

CATSHILL MIDDLE SCHOOL

ACHIEVEMENT : CHALLENGE : OPPORTUNITY

CURRICULUM INFORMATION FOR PARENTS/CARERS OF YEAR 5 PUPILS



Y5
2017-2018

Curriculum Information for Parents/Carers of Year 5 Pupils

At Catshill Middle School, we are keen to involve our parents/carers in every aspect of their child's school life, including the curriculum that we follow.

We believe that the curriculum should sit at the heart of our school and that it should reflect our values and ethos.

This booklet sets out the curriculum that is planned for the academic year 2017-2018.

Our team of specialist teachers and subject leaders have planned a vibrant *Enquiry and Discovery* curriculum to engage and challenge all learners. Our *Enquiry and Discovery* curriculum is designed to support learners in gaining knowledge and developing the skills that are required for both lifelong learning and for leading happy, safe and successful lives.

Subject by subject, we have set out the learning that is planned for each term and have incorporated sections on how parents/carers might support their child.

Our curriculum is flexible, however, and there will be times throughout the year when additional opportunities will present themselves and be incorporated into our planned programme.

Please feel free to contact me if you have any questions regarding the contents of this booklet and may I thank you, in advance, for the support and encouragement that I am sure you will offer your child throughout the year.

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English

Curriculum – what we're doing

Non-fiction: Dragons' Den

Learners will use the well-loved programme Dragons' Den as inspiration to create their own product. They will then produce a persuasive argument and debate. The presentations will be performed in front of the rest of the year group.

Poetry and GPS (Grammar, punctuation and spelling)

Throughout the topics they study, pupils will also consider poetry. This will enable them to write, read, appreciate and recite poetry.

Spelling and GPS are taught both through lessons and separately. At the beginning of each lesson, a GPS starter is completed by all pupils. Pupils are also issued with a spag.com username and password to enable them to complete tests and revise key skills.

Autumn:

Traditional Tales - legends

Learners look at how Myth differs from Legend. They write descriptions and narratives, diaries and letters and unpick the questions of a modern Pandora's box in persuasive argument and debate.

What is in a picture?

Learners look at a picture book which allows greater scope for choice in the types of texts they write and helps them to explore themes, ideas and issues in a more independent way. Picture books for Year 5 are chosen in the autumn term to reflect the interests and dynamics of the children in the year.

Spring:

What makes an author significant?

Learners study either Roald Dahl or Kensuke's Kingdom. They compare texts and look at language and techniques used. This enables them to write in the same style. Furthermore, they will use these narratives as inspiration to produce playscripts. In all topics, 'talk for write' and 'drama to explore' are encouraged and used.

Modern Fiction

Pupils will study a novel that is chosen from a selection (Goodnight Mr Tom, Clockwork, There's a boy in the girls' bathroom). They will look at: characterisation as well as description, setting and structure. Learners will create diary entries and descriptive settings based upon authors' craft.

Summer:

'Journey to Jo'burg'

Through 'Journey to Jo'burg' by Beverley Naidoo, children look at the question of fairness before linking the concept to the issue of Apartheid covered in the book. Information is retrieved and presented on the issue. Viewpoint is discussed and children write diaries from the point of view of the main characters.

How you can help

- Encourage your son/daughter to read in his/her spare time, whether it is fiction or non-fiction, printed or website, it all helps.
- Support your son/daughter by discussing his/her targets.
- Ensure homework tasks set in booklets are completed to facilitate independent study.

Useful Websites:

www.woodlands-junior.kent.sch.uk/literacy
www.bbc.co.uk/education/levels/zbr9wmn
www.bbc.co.uk/skillswise/english
www.spag.com
www.bitesize.com

Mathematics

Curriculum – what we're doing

In Year 5, pupils will develop their understanding of number by reading, writing and ordering numbers up to 1 million including negative numbers and reading Roman numerals up to 1000. They will investigate the properties of number including looking at factors and multiples, prime numbers, square and cube numbers. Pupils will add and subtract with increasingly large numbers, multiply using long multiplication and divide using short division. They will then apply these skills to solving problems.

