



Wellington
PREP SCHOOL

Year 5

Curriculum Planning

Enclosed you will find a brief summary of the Year's curriculum planning for your child.

We hope you will find the information interesting and useful. It is important to note that this should not be used as a tick list. Flexibility is always important in education and it is quite possible that teachers may deviate from their plan for several very good reasons.

As always, please feel free to discuss anything further with your teacher should you need to.

ENGLISH

Autumn Term

Reading

- Weekly Guided Reading session
- Weekly individual reading

Writing

- Plastic pollution fact sheet
- Persuasive letter
- Roman flashback story
- Describing settings
- Describing characters
- Winter poetry
- Comprehension
- Weekly tasks linked to guided reading

Spelling and Grammar

- Weekly spelling tests (focusing on particular blends and patterns as well as key words)
- Grammar
- Simple and compound sentences
- Complex sentences with conjunctions
- Complex sentences with relative clauses
- Bullet points
- Expanded noun phrases with adjectives
- Expanded noun phrases with prepositional phrases
- Varied sentence openers
- How to edit your work for punctuation, grammar and verb tenses

Handwriting

- Reinforcing / establishing a cursive, fluent style

Spring Term

Reading

- Frequent independent reading.
- Group guided reading sessions.
- School reading challenge

Writing

Poetry

Narrative and dialogue.

- Information retrieval and writing (Caribbean Project)
- Comprehension
- Activities linked to guided reading

Spelling, Grammar and Punctuation

- Individualised Weekly spelling tests on Spellzone (focusing on particular blends and patterns).
- Sentence punctuation
- Direct and reported speech
- Apostrophes
- Use of relative clauses to provide extra information

Handwriting linked with spellings

Spoken language

Weekly opportunities to discuss topical subjects, share ideas and gain confidence in using language in a greater variety of situations, for a variety of audiences and purposes. In the Spring term, this will include:

- Weekly guided reading and discussion in groups
- Performing and writing play scripts
- Public speaking in class and chapel

Summer Term

Reading

- Frequent independent reading
- Group guided reading sessions

Writing

- Fiction – Thriller genre – modern text of ‘Stormbreaker’ by Anthony Horowitz
- Poetry – Range of poems about the sea (unit link with Geography)
- Non-Fiction – persuasive writing
- On-going programme of spellings, grammar and punctuation
- Regular class, group and individual reading

Comprehension

- Activities linked to class texts
- Spelling, Grammar and Punctuation
- Weekly spelling tests (focusing on particular blends and patterns)
- Parts of speech and word classes
- Connectives
- Clauses and complex sentences
- Brackets and hyphens

Handwriting linked with spellings and/or grammar

Spoken language

Weekly opportunities to discuss topical subjects, share ideas and gain confidence in using language in a greater variety of situations, for a variety of audiences and purposes. In the Spring term, this will include:

- Weekly guided reading and discussion in groups
- Performing and writing playscripts
- Public speaking in class and chapel

MATHEMATICS

Autumn Term

- Weekly times tables test and daily oral, mental mathematics.
- In the autumn term, the following areas are covered in depth:
- Numbers to 1,000,000
- Reading and writing numbers
- Comparison of numbers
- Number patterns
- Rounding numbers
- Addition & Subtraction
- Methods of addition & subtraction
- Multiplication & division
- Multiples & Factors
- Prime numbers
- Square and cube numbers
- Multiplying 2,3- & 4-digit numbers
- Multiplying by 2-digit numbers
- Dividing 3- and 4-digit numbers
- Dividing with remainder
- Word problems
- Graphs
- Reading tables
- Reading line graphs

Spring Term

- Fractions and division
- Improper fractions and mixed numbers
- Equivalent fractions
- Comparing and ordering fractions
- Making number pairs
- Adding fractions
- Subtracting fractions
- Multiplying fractions by whole numbers
- Multiplying mixed numbers
- Reading and writing decimals
- Comparing decimals
- Writing fractions as decimals
- Adding and subtracting decimals
- Rounding decimals
- Comparing quantities as percentages
- Finding percentages
- Knowing and measuring angles
- Investigating angles on a line and on a point
- Drawing lines and angles
- Investigating angles in polygons

