



**ST CHARLES' CATHOLIC PRIMARY  
SCHOOL**



**YEAR FIVE MEDIUM TERM PLANNING**

**SPRING**

<p align="center"><b>RE</b></p>	<p align="center"><b>Local Church – Community – Mission</b> <b>Do we all have a mission in life?</b></p> <p><b>Prior learning:</b> knowledge and understanding of the life of the local Christian community</p> <p><b>This Topic: learning outcomes:</b> Know and understand:</p> <p>The mission of inspirational leaders – <b>Explore</b></p> <p>Dioceses continue the work and mission of Jesus including ecumenism – <b>Reveal</b></p> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p align="center"><b>Vocabulary</b></p> <p>Mission, bishop, ecumenism, cathedral, diocese, inspirational, Baptism, Christian Unity, Gentile, inspired.</p>	<p align="center"><b>Eucharist – Relating – Memorial Sacrifice</b> <b>Why do we need memories?</b></p> <p><b>Prior learning:</b> The Eucharist challenges and enables living and growing in communion</p> <p><b>This Topic: learning outcomes:</b> Know and understand:</p> <p>How memories are kept alive – <b>Explore</b></p> <p>The Eucharist keeps the memory of Jesus’ sacrifice alive and present in a special way – <b>Reveal</b></p> <p>Acquire the skills of assimilation celebration and application of the above – <b>Respond</b></p> <p align="center"><b>Vocabulary</b></p> <p>Memories, significant, memorial sacrifice, Passover, Pesach, host, chalice, liturgy of the Eucharist, Eucharistic Prayer, consecration. adoration, genuflect, acclamation.</p>	<p align="center"><b>Lent/Easter – Giving – Sacrifice</b> <b>Why do we need to make sacrifices?</b></p> <p><b>Prior learning:</b> celebrating growth to new life</p> <p><b>This Topic: learning outcomes:</b> Know and understand:</p> <p>Giving or refusing to give; appreciating the cost of giving – <b>Explore</b></p> <p>Lent, a time of giving in preparation for the celebration of the sacrifice of Jesus – <b>Reveal</b></p> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p align="center"><b>Vocabulary</b></p> <p>giving, carer, cost, temptation, betrayal, self-sacrifice, Holy Week, Maundy Thursday, Gethsemane, Altar of Repose, love, crucifixion, Easter vigil, Resurrection.</p>
<p align="center"><b>PSHE/RSHE</b></p>	<p align="center"><b>Living in The Wider Community</b> <b>Belonging to the Community:</b></p> <p>The children will learn:</p> <p>the importance of protecting the environment and how everyday actions can either support or damage it and how to show compassion for the environment, animals and other living things, expressing their own opinions about their responsibility towards the environment</p>	<p align="center"><b>Living in The Wider Community</b> <b>Media Literacy and Digital Resilience:</b></p> <p>The children will learn:</p> <p>to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise.</p> <p>The basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased and to recognise unsafe or suspicious content online</p> <p>The difference between harmful and harmless videos and their impact and ways to combat and deal with viewing harmful videos.</p>	<p align="center"><b>Living in The Wider Community</b> <b>Money and Work:</b></p> <p>The children will learn:</p> <p>to identify jobs that they might like to do in the future and</p> <ul style="list-style-type: none"> <li>• about the role ambition can play in achieving a future career</li> </ul> <p>How or why someone might choose a certain career and about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</p> <p>The importance of diversity and inclusion to promote people’s career opportunities and about stereotyping in the workplace, its impact and how to challenge it</p>