A major focus will be to develop understanding of fractions, decimals and percentages. Pupils will compare and order fractions whose denominators are all multiples of the same number, identify, name and write equivalent fractions of a given fraction, recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents and read and write decimal numbers as fractions. Pupils will read, write, order and compare numbers with up to three decimal places. They will recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.

Pupils will calculate using fractions, decimals and percentages by solving problems involving number up to three decimal places. They will add and subtract fractions with the same denominator and denominators that are multiples of the same number and begin to multiply proper fractions and mixed numbers by whole numbers. They will solve problems which require knowing percentage and decimal equivalents and solve problems involving multiplication and division. Pupils will also recognise mixed numbers and improper fractions and convert from one form to the other.

In geometry, pupils will use reflection and translation as well as measuring, drawing and comparing angles. They will calculate the perimeter and area of increasingly difficult shapes, and distinguish between regular and irregular polygons. Pupils will begin to estimate volume and identify 3-D shapes. They will convert between different units of measure, including some imperial measures, with increasing fluency and solve problems involving time. In statistics the focus will be on using information presented in line graphs.

Throughout the year, pupils are provided with opportunities to combine different concepts to solve increasingly complex problems, and apply knowledge to real-life situations. They are also encouraged to explain their reasoning using mathematical language.

How you can help

- Ask your child what time it is and how many days there are in a week, a month, a year and ensure they know the order of the months
- Ask them to recite their tables up to and including the twelve times table and ask them tables at random.
- When you go shopping, ask your child how much they think the shopping will cost and how much change they would get from a given amount of money – real life maths problems.

Useful Websites:

<https://ttrockstars.com/> - your child will be given a login (for tables practice)

<http://www.transum.org/Software/Tablesmaster/> (for practising times tables)

<http://www.amblesideprimary.com/ambleweb/mentalmaths/protractor.html?> (For practising how to use and measure with a protractor)

<http://www.bbc.co.uk/education> (ks2 Maths)

<https://www.topmarks.co.uk/maths-games/7-11-years>

<http://www.rapidtables.com/convert/number/date-to-roman-numerals>.

Science

Curriculum – what we're doing

Autumn:

How do Super Scientists work?

Learners work scientifically on a variety of challenges and tasks to explore the different ways in which scientists work in the real world. They learn about the discoveries of famous scientists, the methods used by forensic scientists and the various ways that scientists tell others about new discoveries.

The Earth in Space

Learners study the Solar System and consider how ideas about space have changed over time. They discover why day and night occur, why the Sun appears to change position and why the Moon appears to change shape.

Spring:

Forces in Action

Learners explore forces and machines. They learn about the force of gravity and the effects of friction, air resistance and water resistance before investigating how simple machines work.

Life Cycles

Learners explore the life cycles of living organisms and the life process of reproduction in plants and animals.

Summer:

Changes and reproduction

Learners focus on the human life cycle and describe the changes as humans develop to old age, including the stage of puberty.

Properties and changes to materials

Learners explore different materials and how they can change. They study the processes of dissolving and separation and compare reversible & irreversible changes.

How you can help

Since the Year 5 Science curriculum studies the work of scientists, parents can support their children by allowing access to websites for research. Thinktank in Birmingham provides a stimulating environment to enrich young scientific minds as does the National Space Centre in Leicester. Having discussions with your child about various materials and how they are useful will be of benefit.

Useful Websites:

<http://www.bbc.co.uk/education/subjects/z2pfb9q>

<http://www.childrensuniversity.manchester.ac.uk/interactives/science/>

Art

Curriculum – what we're doing

In Key Stage 2 Art and Design, there are four interrelated aims - generating ideas, making, evaluating and knowledge. Learners explore the formal elements of Art throughout the year in a series of lessons that investigate line, tone, pattern, texture, space, form, shape, composition, scale and colour. Most often, these lessons involve the work of art, craft and design practitioners, practices and cultural context. Alongside these discrete Art lessons, the following projects complement the curriculum in other subjects:

Autumn:

Basic Skills:

Pupils will focus on the use of pencil, considering tone, shade and texture. They will be given the opportunity to practise scissor use whilst looking at the work of Henri Matisse and they will be encouraged to develop tracing skills as well as thinking about the concept of colour.