Summer Term

- We also have weekly times tables tests and daily oral, mental mathematics
- Comparing quantities as percentages
- Finding percentages
- Knowing and measuring angles
- Investigating angles on a line and on a point
- Drawing lines and angles
- Investigating angles in polygons
- Solving problems involving angles
- Position and movement; plotting points, describing translations

SCIENCE

The aims of the year 5 science curriculum are as follows:

To promote excitement and enjoyment of science and scientific method.

To benefit from specialist Science teaching and equipment in the Senior School science laboratories.

To undertake varied practical work to explore questions in science, safely and with increasing opportunity for independent planning and evaluation.

To promote a stimulating and rigorous approach that goes beyond the requirements of the National Curriculum for Year 5 pupils.

To relate science in the laboratory to topical global issues in the media to encourage wider reading, careers in science and the ability to make responsible informed choices.

Autumn Term

- Laboratory rules and laboratory equipment - working safely and independently in a science laboratory
- Properties of materials - investigating properties of materials, product testing strategies, separating materials and applications of these in material science
- Changes in materials - investigating reversible and irreversible changes, natural and man-made materials and implications for sustainable use of earth's resources

Spring Term

- The solar system
- Moons
- Day and night
- Sundials and shadow clocks
- Stonehenge
- Gravity
- Air and water resistance
- Friction
- Elastic forces
- Mechanisms
- Levers and pulleys
- Gears

Summer Term

- Plant organs and their functions
- Basic photosynthesis
- Germination and growth
- Nutrients and soil
- Plant reproduction
- Lifecycles of insects, amphibians, birds and mammals

GEOGRAPHY

Autumn Term

- British Isles and Atlas work
- Countries of Great Britain
- Counties
- Human and physical features of the local area of Wellington
- Using plans, maps and scales
- Cross-curricular links with Computing to organise and present data
- Revision of the 8-point compass

Spring Term

- St. Lucia and the Caribbean
- A study of a contrasting locality
- Independent mini projects on a chosen topic

Summer Term

- Coasts
- Local study of a World heritage site – The Jurassic Coast
- Coastal Features
- Erosion
- Tourism

HISTORY

Autumn Term

Roman Empire: Invasion and Settlement of Britannia

- Who were the Romans? Understand why the Romans invaded and settled Britain. Julius Caesar's twin invasions
- The invasion of Claudius. Why did he invade? Course of Roman occupation. Pax Romana Who was Boudicca?
- The causes, main events and consequences of Boudicca's revolt - whether the sources are reliable
- What the Roman legions were - formations, tactics, discipline and level of effectiveness
- What the Roman legions did during times of peace. Daily routines - training and leisure opportunities

- Roman leisure: What were the Roman bathhouses? Who used them? What Part did they play in Roman society?
- Town life: How did the Romans change Britain when they settled here? Features of a Roman town/city. What was important for Roman society? Comparison to Celtic settlements
- The Roman emperor and the Senate: What they were? The Julian emperors - personalities and actions/consequences. Later 'Golden Age' of the Roman Empire - what caused this?
- Position of the emperor: The idea that power comes with responsibility and the need to make difficult decisions. Comparison of Caligula and Augustus
- What a gladiator was, his position in society and what gladiatorial games were/why they took place. Idea of 'Panem et Circenses'
- To identify some of the features that define the Roman way of life and understand what the Roman baths were and what they were used for
- Learn about features of Roman country life, focusing on the villa
- Understand when & why the Romans left Britain. Decline of the Western Roman Empire - key events and causes
- How life altered in Britain post 410 A.D. How much of Roman Britain survived and for how long? What dangers did it face?
- Explore what legacy the Romans left in Britain?
- Roman themed day and visit to the Roman Baths at Bath

