Loreto Convent School, Gibraltar

YEAR 5 GUIDELINES

Contents

ENGLISH 2
MATHEMATICS 5
SCIENCE 7
RELIGION 9
HISTORY 10
GEOGRAPHY 11
PHYSICAL EDUCATION 12
COMPUTING 13
MUSIC 14
SPANISH 15
ART AND DESIGN 16

ENGLISH

The Literary Curriculum:

This is a book-based approach to the teaching of primary English. This scheme engages children as writers and immerses them in a literary world while ensuring the progression of skills within the National Curriculum.

Each book focuses on key outcomes for writing, grammar, punctuation and spelling. Year 5 will be reading the following books:

- 'The Tempest' written by William Shakespeare (retold by Helen Street).
- 'Hidden Figures: The True Story of Four Black Women and the Space Race' written by Margot Lee Shetterly.
- 'The Children of the Benin Kingdom' written by Dinah Orji.
- 'Firebird' written by Saviour Pirotta.

Reading

Word reading

Pupils will learn to:

- Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.

- Read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.

Pupils will be given the opportunity to read from a selection of non-fiction texts as well as novels which include:

"Boy" by Roald Dahl
"Kensuke's Kingdom" by Michael Morpurgo
"Demon Headmaster" by Gillian Cross
"The Lion, the Witch and the Wardrobe" by C.S. Lewis

Comprehension

Pupils will learn to:

- Read with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

- Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Pupils will follow Schofield and Sims 'Complete Comprehension'; a whole school programme designed to equip pupils with everything they need to become strong, successful readers.

Writing

Composition – Fiction

We continue to work on developing pupils' writing skills to improve their creative pieces. This includes working on:

- Planning their writing.
- Discussing and recording their ideas.
- Replacing simple vocabulary with more sophisticated alternatives.
- Creating more interesting settings, characters and plots and using dialogue to improve their work.
- Editing work, where pupils propose changes to grammar and vocabulary to enhance effects and clarify meaning.

Composition – Non-Fiction

We learn the features present in, and work on producing:

- Non-Chronological Reports.
- Letter Writing (both formal and informal).
- Journalistic Writing.
- Autobiographies.
- Personal Response to a text.
- Character Studies.

Handwriting

Pupils will continue to work on improving their cursive handwriting, increasing accuracy, fluency and speed. We follow the Nelsons Handwriting Scheme for this. We dedicate 40 / 60 minutes per week to Handwriting Practice.

Spelling

We follow Spelling Book 5 [Schofield and Sims] throughout the year. To this we add all words which are statutory requirements in the National Curriculum for the year which are linked to this year group's spelling scheme. Children are given a set of spellings once a week to learn and revise at home and are tested the following week.

Vocabulary, Grammar & Punctuation

We work on Grammar Pupil Book 3 and 5 [Nelson] throughout the year as well as on the following:

Year 5: Statutory Requirements	
Word	Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *–ate; –ise; –ify*] **Verb prefixes** [for example, *dis–*, *de–*, *mis–*, *over–* and *re–*]
Sentence	**Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*]
Text	Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*] Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

MATHEMATICS

Number

Place Value

Pupils will learn to:

- Work with numbers to at least 1,000,000 and learn each digit's value.
- Work on rounding any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.

Four Operations

Pupils will learn to:

- Add and subtract whole numbers with more than four digits.
- Multiply numbers up to 4 digits by a one- or two-digit number using formal written methods.
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- Work on identifying multiples and factors including identifying common factors of 2 numbers.

Fractions, Decimals and Percentages

Pupils will learn to:

- Work on identifying, naming and writing equivalent fractions of a given fraction.
- Work on recognising mixed numbers and improper fractions and converting from one form to the other.
- Work on adding and subtracting fractions and multiplying a fraction by a whole number.
- Work on reading and writing decimal numbers as a fraction.
- Recognise the per cent symbol, understand that it relates to "number of parts per hundred" and write percentages as a fraction with a denominator of 100 and as a decimal.

- Work out percentages of a whole e.g. 10%, 20%, 25%, 50% and 75%.

Measurement

Pupils will learn to:

- Work on converting between different units of metric measures e.g. From metres to kilometres.
- Work on measuring and calculating the perimeter and area of shapes like squares and rectangles using standard units e.g. Cm^2 and m^2.
- Work on solving problems involving converting between units of time and reading timetables.

Geometry [Shape/Position/Direction]

Pupils will learn to:

- Work on distinguishing between regular and irregular polygons.
- Work on identifying 3d shapes and be able to speak about their features.
- Work on identifying angles, know they are measured in degrees and know the values of angles at a certain point in a turn.
- Work on reflecting and translating shapes and use the appropriate language to speak of the changes to the original shape.

Statistics

Pupils will learn to:

- Work on completing, reading and interpreting information in tables, including timetables.
- Work on reading and interpreting information presented in a line graph.

SCIENCE

Living things and their habitats

Pupils will learn to:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.

Pupils will work scientifically by:

- Observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times.
- Growing new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs.

Animals, including humans

Pupils will learn to:

- Describe the changes as humans develop to old age.
- Draw a timeline to indicate stages in the growth and development of humans.

Pupils will work scientifically by:

- Researching the gestation periods of other animals and comparing them with humans.

Properties and changes of materials

Pupils will learn to:

- 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.
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.

- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- 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.

Pupils will work scientifically by:

- Carrying out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?'

Earth and space

Pupils will learn to:

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- Describe the movement of the Moon relative to the Earth.
- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Pupils will work scientifically by:

- Comparing the time of day at different places on the Earth through internet links and direct communication.
- Creating simple models of the solar system.
- Constructing simple shadow clocks and sundials.