What was the earliest Art?

Learners study evidence of earliest human art work from around the world such as the Lascaux and Altamira cave paintings in France and Spain and are given the opportunity to present their own interpretation of these pieces of artwork.

The Celts

Later in the term, pupils will examine 'The Celts' when they will have the opportunity to develop Celtic knots.

Spring:

Mayans

In the first part of the term, learners explore the ancient Mayan culture and how that is translated into Art; this will complement their studies in Humanities. The pupils will create different Mayan symbols and will experience the use of clay. They will also consider facial symmetry when creating masks.

Summer:

The Impressionists

During this term the focus will be on 'The Impressionists', in particular Claude Monet. Children will explore and develop their own landscapes and cityscapes through the use of painting.

Ancient Greece

The latter part of the term will concentrate on the Ancient Greeks, looking at the Elgin Marbles and pottery.

How you can help

Parents and carers can assist their children by encouraging home works and planning an occasional visit to galleries such as the Birmingham Art Gallery, the Ikon gallery, or our own Artrix Theatre which hosts several small exhibitions a year.

Useful Websites:

<http://www.bbc.co.uk/education/subjects/z6f3cdm>

www.tate.org.uk

Computing

In Year 5, pupils follow the Computing programme of study and undertake a number of activities and challenges which enable them to progress through the 3 different strands of Computing – Computer Science, Information Technology and Digital Literacy.

Curriculum – what we're doing

Autumn:

What is the Network? How can we stay safe online?

Learners are introduced to the Network, and the importance of staying safe online. They will examine what is meant by a digital footprint and how this can impact on their lives.

What do we know already and what skills do I have?

They will work through a number of activities which will enable them to both demonstrate and develop their current skills and abilities. They will also be given an opportunity to develop their use of peer and self-assessment to identify what has worked well, and areas for future development.

Spring:

Can we be game developers?

Learners will develop an interactive game using Scratch to create their own graphical objects, including a stage and moving objects (sprites). They will use the programming language to develop scripts, and make use of sequence, selection, and repetition. They will also use logical reasoning to detect and fix errors in their programmes.

Summer:

How can I search effectively for Information using technology?

Learners will be looking at how to search for information effectively, and will consider that information found online is not always true and unbiased. They will develop skills in identifying the origin of a website and begin to think critically about the information that is put online.

How can we be web developers?

Learners will investigate the difference between a computer network and the internet. They will understand what a network is and how it links devices. Learners will use this knowledge to create a web page about cyber safety, and identify a range of ways to report concerns about content.

How you can help

Engage in discussion about the Computing activities and challenges your child will be experiencing. Encourage an interest in this area of the curriculum which now offers an opportunity to make a difference to children's futures. There are many programmes on television and YouTube which can help to develop computational thinking which is central to the Computing curriculum.

Useful Websites:

<http://www.bbc.co.uk/education/subjects>

<http://scratch.mit.edu/>

<https://www.codeclub.org.uk/>

<http://www.thinkuknow.co.uk>

Design and Technology

In Year 5, pupils experience creative and practical activities. They are introduced to the design process, experience problem solving activities and work with a variety of materials including food. They are taught to Design, Make, Evaluate and apply Technical Knowledge as they experience different challenges each term.

Curriculum – what we're doing

Autumn:

Pen pot baseline assessment challenge - What do we know already; what skills do we have?

As our Year 5 intake come from a variety of first schools, this first project is as much about solving a problem as demonstrating skills and ability learnt at first school. Using only paper and card, our new learners have to design and make a 'Pen Pot' to hold a specific amount of pens and stationery equipment. They are guided through the design process, linking their ideas to a chosen theme e.g. cartoons, transport, sport etc. The children learn how to make choices to ensure their end product satisfies the original design brief and demonstrates creativity. They develop evaluating skills highlighting what has worked well and identifying areas for development.