Spring Term

Archaeology

- What is archaeology? What is an archaeologist? What can be deduced from artefacts? Tools and techniques
- Practise excavation techniques, recording and deduction/inference skills introduced in the previous session, through a class based archaeological dig
- Anglo-Saxons
- Locate the Anglo-Saxon period on a timeline. Learn about their origins and push and pull factors for invasion/settlement of Britannia
- Explore the archaeological discovery at Sutton Hoo and complete a study of some of the artefacts found there. Make inferences from archaeological evidence
- Examine the fostering of learning undertaken by monks in Anglo-Saxon England. Routines, Bede
- Examine the tradition of oral storytelling in Anglo-Saxon England
- Read and discuss the story of Beowulf and its importance in English literature
- Learn about the impact of the Viking invasion on Anglo-Saxon kingdoms in the 8th/9th centuries. How did Alfred the Great resist these?
- Analyse the main military, political, social and cultural events of Alfred the Great's reign and his legacy. Did he deserve the title of the 'Great'?
- Learn about the Saxon reconquest of the Danelaw in the tenth century, the Viking attacks in the reign of Ethelred, the Viking kings and 1066
- Legacy of the Anglo-Saxons in Britain

Summer Term

Vikings

- When and why did the Vikings raid and settle in Britain? Explore the push and pull factors, plus the reaction of the Anglo-Saxon populations
- Explore Viking long ships and knars - understand their key features and purposes
- Examine the nature and scale of Viking trade and exploration - what did the Vikings trade and where did they trade?
- Look at Viking religious beliefs - examine their key deities and their belief in an afterlife
- Valhalla/Adsgard
- Viking Skype session with Jorvik. 'Viking cures and medicines'
- Explore life in Viking times - focus upon their settlements and occupations
- What was the Vikings' legacy in Britain?
- Viking themed day including visiting historical re-enactor and Skype session with Jorvik Viking Centre

RELIGIOUS STUDIES

We will be looking at aspects of Christianity and Hinduism throughout this academic year.

Autumn Term

- Introduction to the Hindu religion
- Hindu celebrations – Diwali
- Harvest Festival
- Advent
- The Christmas Journey

Spring Term

- Epiphany
- Shrove Tuesday, Ash Wednesday and the season of Lent
- What do we know about Jesus?
- The Hindu Festival of Holi

Summer Term

- The different accounts of the life of Jesus
- Miracles of Jesus
- Parables of Jesus

PERSONAL, SOCIAL HEALTH AND ECONOMIC EDUCATION (PSHEE)

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, preparing them for life and work in modern Britain.

PSHE education aims to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of learning, which is grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing). These three core themes are taught throughout the academic year.

PSHE education permeates the curriculum across the school. Many topics are covered on a daily basis as they may arise, such as dealing with friendships and relationships. Other cross curricular links are made, where relevant, in specific subjects, e.g. topics encountered when reading a class story. Whole school themes are delivered through whole school and section assemblies.

Autumn Term

Health and Wellbeing

- Safety- drugs, alcohol
- To act based on responsible choices
- To identify different kinds of risks associated with the use and misuse of drugs, alcohol
- Death and Grief – It's Natural
- Death and Grief Poppies
- Managing Conflict

Relationships

- Online relationships and keeping safe

Living in the Wider World

- Class and golden rules
- Responsibility and independence
- Rules and responsibilities
- Structure, Law and Order and UN rights
- Courage/Self-discipline
- Junior Duke

Spring Term

Health and Wellbeing

- Nutrition and food
- To understand different food groups and their importance as part of a balanced diet
- To take responsibility for a physically and mentally healthy lifestyle
- To know how to cook and apply principles of healthy lifestyle
- To know about basic synergy between physical, mental and emotional health

Relationships

- Communication
- Confidentiality
- Listening
- Responding

- Healthy relationships - physical contact

Living in the Wider World

- Responsibility and independence
- Rules and responsibilities

Summer Term

Health and Wellbeing

- RSE – Puberty
- To know about, recognise and understand changes that occur during puberty
- Healthy lifestyles - choices
- To identify different kinds of risks associated with the use and misuse of tobacco and other substances
- Basic first aid

