current end of Year 5 expectations.

#### Writing and Grammar

At Sebert Wood, we use 'The Write Stuff', by Jane Considine, to drive the development of our pupils' writing skills. 'The Write Stuff' follows a method called Sentence Stacking where there is an emphasis on vocabulary, sentence structure and developing 'chunks of sense'.

An individual lesson is based on a sentence model, broken into three learning chunks. Each learning chunk has three sections:

**Initiate** section – a stimulus to capture the children's imagination and set up a sentence.

**Model** section – the teacher models a sentence(s) demonstrating the thoughts and processes of a writer and articulates writing choices.

**Enable** section – the children write their sentence, following the model.

A class sentence stack is created to celebrate children's sentences. This helps children to clearly see how a piece of writing is crafted and built before independently writing.

At the end of the unit of learning, children apply the skills they have learnt to their own piece of independent writing. After completing their independent piece of writing, the children have a dedicated session to edit their work. The final stage is to 'publish' their writing, where pupils are given the opportunity to demonstrate their best writing and presentation skills.

Whilst revising punctuation and grammar skills, we also introduce the children to new concepts, such as:

- using a wide range of sentence structures (for example, by embedding subordinate clauses or using short single-clause sentences for impact alongside longer, multi-clause sentences)
- using relative clauses
- using modal verbs to indicate degrees of possibility
- using commas to clarify meaning or avoid ambiguity in writing
- using brackets, dashes and commas to indicate parenthesis

#### Handwriting

In Year 5, children are taught and expected to use legible, fluent, continuous cursive handwriting when writing with increasing speed.

### **Spelling**

Children should be beginning to show evidence of spelling correctly most words from the Year 5/6 spelling list provided on the National Curriculum 2014, appendix 1. In addition, children should also use a dictionary to check the spelling of uncommon or more ambitious vocabulary. They will have weekly spelling tests based on words from the twinkl spelling scheme.

### **Reading**

There are many contexts in which the children continue to develop their reading skills whilst in Year 5. In Guided Reading lessons we focus on short extracts. We aim to develop a deep understanding and enjoyment of texts they are reading. Our focus is to encourage lots of discussion and oral comprehension, develop a rich and adventurous range of vocabulary and complete of written comprehensions.

Comprehension questions undertaken will focus on improving the following:

- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across texts
- discussing their understanding and exploring the meaning of words in context
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Alongside written comprehension, the children also complete AR (Accelerated Reader) quizzes on their independent reading book. These quizzes highlight areas for future focus on an individual basis which we as teachers can then utilise to tailor future tasks and activities, as well as providing guidance on selecting books within an appropriate reading range.

### **Spoken language**

Through a variety of activities, within a range of curriculum subjects, the children will have the opportunity to practise the following:

- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- participate in discussions, presentations, performances, role play and debates
- select and use appropriate registers for effective communication.

## **Maths**

We use the White Rose Maths Hub (WRMH) schemes of learning as our medium-term planning documents. These schemes support a mastery approach to teaching and learning. All pupils have access to the same curriculum content and should deepen their conceptual understanding by tackling challenging and varied problems. Similarly with calculation strategies, pupils must not simply rote learn procedures but demonstrate their understanding of these procedures through the use of concrete materials and pictorial representations. The principle of the concrete-pictorial-abstract (CPA) approach is that for pupils to have a true understanding of a mathematical concept, they need to master all three phases. Reinforcement is achieved by going back and forth between these representations. We complement the WRMH scheme with other useful resources, such as Classroom Secrets and Nrich.

Pupils' mental maths is fundamental to the application of skills in other areas of mathematics. This ranges from number bonds to times tables and division facts. Pupils utilise the online programmes, Mathletics. And Times Tables Rockstars to reinforce this.

## **Science**

Through our science topics, children are taught to plan, carry out and evaluate investigations relating to the units of work being studied.

The children learn units all about Earth and Space and revisit and extend their understanding of forces, developing their knowledge of these subjects which they previously studied in KS1 and LKS2.

