

# CURRICULUM INFORMATION: JUNIOR 5

TRINITY TERM 2023



Mathematics	English	Science
<p><b>Topic/s:</b> Shape, Position and direction, Decimals, Negative numbers, Converting units and Volume.</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</li> <li>To draw given angles and measure them in degrees (°)</li> <li>To identify: angles at a point and 1 whole turn (total 360°); angles at a point on a straight line and half a turn (total 180°)</li> <li>To use the properties of rectangles to deduce related facts and find missing lengths and angles.</li> <li>To distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</li> <li>To identify 3-D shapes, including cubes and other cuboids, from 2-D representations.</li> <li>To identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</li> <li>To recognise and use thousandths and relate them to tenths, hundredths, and decimal equivalents.</li> <li>To read, write, order, and compare numbers with up to 3 decimal places.</li> <li>To solve problems involving number up to 3 decimal places.</li> <li>To interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</li> <li>To convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]</li> <li>To understand and use approximate equivalences between metric units and common imperial units such as inches, pounds, and pints.</li> <li>To solve problems involving converting between units of time</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> Calculation; four rules of number; problem solving; reasoning; measuring; reflection and translation.</p> <p><b>Subject teacher/s:</b> Mrs Lammas, Ms McAloon and Mrs Wildey</p>	<p><b>Topic/s:</b> Developing descriptive and narrative writing through a variety of stimuli and development of key comprehension skills.</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To develop understanding of inference, purpose, and cause and effect through comprehension passages and picture stimuli.</li> <li>To improve the quality of written responses to comprehension questions.</li> <li>To incorporate key writing features into written work. For example: a variety of ambitious vocabulary, sentence structures, starters, punctuation and stylistic devices.</li> <li>To understand and apply taught spelling rules.</li> <li>To practise Verbal Reasoning techniques and papers under timed conditions.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> Writing under timed conditions; deploying features and conventions of narrative writing; developing plot and character; discussing a range of comprehension texts; developing and expanding vocabulary, including transferring spellings / spelling rules to written work; editing and improving work.</p> <p><b>Subject teacher/s:</b> Mrs Lammas, Ms McAloon, Mrs Wildey</p>	<p><b>Topic/s:</b> Growing Up and Growing Old, and Forces.</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To describe the changes as humans develop to old age.</li> <li>To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>To identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</li> <li>To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> <li>To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>To plan enquiries, including recognising and controlling variables where necessary.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> Enquiry; investigation; knowledge and interpretation.</p> <p><b>Subject teacher:</b> Mrs Lammas and Mrs Thomas</p>
History	Geography	RE
<p><b>Topic/s:</b> Tudors and Stuarts</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To understand what life was like during Tudor and Stuart times.</li> <li>To appreciate the lives of the royals.</li> <li>To investigate the Spanish Armada and to understand the impact of an invasion.</li> </ul>	<p><b>Topic/s:</b> Mapping Skills</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the</li> </ul>	<p><b>Topic/s:</b> Easter; Pentecost; The Apostles' Mission and the Sacrament of Marriage and Holy Orders.</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To know the structure of the Easter vigil and understand the meaning attached to some of the symbols used during the vigil.</li> </ul>