Relationships

- Collaboration
- Teamwork, shared goals and community spirit

Living in the Wider World

- Responsibility and independence
- Rules and responsibilities

FRENCH

Autumn Term

- French phonics
- Revise vocabulary for clothing
- Prepare for French fashion show
- Write sentences in French to describe outfits
- Prepare posters to advertise the fashion show
- Practise reading the descriptions clearly and loudly
- Prepare a programme for fashion show
- Revise colours - Write colour poem using own choice of colours and words.
- Learn about French impressionist painters exploring the techniques and colours they used - revising French colour words
- Create their own impressionist style French landscapes
- Read story - 'Une Histoire Sombre'
- Revise à gauche, à droite (left and right)
- Prepositions dans (in) devant (in front of) derrière (behind) sur (on top of)
- en haut de (at the top of)
- Using book 'Une Histoire Sombre' act out the text
- Create a different version of the story with a new title Une Histoire Claire
- Use a French dictionary
- Follow French instructions to make a Christmas tree

Spring Term

- Plants - the life cycle of a plant
- Jacques et le Haricot Magique
- Weather

Summer Term

- Numbers to 50
- Les Quatre Amis (French story)
- Animals and their noises
- Le Coquillage Magique - poem

COMPUTING

There are five strands to the Computing Curriculum and children will be learning how to code as well as developing skills using various utility programs.

Autumn Term

Computer Science/Programming

- Children will learn to design, write and debug programs that accomplish specific goals, and by solving problems by decomposing them into smaller parts
- Children will use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Children will use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Children will start to understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web
- Children will learn to appreciate how search results are selected and ranked

Data Handling/Technology in our lives

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

Digital Literacy

- Children will learn to understand the opportunities networks offer for communication and collaboration
- Children will learn to be discerning in evaluating digital content
- Children will learn to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Spring Term

- Programming
- Data Handling
- Technology in Our Lives
- Multimedia

- E-Safety

Objectives this term:

I can refine a procedure using repeat commands to improve a program.

I use logical thinking, imagination and creativity to extend a program.

I can use text, photo, sound and video editing tools to refine my work.

I can select, use and combine the appropriate technology tools to create effects that will have an impact on others.

I can discuss the importance of choosing an age-appropriate game or website.

Summer Term

During Computing the children will continue to study the five curriculum areas:

- Programming
- Data Handling
- Multimedia
- Technology in Our Lives
- E-Safety
- Decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program
- Use a variable to increase programming possibilities
- Use logical reasoning to detect and debug mistakes in a program
- Select an appropriate online or offline tool to create and share ideas
- Use text, photo, sound and video editing tools to refine my work
- Protect password and other personal information
- Explain the need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult
- Talk about the dangers of spending too long online or playing a game

MUSIC

Autumn Term

- Sing, play and perform some rounds
- Learn about the effects of different notes being played together
- To understand how to construct a chord from a scale
- To use chords to produce an ostinato accompaniment for a melody
- How can different sounds be used rhythmically?
- Perform many rounds with accompaniments as a class
- To rehearse and perform with others, including the school choir and other optional ensembles

Spring Term

- To link with the work in class we will spend time looking at different rhythmic styles from the Caribbean. The children will then work in groups to compose and perform their own piece of Caribbean music.
- Singing in three parts
- Reading a melody in staff notation
- Accompanying a song with tuned and untuned instruments

- Creating a performance using voices and instruments in four parts
- Exploring extended vocal techniques
- Learning about the music of an early opera
- Creating descriptive music
- Developing a performance with awareness of audience

Summer Term

- Pupils will learn songs and musical items for the Summer Showcase
- Pupils will revisit Mussorgsky's Pictures at an Exhibition in readiness for the live event
- Pupils will explore traditional pitch notation
- Pupils will start to learn to play electronic keyboards

DRAMA

Autumn Term

Mime

- Working together and games Egg /Once Upon a Time. Mime being the main focus. At the beach activities connected. Camping Pairs and groups Add a scene to the set up. Charades using mime cards /sml groups