Forces

Pupils will learn to:

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
- Explore the effects of air resistance by observing how objects such as parachutes and sycamore seeds fall.

Pupils will work scientifically by:

- Designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective.
- Exploring resistance in water by making and testing boats of different shapes.

RELIGION

Our aim is that pupils leave Loreto Convent School with a wide range of happy and rich memories in RE formed through interesting and exciting experiences driven through an engaging and comprehensive curriculum. The Religious Education within the school promotes awe, wonder, reverence and spirituality within every pupil. It is based on knowledge and understanding of the Catholic faith, enabling them to develop a living and personal faith in Jesus Christ and allows them to know and love God.

Pupils will develop an awareness of God's presence in their lives and the lives of others, developing the spiritual life of each child through prayer and reflection. Pupils will be prepared for life in a multi faith society by fostering respect for and understanding of rich cultural diversity.

Learning about Religion

Pupils will gain **knowledge and understanding** of:

- Beliefs, teachings and sources.
- Celebration and ritual.
- Social and moral practices and way of life.

Learning from Religion

Pupils will develop the ability to **reflect on meaning** by**:**

- Engagement with own and others' beliefs and values, *and*
- Engagement with questions of meaning and purpose.

Pupils follow the scheme 'The Way, the Truth and the Life'.

Modules studied:

1. Creation.
2. The Commandments.
3. Inspirational People.
4. Reconciliation.
5. Life in the Risen Lord.
6. People of other Faiths.

HISTORY

Knowledge and Understanding

Pupils will:

- Gain a coherent chronological *knowledge and understanding* of Britain's past and that of the wider world.
- Gain and deploy a historically grounded understanding of abstract terms
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference, and significance.
- Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
  Topic - ***The Tudors and Tudor Exploration.***
- Study of a non-European society that provides contrast with British history.
  Topic - ***The Aztecs***.

Historical Skills

Pupils will:

- Develop their *historical skills* to be able to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- Create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

GEOGRAPHY

Knowledge and Understanding

Pupils will:

- Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.
- Describe and understand key aspects of physical geography and human geography.

Topics covered:

- Passport to the world.
- Contrasting Localities: Gibraltar Vs Seville.
- Volcanoes & Earthquakes.

Geographical Skills

Pupils will:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- 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 their knowledge of the United Kingdom and the wider world.
- Observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

PHYSICAL EDUCATION

Our high-quality physical education curriculum inspires **all** pupils to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. We provide opportunities to compete in sport and other activities which help build character and embed values such as fairness and respect.

Pupils in Year 5 will be given the opportunity to apply and develop a broader range of skills, building on from those taught throughout Key Stage 1 and 2. Pupils will also be given further opportunities to compare their performances with previous ones and learn how to improve to achieve their personal best.

Pupils will be covering the key skills that continue throughout Key Stage 2:

Fundamental movement skills:

- Pupils will be taught how to run, jump, throw and catch in isolation and in combination across a range of sports [for example basketball, netball, cricket, rounders, gymnastics and athletics].
- Pupils will be given opportunities to develop their flexibility, strength, technique, control and balance across a range of activities [for example gymnastics and athletics].

Games skills and basic tactics:

- Pupils will be taught how to play competitive and modified games [for example, badminton, basketball, cricket, football, hockey, netball and rounders], and learn how to apply basic principles suitable for attacking and defending.

Teamwork skills:

- Pupils will be taught how to communicate, collaborate and compete with and against each other.

Swimming competency:

- Beginning in Year 5 and continuing in Year 6, pupils will be taught a range of strokes, for example; front crawl, backstroke and breaststroke, in order to swim competently, confidently and proficiently over a distance of 25 metres.

COMPUTING

Computer Science:

- Pupils will design, write, and debug programs using block coding in Scratch, that will accomplish specific goals; solve problems by decomposing them into smaller parts.
- Pupils will use sequence, selection, and repetition in programs.
- Pupils will use logical reasoning to explain how some simple algorithms work and to detect and correct basic errors in algorithms and programs.
- Pupils will use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

ICT:

- Pupils will select, use, and combine a variety of software (including internet services) on a range of digital devices to use a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Digital Literacy:

- Pupils will be taught how to use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

MUSIC

Listening

The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.

Singing

Pupils will learn to:

- Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.
- Sing three-part rounds, partner songs, and songs with a verse and a chorus.

Improvising & Composing

Pupils will learn to:

- Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.
- Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics.
- Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.
- Working in pairs, compose a short ternary piece.

- Use chords to compose music to evoke a specific atmosphere, mood or environment.

Performing

Pupils will learn to:

- Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave.
- Understand how triads are formed, and play them.
- Perform a range of repertoire pieces.
- Develop the skill of playing by ear.

Reading notation

- Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.
- Understand the different time signatures.
- Read and perform pitch notation within an octave.
- Read and play short rhythmic phrases.

SPANISH

Pupils work from the Mira 1 and Lengua (Anaya) Schemes. Each unit will cover the following key skills:

- Listening.
- Reading.
- Writing.
- Speaking.

There are four Spanish sets:

1. Beginners.
2. Intermediate.
3. Advanced.
4. Native Speakers.

Pupils will be taught grammar, vocabulary, spellings, and comprehension skills. These will be based on the different topics covered throughout the book which will enable them to communicate in everyday situations.

ART AND DESIGN

Pupils will be taught to:

- Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- Pupils will learn about great artists, architects and designers in history.