<ul style="list-style-type: none"> <li>To learn about Francis Drake and his circum-navigation of the globe, and find out why exploration was so important to the Tudors.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> Historical enquiry; investigation; knowledge and interpretation of information.</p> <p><b>Subject teacher/s:</b> Mrs Lammas and Mrs Wildey</p>	<p>Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <ul style="list-style-type: none"> <li>To understand and use 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps).</li> <li>To use fieldwork to 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.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> Map reading through the identification of specific features.</p> <p><b>Subject teacher/s:</b> Mrs Lammas and Mrs Wildey</p>	<ul style="list-style-type: none"> <li>To know some of the places of pilgrimage and have a greater knowledge of the sacrament of the sick.</li> <li>To know the meaning of the Holy Trinity.</li> <li>To have a knowledge of the sacrament of marriage and holy orders.</li> <li>To have a greater knowledge of the Apostles and their mission.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> Religious knowledge using research skills; group work; reference skills; sequencing and thinking.</p> <p><b>Subject teacher:</b> Mrs Horan and Ms McAloon</p>
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Music	PE & Games (boys)	PE & Games (girls)
<p><b>Topic/s:</b> Peter Pan.</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To be able to act and perform the songs from 'Peter Pan' and to be part of an ensemble.</li> <li>To know all the words of the songs and to have a clear understanding of the role of the chorus in the performance itself.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> Performing; evaluation.</p> <p><b>Subject teacher:</b> Mrs Olden</p>	<p><b>Topic/s:</b> Cricket / Athletics</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To develop skills for the sports listed that can be transferred into competitive situations.</li> <li>To develop core strength and technique in order to hit and throw further with direction and accuracy.</li> <li>To use running, jumping, throwing, and catching in isolation and in combination in game situations.</li> <li>To be physically active for sustained periods of time.</li> <li>To develop power based and distance activities and skills.</li> <li>To engage in competitive sports and activities.</li> <li>To develop flexibility, strength, technique, control and balance.</li> <li>To develop the ability to analyse and assess own and others' performance in order to improve techniques.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> Performing actions with more consistent control and quality; planning, using and adapting strategies and/or tactics for activities; applying rules and conventions for different activities; identifying what makes a performance effective.</p> <p><b>Subject teacher/s:</b> Mr Vaughan, Mr Pike</p>	<p><b>Topic/s:</b> Cricket / Athletics</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To develop skills for the sports listed that can be transferred into competitive situations.</li> <li>To develop core strength and technique in order to hit and throw further with direction and accuracy.</li> <li>To use running, jumping, throwing, and catching in isolation and in combination in game situations.</li> <li>To be physically active for sustained periods of time.</li> <li>To develop power based and distance activities and skills.</li> <li>To engage in competitive sports and activities.</li> <li>To develop flexibility, strength, technique, control and balance.</li> <li>To develop the ability to analyse and assess own and others' performance in order to improve techniques.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> Performing actions with more consistent control and quality; planning, using and adapting strategies and/or tactics for activities; applying rules and conventions for different activities; identifying what makes a performance effective.</p> <p><b>Subject teacher/s:</b> Mrs Thomas, Mrs Duigan</p>
Art	Design & Technology	Computing
<p><b>Topic/s:</b> Up in Space! – Fantasy Art</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To explore the work of famous fantasy artists</li> <li>To be aware of the nature fantasy art</li> <li>To explore landscape and moonscape art</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> Appreciation and understanding of a genre of art that depicts magical or other supernatural themes, ideas, creatures or settings.</p> <p><b>Subject teacher:</b> Ms Holmes, Mrs Clark</p>	<p><b>Topic/s:</b> Structures – Bird Tables</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To find out how different structures are made.</li> <li>To be able to create and work from a design</li> <li>To evaluate and design a successful challenge using a variety of materials</li> <li>To explore using hammers nails, rulers, glue and picture hooks</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> Identifying and resolving design problems; selecting and using specialist tools.</p> <p><b>Subject teacher:</b> Ms Holmes, Mrs Clark</p>	<p><b>Topic/s:</b> iPad Apps and programming</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To develop experiences of algorithms and programs using apps</li> <li>To plan and develop code using input, selection and repetition, and to systematically debug.</li> <li>To understand that variables can be used in programs to track values.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> computational, creative and critical thinking through programming using iPads.</p> <p><b>Subject teacher:</b> Mrs Lammas</p>
French	Mandarin	Drama
<p><b>Topic/s:</b> Mythical creatures</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To learn animals and body parts</li> <li>To describe an animal using adjectives and correct word order</li> <li>To give opinions and say why you like something</li> <li>To use a range of connectives to add fluency to spoken and written work.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> listening, speaking, reading and writing in French.</p> <p><b>Subject teacher:</b> Mme Westerman</p>	<p><b>Topic/s:</b> Family, pets</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To say six family members and some pets.</li> <li>To identify family members and pets related characters.</li> <li>To identify Chinese character structures getting ready for reading and writing.</li> <li>To introduce self, including greetings, name, age and zodiac animals.</li> <li>To write some simple characters in the correct stroke order.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> listening, speaking, reading, writing, learning skills.</p> <p><b>Subject teacher:</b> Mrs Huang</p>	<p><b>Topic/s:</b> Rehearsing for the Summer Show (Peter Pan), considering and evaluating performance.</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To participate in presentations, performances and discussions.</li> <li>To gain, maintain and monitor the interest of the listener.</li> <li>To consider, evaluate and build upon the contributions of others.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> Developing competence in spoken and physical language; listening, to enhance the effectiveness with which to communicate.</p> <p><b>Subject teacher:</b> Mrs Wildey</p>

PSHECE	Home School links	Homework
<p><b>Topic/s:</b> Dealing with different thoughts, feelings, emotions and physical changes during puberty and whilst using social media.</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>• To help promote positive expectations, aspirations and identities.</li> <li>• To understand how their own and others' behaviours can impact on the people around them.</li> <li>• To appreciate that romantic relationships are something they can choose and that they should never feel pressured into, and like friendships they should be built on qualities of mutual respect and should help them feel good about themselves.</li> </ul> <p><b>Skills: <i>Through their learning pupils will develop the skills of:</i></b> Empathy; acceptance of themselves and others; toleration; mutual respect.</p> <p><b>Subject teacher/s:</b> Mrs Lammas and Mrs Wildey</p>	<ul style="list-style-type: none"> <li>• Please encourage your child to read for 15-20 minutes daily at home and please initial their homework diary. If possible, hear your child read aloud at least twice a week.</li> <li>• Ensure all homework activities are completed at a table in a quiet area, free from distractions.</li> <li>• Encourage your child to practise their spellings and times tables daily.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly spellings (set each Friday for test the following Friday).</li> <li>• Weekly maths activities (set Tuesday and Thursday)</li> <li>• Weekly English activity (set Wednesday)</li> <li>• Weekly VR/Non-VR (set Monday)</li> <li>• Weekly Bond paper (set Friday and to be self-marked)</li> </ul> <p>45 minutes to be spent per night on homework except for the Bond paper at the weekend (60 minutes)</p>