



*To love and serve as  
Jesus shows us*

# St Vincent's Catholic Primary School

## Curriculum Newsletter: Autumn Term (first half term)

Year 5

Class Teacher: Mrs Millington

2017 – 2018

### English

Text: Poet's Voices (Charles Causley/Michael Rosen)  
Friend or Foe (Michael Morpurgo)

#### **Reading outcomes:**

Discuss our first impressions of a poem  
Give reasons for poems that we like and dislike  
Infer and deduct meaning in a poem  
Retrieve information from the texts we read  
Perform our own and others' poems

Ask questions about the text that we are reading  
Understand and explore empathy  
Take part in role play activities based on the text we read  
Discuss the characters in a text  
Find evidence in a text to back up our ideas  
Take part in hot seating  
Make predictions about the poems we read  
Discuss the themes of a text  
Compare different texts which we read

#### **Writing outcomes:**

Draft whole class poems  
Draft our own poems  
Evaluate and edit our own poems  
Prepare our own poems to read aloud

Research a topic and take notes  
Plan a presentation  
Consider how I can organise and perform a presentation  
Plan our own stories/chapters  
Write effective openings  
Create characters that will engage the reader  
Come up with settings which create an effective atmosphere to entice the reader  
Produce strong story endings  
Evaluate and edit our own and others' writing

#### **SPAG outcomes:**

Understand standard and non-standard English  
Understand and use relative clauses  
Use modal verbs to indicate possibility  
Link paragraphs using adverbials

### Come and See (RE)

Topics:  
Loving  
Vocation & Commitment

### Spanish

Learning outcomes:

\* All can say and respond to buenos días, hola and adiós.  
Some can say and respond to hasta luego and hasta pronto.  
\* All can say and respond to buenos días, hola, and adiós.  
Some can say and respond to hasta luego and hasta pronto.  
\* All can say ¿qué tal? And give a response to it.  
Most know two different responses to ¿qué tal? and can ask ¿y tú?  
Some can give three different responses to ¿qué tal?  
All can respond to the classroom instructions.  
\* Most can say the classroom instructions.  
Some can say Simón dice with a classroom instruction without a prompt.  
\*All understand the words for seven animals.  
Most can say the seven animals.  
Most can sing a song about animals.  
All understand the seven words for Spanish animals.  
\*All can say 4 words for animals with aquí hay.  
\*Most can say 4 words for animals with aquí hay and the correct gender.  
\*Some can say 7 words for animals with aquí hay and the correct gender.  
All understand and can say the seven words for Spanish animals.  
\*All can understand and say uno, dos, tres.  
Most can say aquí hay with a number and the word for 7 animals in the plural.

### Maths

Learning outcomes:

#### **Number – Place Value**

Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.  
Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.  
Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000  
Solve number problems and practical problems that involve all of the above.  
Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

#### **Number- Addition and Subtraction**

Add and subtract numbers mentally with increasingly large numbers.  
Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.  
Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

#### **Statistics**

Solve comparison, sum and difference problems using information presented in a line graph.  
Complete, read and interpret information in tables including timetables.

### Science

Topic: Classifying Critters

Learning outcomes:

I can describe how living things are grouped.

I can group living things on the basis of careful observations.

I can explain how vertebrates and invertebrates are different.

I can group invertebrates and vertebrates into small groups and recall the names of those groups.

I can choose and justify a way to present my evidence.

I can make a branching key.

### Music

Our Community

Learning outcomes:

Learning to sing a song

- Understanding metre through singing and playing instruments
- Conducting a metre of four

Conducting metres of two and three

- Writing lyrics
- Extending arrangements of a song

Learning to sing a song from our musical heritage

Developing accompaniments using ostinato and invented or improvised rhythms

Developing a performance by adding other media

### Computing

We are game developers

Learning outcomes:

Create original artwork and sound for a game.

Design and create a computer program for a computer game, which uses sequence, selection, repetition and variables.

Detect and correct errors in their computer game.

Use iterative development techniques (making and testing a series of small changes) to improve their game.

### History / Geography

Topic: Geography: How is our country changing?

Learning outcomes:

Describe how another region of the UK has changed over time

Understand that change is continual

Describe what their local area was like in the past

Understand that their local area will continue to change

Offer opinions on their local area at present and the changes underway

Use appropriate geographical vocabulary to describe change.

### PE

Learning outcomes:

**Basketball**

Children can dribble, pass and shoot the ball with accuracy, confidence and control in full game situations.

### Art / DT

Plants and flowers

Learning outcomes:

Draw details carefully.

Arrange patterns using different leaves.

Shape and join paper to resemble plants.

Use own drawings as ideas for sculptural work.

Make a 3D model.

Finish a 3D model

Name some of Rousseau's artwork.

Describe facts about Rousseau's life and work.

Describe facts about India Flint's life and work.

Tell some facts about Alexander Calder and David Oliveira's lives and work.

Name some of Alexander Calder and David Oliveira's artworks.