In the Spring term, we focus on Properties and Changes of Materials where there is an emphasis on experimentation and accurate and scientific writing up of investigations.

In addition, we cover Animals including Humans and Living Things and their Habitats – with a focus on life cycles of animals and plants, and changes in humans as they age.

### **Computing/Information Technology**

Computing is an integral part of the school curriculum, and all children have regular access to a bank of iPads and laptops. Children build upon their ability to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, using programs such as Scratch. The children also focus on creating a range of digital media using software including Ebook Creator, PowerPoint and Excel and develop their own pages for a school app.

Throughout the curriculum, the children have the opportunity to develop their skills in word processing, manipulating texts and graphics, through researching topics and creating presentations. The children thoroughly enjoy exploring virtual environments and using a number of resources to solve problems and create digital content.

With the growing use of technology, e-safety, text/cyber bullying and how to access information and make judgements about suitability and reliability is an increasingly important part of our curriculum. This is always at the forefront of any learning or discussions which involve technology, particularly given the age group of the children.

### **Art and Design Technology**

Much of our work in art is linked to our themes being studied. During our Victorian unit, the children focus on the work of JMW Turner – developing sketching and watercolour skills. They also reproduce their own version of a piece of railway art.

When learning about Chile, we design arpilleras (fabric collages) involving stitching. We also examine the street art of Valparaiso, creating our own collaborative pieces.

Our Maya topic provides the opportunity for weaving a llama saddle and string printing Mayan hieroglyphs. Linked with the study of the Maya civilisation, the children also design, make and evaluate chocolate packaging.

### **Music**

In Year 5, we benefit from a visiting peripatetic music teacher. The children are each loaned a cornet or baritone horn, which are provided by Suffolk County Music Service. The instrument is a focus for each music lesson, but the children also develop an understanding of musical composition and are taught to sing with confidence and control. As part of this, the children have the opportunity to play and perform in solo and ensemble contexts, including playing at an event with a number of different schools. Throughout the year, there are also many opportunities for the children to discuss and appreciate a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

### **History and Geography**

Most of the history and geography curriculum is covered through our thematic work. We study two different historical topics – the Victorians and the Maya- noting connections, contrast and trends over time and develop the appropriate use of historical terms. We use a variety of research materials and historical artefacts to investigate the past, learning about these time periods in a number of ways. In addition, we visit a Victorian Workhouse and Farm to extend the children's understanding of this time period. This encourages the children to ask historical questions and note similarities and differences.

One of our geography strands focuses on a study of Chile, where the children use maps and atlases to locate and identify a number of features including human and physical characteristics such as volcanoes and earthquakes. We also undertake a fieldwork study of the amenities on the estate surrounding the school.

### **Physical Education**

We encourage the children to be as active as possible as well as develop their improving leadership and team-working skills. In PE they learn new skills and find out how to use them in different ways. They are given the opportunity to collaborate as part of a team and to compete both as part of a team and as an individual. Throughout the year, there is one outdoor and one indoor PE session each week with a broad spread of sports experienced by the children. Indoor PE covers a range as diverse as Gymnastics, circuit training, and dance, whilst outdoors has an emphasis on team sports such as cricket, hockey and football.

### **Personal Health and Social Education**

We teach this curriculum through a variety of means in addition to direct teaching: discussions, talks, drama, games, watching short film clips and researching specific issues. We learn about many age-relevant issues, which support the pupils in their physical, mental and social development and well-being.

### **Religious Education**

We follow Suffolk's Agreed Syllabus. We explore beliefs and questions about God and religion within Christianity, Islam, Judaism, Buddhism and Hinduism. We learn about Humanism in terms of happiness.

### **French**

The children learn how to respond to and ask questions and speak in simple sentences. They listen to, read and write short paragraphs. They learn basic grammar and emphasis is placed on spelling accuracy. The children interact with Rigolo and other internet-based programs and use the iPads to consolidate these skills.