		That there is a variety of routes into work e.g. college, apprenticeships, university, training
<b>ENGLISH</b>	<p><b>Where We Once Stood by Christopher Riley and Martin Impey</b>  <b>Writing Outcomes &amp; Form</b>  Narrative: Exploration Narrative Purpose: To narrate  Recount: Formal Report Purpose: To recount  <b>Grammar: Word</b>  Build on previous year &amp; focus on:  The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone  <b>Grammar: Sentence</b>  Build on previous year &amp; focus on:  Indicate degrees of possibility using modal verbs  Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form  <b>Grammar: Text</b>  Build on previous year &amp; focus on:  Linking ideas across paragraphs, using adverbials  <b>Grammar: Punctuation</b>  Speech punctuation  Dashes for parenthesis and to introduce further information Brackets for parenthesis  <b>Linked Texts</b>  <b>Other Fiction Adventure Books:</b>  The Jamie Drake Equation Christopher Edge  If I forget thee O Earth Short story Arthur C Clarke  Cosmic Frank Cottrell Boyce  The Time and Space of Uncle Albert Russell Stannard  George's Cosmic Treasure Hunt (George's Secret Key to the Universe) Lucy Hawking  <b>Non-fiction:</b>  A Galaxy of Her Own: Amazing Stories of Women in Space Libby Jackson The Skies  Above My Eyes (Look Closer) Charlotte Guillain  HIDDEN FIGURES: The True Story of Four Black Women and the Space Race  Margot Shetterly</p>	<p><b>Henry's Freedom Box by Ellen Levine</b>  <b>Writing Outcome &amp; Writing Purpose</b>  Recount: Diary Purpose: To recount  Recount: Henry Brown Biography Purpose: To recount  <b>Grammar: Word</b>  Build on previous year &amp; focus on:  Verb prefixes dis  <b>Grammar: Sentence</b>  Build on previous year &amp; focus on:  Indicate degrees of possibility using modal verbs  Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun  <b>Grammar: Text</b>  Build on previous year &amp; focus on: Devices to build cohesion - pronouns  <b>Grammar: Punctuation</b>  Build on previous year &amp; focus on:  Commas for parenthesis  Dashes to mark boundaries between independent clauses  <b>Linked Texts</b>  <b>Other Stories of Factual Events and Strong Narrative Voice</b>  Rose Blanche Roberto Innocenti  The Matchbox Diary Paul Fleischman  The Little Ships Louise Borden and Michael Foreman  Erika's Story Ruth Vander Zee and Roberto Innocenti  My Secret War Diary Marcia Williams  The Journey Francesca Sanna  The Eagle and the Snow Michael Morpurgo  <b>Biographies</b>  Stories for Boys Who Dare to be Different Ben Brooks  Goodnight Stories for Rebel Girls Elena Favilli &amp; Francesca Cavallo  Who Are Refugees and Migrants? Michael Rosen &amp; Annemarie Young Journey to Jo'burg Beverley Naidoo</p>
<b>READING SPINE</b>	<b>The Infinite Lives of Maisie Day by Christopher Edge</b>	<b>Outlaw by Michael Morpurgo</b>

MATHS	Multiplication and Division B	Fractions B	Decimals and Percentages	Perimeter and Area	Statistics
Our Maths Curriculum is being updated termly and will be updated for Spring 2023					
SCIENCE	<p style="text-align: center;"><b>Out of This World</b></p> <p>In this topic, children learn about space. Starting with the Solar System, they look next at how ideas about space have changed over time before they explore what causes us to experience night and day on Earth.</p> <p style="text-align: center;"><b>Working scientifically skills</b></p> <p>This topic develops the following working scientifically skills:</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p><b>daytime:</b> the time when part of the Earth is in daylight</p> <p><b>geocentric:</b> (Earth-centred) the Earth is at the centre of the Solar System</p> <p><b>heliocentric:</b> (Sun-centred) the Sun is at the centre of the Solar System. The belief that the Sun is at the centre of the Solar System is heliocentrism</p> <p><b>night-time:</b> the time when part of the Earth is in darkness</p> <p><b>orbit:</b> the path of a planet or moon around another celestial object</p> <p><b>planet:</b> a celestial body that orbits a star, is round and has cleared smaller objects away from its orbit</p> <p><b>solar system:</b> a series of planets that orbit a star</p> <p><b>star:</b> an astronomical body that produces its own energy</p> <p><b>Sun:</b> the star at the centre of our Solar System</p> <p><b>time zone:</b> a geographical region where the same time is set S</p>		<p style="text-align: center;"><b>Growing Up and Growing Old</b></p> <p>In this topic, children look at and describe the changes as humans develop to old age. Pupils draw a timeline to indicate stages in the growth and development of humans and learn about the changes experienced in puberty.</p> <p style="text-align: center;"><b>Working scientifically skills</b></p> <p>This topic develops the following working scientifically skills:</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p><b>adolescence:</b> the time in a young person’s life when physical and emotional changes leading to adulthood are happening</p> <p><b>adolescent:</b> a young person in the process of developing from a child into an adult (teenager)</p> <p><b>adult:</b> a person who is fully grown</p> <p><b>arthritis:</b> a disease that causes joints to become swollen and painful</p> <p><b>gestation period:</b> the amount of time that a baby spends inside its mother’s womb before it is born</p> <p><b>life expectancy:</b> how many years humans are expected to live. This changes and has lengthened over time</p> <p><b>menstruation:</b> a monthly cycle in women. Each month an egg is released and if it is not fertilised by a sperm, the female has her period</p> <p><b>pregnant:</b> the condition of a female animal when there is a baby growing inside her womb</p> <p><b>puberty:</b> the first part of adolescence, when physical changes begin to happen to the body teenager: a person aged between 13 and 19 years old</p>		
COMPUTING	<p style="text-align: center;"><b>Create Music Using Computer Code</b></p> <p>The children will learn to:</p> <p>create their own music using a variety of software programs</p> <p>use logical reasoning to predict and debug more complex programs including selection.</p>		<p style="text-align: center;"><b>Stop Motion Animation</b></p> <p>The children will:</p> <p>understand what stop motion animation is and create their own animation</p> <p>select, use and combine the appropriate technology tools to create effects in media.</p> <p>select an appropriate online or offline tool to create and share ideas</p>		