Spring:

Move on with Mechanisms – How can we make things move?

During this term our learners challenge is to use mechanical systems to create movement and be able to apply understanding of computer programming to control products such as Lego electronic kits. Learners, now familiar with the design process use research to inform their ideas, are able to communicate their designs through discussion, plan and prototype accurately and are able to evaluating their ideas and products taking into consideration the views of others.

Summer:

Pizza Project - How can we make a Pizza healthy?

In this project, our Year 5 learners develop their knowledge and understanding of healthy eating. Working in pairs, their challenge is to design a pizza which satisfies the requirements of the 'Eatwell plate'. They investigate and analyse pizza products, use a range of equipment and learn practical, hygiene and safety skills as they make their pizza dough, prepare their pizza toppings and cook their pizza. They learn how to market their food product creating the packaging for their pizza, including ingredients list, nutritional value, allergy advice etc. As part of this project the children are encouraged to try new foods; the results are usually very encouraging as different food combinations topped with cheese become very tasty!

How you can help

Engage in discussion about the DT challenges your child will be experiencing. Questioning How? Why? What? When? Where? can prompt ideas, solve problems they may encounter and encourage creativity. Family interaction, tasting and commenting on the pizza, for example, not only encourages social skills but helps develop an interest in food preparation and a healthy lifestyle.

Useful websites:

www.mr-dt.com

www.bbc.co.uk/food

www.allrecipes.co.uk

French

Curriculum – what we're doing

In Year 5, pupils have one lesson of French a week. They learn through building a range of vocabulary they can use, considering syntax and grammatical rules and developing many personal and communicational skills. Pupils enjoy lessons related to various cultural elements using songs, educational games and video clips.

Autumn:

Who are you? How do you count in French?

What do you look like? What's different about French nouns?

During the first term, pupils will be learning how to introduce themselves and to count to 20 in order to say their age. They will start using sentences with nouns and articles to describe their body. They will analyse the use of articles, gender and the plural form. Cultural aspects such as Christmas in France will be explored.

Spring:

Do you have a pet at home? What is a verb pattern?

Who is in your family? How to say "my".

During the Spring term, pupils will further develop the range of vocabulary and phrases they can use and understand. They will practise conversations about their pets/animals and family members. They will also begin to adapt sentences and manipulate subject pronouns, verb patterns and the negative form.

Summer:

Can I have a pen? What's different about French adjectives?

Where do people speak French in the world? How to say the alphabet in French?

During the Summer term, pupils will learn about classroom language and objects in order to maximise the amount of French they can use in the lesson. They will learn to describe using adjectives for colours and spell out using the French alphabet.

How you can help

Learning a foreign language provides many skills and advantages in life, from reinforcing literacy to enhancing job prospects. Parents can support pupils by helping them gain confidence and by encouraging them to practise at home or on holiday. Learners always appreciate a member of the family to test them on vocabulary or go through speaking test preparations.

Useful Websites:

www.languagesonline.org.uk

www.linguafun.eu

www.atantot.com

Humanities

In Year 5, pupils undertake a sequence of 'learning journeys' that combine history and geography and, on occasions, are linked to our Life Skills curriculum.

Curriculum – what we're doing

Autumn:

What's special about us?

Learners are introduced to the core skills required for history and geography. They study the key geographical and historical features the Bromsgrove area and develop their skills in mapwork and the interpretation of evidence.

Can Stone change into Iron?

Learners explore the history of the Stone, Bronze and Iron Ages. They explore archaeological evidence to make inferences about the past and learn about changes in land use.

Spring:

Can chocolate take us on a journey?