Role Play

- Whole group story story with teacher in role. Oregon Trail to work with teacher in role. Small groups /flash backs/reflection/in the mantle of the expert/hot seating /narration. To follow the adventures of the pioneers of the original Oregon Trail. Decision making as a group /distaters incurred on the journey whirl winds and snakes

Spring Term

Improvisation

- Students will be introduced to the basic skills of Drama and will take part in improvisation exercises to explore their use of dramatic techniques with the aim of developing confidence and creativity. A focus in this Scheme of Work will be the use of status on stage and relationships between characters. Play in a Day preparation Shakespeare Performance to school and parents

Story-telling

- During this Scheme of Work students will have the chance to practically explore a variety of different stories and plays. Students will be encouraged to develop their characterisation skills and will explore the messages to be learnt within the stories. Aesops Fables /Greek myths and legends

Summer Term

- Creating stillness and movement /Freeze frames /creating pictures to tell a story /Creating dialogue
- Personification of objects /surrealism

ART and DESIGN TECHNOLOGY

Autumn Term

- Year 5 will be exploring the theme of water for their inspiration this term
- They will explore drawing, painting and other two-dimensional media, through teacher-led and guided activities
- Children will work from both observation and imagination, documenting ideas and experiences in a journal and producing personal outcomes

Spring Term

- The National Gallery Take One Picture project will form the stimulus for the children's work this term
- Looking at the example painting and the work of other artists
- Skill development could include: print-making, sketching and painting, multi-media work (including photography or textile)
- Students will have the opportunity to use the schools DSLR cameras and studio lights to take photos and edit them in Adobe Photoshop

Summer Term

Pupils will be given four different starting points to stimulate ideas, in line with a simplified format of the GCSE exam matrix. This work will then form the basis of the end of year art assessment. Pupils will:

- Explore the given theme and document ideas and experiences in a journal
- Explore and experience working in either textile-based media or digital media
- Produce both personal and group outcomes
- Designing and building a trebuchet machine team challenge

PHYSICAL EDUCATION

Autumn Term

- Robustness
- SAQ (speed, agility and quickness)
- Swimming
- Yoga

Games

Boys' Rugby

- Developing core skills of passing and tackling
- Developing principles of attack, defence, tactical awareness and teamwork
- Fixtures against other schools
- Introduction to hockey

Girls' Hockey

- The basic skills will be taught, practised and improved (hitting, pushing, tackling, dribbling and shooting)
- Tactics and strategies for attack and defence will be developed
- Fixtures will take place against other schools
- Introduction to rugby
-

Movement mornings - developing fundamental movements and increasing physical literacy

Spring Term

- Robustness
- SAQ (speed, agility and quickness)
- Swimming
- Yoga

Games

Boys' Hockey

- The basic skills will be taught, practised and improved (hitting, pushing, tackling and dribbling)
- Tactics and strategies for attack and defence will be developed
- Promoting team spirit
- Enjoyment of participation and expectations to try your best
- Fixtures will take place against other schools
- Encourage good sportsmanship

Girls' Netball

- Lessons each week focus on basic skills
- Improving ability to encourage enjoyment
- Tactics and learning the rules
- Playing together as part of a team
- Good sportswomanship
- Fixtures will take place against other schools

Cross Country

- Training and fixtures for boys and girls. The inter-house 'Lungley Dash'.
- Movement mornings - developing fundamental movements and increasing physical literacy

Summer Term

- Robustness
- SAQ (speed, agility and quickness)
- Swimming
- Yoga

Games

Cricket

Boys and girls cricket. Continuation and development of basic skills of bowling (developing different styles of bowling - fast & spin), batting (offensive, defensive, tactical play) and fielding. Introduction of hardball.

Athletics

Running (middle distance and sprinting)

Throwing (shot putt, junior javelin, cricket ball)

Jumping (long, triple, high)

Movement mornings - developing fundamental movements and increasing physical literacy