		understand the dangers of building online relationships
<b>HISTORY</b>	<p style="text-align: center;"><b>Local History - The Slave Trade</b></p> <p>The children will learn that the slave trade took off due to European nations (particularly Portugal, Britain and Spain) wanting slave labour to work their plantations and mines in North and South America and the role that the Port of Liverpool played in the Transatlantic Slave Trade.</p> <p>They will understand that slave labour meant that New World products such as sugar, tobacco and cotton could be sold to the rest of the world for a very cheap price. They will learn that slavery had always existed, but it was the scale of Atlantic Slave trade that has made it so infamous and that an estimated 11 million Africans were transported across the Atlantic between 1500 and 1867, and their descendants make up much of the population of Brazil, the United States, and the Caribbean today.</p>	
<b>GEOGRAPHY</b>	<p style="text-align: center;"><b>Journeys – Trade</b></p> <p>The children will find out about the UK's global trade links, investigating where everyday products come from and the journeys they take to our homes. They will also map the journeys taken by items, and research the pros and cons of buying local or imported goods.</p> <p style="text-align: center;"><b>Knowledge, skills and concepts</b></p> <p style="text-align: center;">The children will:</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p style="text-align: center;">Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	
<b>ART</b>	<p style="text-align: center;"><b>Drawing – I Need Space</b></p> <p>Children will explore the purpose and impact of images from the 'Space Race' era of the 1950s and 1960s. They will develop independence and decision making using open ended and experimental processes combining drawing and collagraph printmaking to create a futuristic image</p>	<p style="text-align: center;"><b>Sculpture and 3D – Interactive Installation</b></p> <p>The children will learn about the features of installation art and how it can communicate a message. They will explore the work of Cai Guo-Qiang and discover how our life experiences can inspire our art. They will investigate how scale, location and interactive elements affect the way visitors experience installation art</p>
<b>DESIGN &amp; TECHNOLOGY</b>	<p style="text-align: center;"><b>Food – What could be healthier?</b></p> <p>Research and modify a traditional bolognese sauce recipe to make it healthier. Cook improved versions, creating appropriate packaging and learn about where the ingredients the importance of animal welfare when farming cattle.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">Beef, Cross-contamination, Farm, Method, Packaging, Research, Welfare</p>	
<b>MUSIC</b>	<p style="text-align: center;"><b>Composition to Represent the Festival of Colour - Holi</b></p> <p>Children will explore the association between music, sounds and colour , building up to composing as a class, performing their own musical composition to represent Holi.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">Major, minor, layering, graphic score, synaesthesia.</p>	<p style="text-align: center;"><b>Blues – Importance and Purpose of Blues Music</b></p> <p>Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also learn the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing.</p>

<b>MfL FRENCH</b>	<p style="text-align: center;"><b>French Playground Games – Numbers and Age</b></p> <p>The children will count in French from one to twelve, recognise the written number words, ask how old someone is and answer the same question, comparing sentence structures in French and English, and practising all the vocabulary by playing counting and some traditional French games.</p>	<p style="text-align: center;"><b>In a French Classroom</b></p> <p>The children will be responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either ‘masculine’ or ‘feminine.’</p>
<b>PHYSICAL EDUCATION</b>	<p style="text-align: center;"><b>Swimming</b></p> <p>The children will learn how to swim competently, confidently and proficiently. The aim by the end of KS2 is for them to be able to swim over a distance of at least 25 metres. They will be taught to use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Also, for them to perform safe self-rescue in different water-based situations.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p>Front crawl, backstroke, breaststroke, butterfly, shallow end, deep end, lengths, widths.</p>	<p style="text-align: center;"><b>Hockey Hockey</b></p> <p>The children will learn to improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. They will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. The children will comment on their own and other’s performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self-managing games.</p>