Learners explore the history of chocolate through the study of the Mayan civilization. Pupils consider whether trade is 'fair' through the study cocoa bean production and the journey from cacao tree to shop floor. They undertake a local history study of Bournville, visit Cadbury World and research how the Cadbury family contributed to national and international achievement, learning about Quaker beliefs and lifestyle.

Summer:

Is the Earth Extreme?

Learners explore the geography of 'extremes': climate and weather, earthquakes, volcanoes and tsunamis and decide whether nature is 'friend or foe'.

How has Ancient Greece changed our thinking?

Learners investigate the legacy of the ancient Greek philosophers and their impact on the modern day. They explore everyday life of the Greeks, learning about their achievements, lifestyle and artefacts.

How you can help

In Year 5, encouraging an interest in and love of history and geography are vital. There are many programmes on television and YouTube which will develop increased awareness and understanding of the past. These include 'Who do You Think You Are?', 'Walking through History' and 'Horrible Histories'. Visits to places of historical or geographical interest will also help e.g. Avoncroft Museum and local prehistoric sites such as Barrow Hill. Encouraging your child to read a newspaper or to watch the news, will make them aware of key events, including the impact of recent earthquakes and volcanoes.

Useful Websites:

<http://primaryhomeworkhelp.co.uk>

<http://www.bbc.co.uk/education/subjects/zbkw2hv>

<http://www.bbc.co.uk/education/subjects/zcw76sg>

<http://www.megalithic.co.uk/>

Life Skills

Curriculum – what we’re doing

At Catshill Middle School, we have designed our curriculum taking into account the best practice advice from the PSHE Association and The Citizenship Foundation. In addition to our planned curriculum, which is summarised below, we have the flexibility to address other issues and events as they arise during the course of the year.

Autumn:

Unit 5.1: What makes good relationships?

Learners consider the importance of school/class rules and friendships. They learn how to tackle bullying and build self-esteem.

Unit 5.2: How can we stay safe online?

Learners explore the importance of safety when using the internet and mobile devices. They learn how to recognise and respond to inappropriate online behaviours.

Spring:

Unit 5.3: Who are the ‘givers’ and what difference do they make?

Learners consider the concept of ‘charity’. They investigate some famous philanthropists and the impact of charitable giving. Fair trade and concept of ‘fairness’ is incorporated in the learning unit ‘Can chocolate take us on a journey?’ which is delivered in parallel via Humanities.

Unit 5.4: How can we stay healthy? Part 1

Learners explore the impact of diet, drugs and alcohol on the body and consider the importance of making positive lifestyle choices.

Summer:

Unit 5.5: How can we stay healthy? Part 2

Learners consider emotional change during puberty and the importance of personal cleanliness. Learners find out about developing friendships.

Unit 5.6: How do we survive disasters?

Learners explore how emergency services operate in a range of situations.

How you can help

You can help support the Life Skills programme by encouraging your child to be aware of current affairs and that tolerance and respect are necessary for a safe environment.

Useful Websites:

<http://www.bbc.co.uk/education/subjects/zqtnvcw>

Music

The Music curriculum is designed to allow pupils the opportunity to explore a range of music from different countries, time periods and styles in a creative and practical way. Learners develop key skills in performing music, composing their own music as well as listening and responding critically to evaluate the music they hear. All pupils are warmly invited to join one of our choirs, form a band or start/continue instrumental lessons. We have a growing musical tradition within our school which we hope our Year 5 pupils will enjoy and contribute to. *(Please request a separate letter for instrumental lessons from the Office to see charges which apply.)*

Curriculum – what we’re doing

Autumn:

- Year 5 pupils will perform and create their own rhythms, layering them to create more complex rhythms and use volume, speed and different instruments for effect. Pupils will be introduced to technical language to describe their own music as well as that of famous and contemporary composers.
- Year 5 pupils will explore melody via song and will be expected to develop their confidence and control as a performer. They will listen to a range of music with attention to detail and be expected to perform music from memory.

Spring:

- Pupils will learn to read simple music notation and develop their own notation in various forms.
- They will learn to work effectively as part of a smaller group communicating musically to develop compositions whilst developing their leadership skills

Summer:

- Pupils will develop their knowledge of instruments of the orchestra and be able to increasingly recognise and describe their sound quality.
- Pupils will further explore melody using instruments. Pitch notation will be explored combining all skills developed over previous terms in performances and compositions with a particular focus on some World Music elements.

How you can help

- Encourage your child to listen to a range of music and take part in extra-curricular activities.
- Visit a local theatre to hear an orchestra play or choir perform.
- Take them to hear a live band.
- Listen to music with your child and discuss their favourite music with them.

Useful Websites:

Pupils will be exploring ‘Tribal Groove’ African Body Percussion which can be found on:
www.tribalgroove.com

PE

Curriculum – what we're doing

In Year 5, during Physical Education pupils will further develop competence in a broad range of physical activities. Be physically active for sustained periods of time and engage in competitive sports and activities. Pupils will be encouraged to lead healthy, active lives.

Autumn:

What skills do I need to play competitive games?

Learners will develop the core skills of games through football, hockey, netball, rugby, cricket, rounders and basketball. They will learn to apply basic principles suitable for attacking and defending. Games units will run through the whole school year.

Spring:

How can Physical Education develop my flexibility, strength, technique, control and balance?

Learners will explore their body capabilities through dance and gymnastic activity. They will perform dances using a range of movement patterns and develop sequences in gymnastics.

Summer:

Can I perform running, jumping and throwing in isolation and in combination?

Learners will explore, through athletics, how they can achieve fastest times, heights and distances. They will compare their performances with previous ones and demonstrate improvement to achieve their personal best.

How you can help

Pupils often need help to remember named PE kit on the correct days. This information can be found in their planners on their timetable page. Encourage pupils to participate in extra-curricular clubs both inside and outside school. These activities along with healthy eating will encourage pupils to adopt lifelong healthy lifestyles.

Useful Websites:

<http://www.bromsgrove.gov.uk/things-to-do/sports-fitness.aspx#>

<http://www.wychavonleisure.co.uk/our-centres/bromsgrove/>

<http://www.rylandcentre.co.uk/>

<https://www.yourschoolgames.com/>

Philosophy and Ethics

Curriculum – what we're doing

At Catshill Middle School, the Worcestershire Agreed Syllabus for Religious Education 2015-2020 forms the basis of our curriculum. We aim to engage pupils in systematic enquiry into significant human questions which religion and worldviews address through three main strands: *Believing*, *Expressing* and *Living*.

Autumn:

Why do some people think God exists?

Learners use global and UK statistics to find out who believes in God. They explore reasons why people do or do not believe in God and explore the impact of belief on everyday life.

Can we live by the values of Jesus in the 21st century?

Learners explore Jesus' teachings and example and they consider the extent to which these would benefit today's world. They interpret two of Jesus' parables and explain what message a Christian might take from these.

Spring:

Is it better to express your beliefs in arts and architecture or in charity and generosity?

Learners research some examples of religious art and architecture and make comparisons between Christian and Muslim sacred buildings. They consider why Christians and Muslims believe in the importance of charitable giving and they connect ways in which art and actions can reveal what people believe about God.

Summer:

What do religions say to us when life gets hard?

Learners are encouraged to ask questions about life, death, suffering and what matters most in life. They explore ways in which religions help people to live, even when times are tough. They learn some key concepts about life after death in Christianity and Hinduism. They compare ceremonies that mark the end of life and consider prayers, liturgies, meditation texts and songs that are used when someone has died.

How you can help

Philosophy and Ethics provides rich opportunities for children to learn about the things that matter in the lives of local people and the wider world. Parents can support learning by encouraging their children to have an awareness of current events and to have a thoughtful and questioning approach to life. Understanding people's views can be a first step to recognising and appreciating diversity.

Useful Websites:

<http://www.bbc.co.uk/education/subjects>

<http://www.bbc.co.uk/religion/religions/>

<http://www.primaryhomeworkhelp.co.uk/Religion.html>