

# Romsey Abbey Primary School Year 5 Curriculum

Year 5	Can you make a stand?		Is everyone's dream the same?		Is communication the key?	
Visit (purposefully price kept down due to payments for France in Autumn of Year 6 being made)	Hillier's Arboretum whole School – Science focus Life Cycles: Pond dipping (emphasis on life cycles – will use classification keys and new card activity, Newt Survival (new game), Sweep nets, Rules of the Gardens, Blindfold bean bag game, Seed dispersal Romsey Abbey and local area 1 night residential in Romsey Abbey		Southampton art gallery wire sculptures linked to Ancient Civilisations and Central library visit by train. Spring 1		Tadburn Rivers / Testwood Lakes	
English Focus Texts	<p><b>Autumn 1: Learning Journey 1</b>  <b>Text:</b> <i>Kensuke's Kingdom</i> by Michael Morpurgo <b>Outcome:</b>  <b>Guided Reading Texts</b> <i>Coral Island</i>  <i>UN Rights of the Child</i>  <b>Learning Journey 2</b>                      Text: <i>Romsey Abbey Guide</i>                      and <i>Redwall</i> by Brian Jacques                      Outcome:  <b>Guided Reading Texts</b>                      Redwall – Brian Jacques  <b>Mouse Family Robinson</b> – Dick King Smith  <b>Non fiction Texts on woodland creatures</b>                      Reepicheep – <b>Prince Caspian / Voyage of the Dawn Treader</b>  <b>Autumn 2: Learning Journey 1</b>                      Text: <i>The Midnight Fox</i> by Betsy Byars +                      Wolves of Currumpaw by William Grill  <b>Outcome:</b>  <b>Guided Reading Texts</b>                      As above + Collection of stories and non-fiction texts featuring Wolves and Foxes</p> <ul style="list-style-type: none"> <li>- Jungle Book</li> <li>- Red Riding Hood</li> <li>- 3 Little Pigs</li> </ul> <p><b>Learning Journey 2</b>  <b>Text:</b> <i>Hot Like Fire and other poems</i> by Valerie Bloom  <b>Outcome:</b>  <b>Guided Reading Texts: As above</b></p>		<p><b>Spring 1: Learning Journey 1</b>  <b>Whole School Writing Week 8 – 12 Jan</b>  <b>Little Red Riding Hood</b>                      Egypt Text – Red Pyramid?                      Outcome:  <b>Guided Reading Texts:</b> As above  <b>Learning Journey 2</b>                      Text: <i>The Long Walk Home Nelson Mandela</i>                      Outcome:  <b>Guided Reading Texts</b> As above Texts about Martin Luther King  <b>Spring 2</b>  <b>Learning Journey 1</b>                      Text: The Whale by Ethan Murrwo                      Outcome: <b>Guided Reading Texts</b> As above + Cinderella  <b>Learning Journey 2</b>                      Text: The Story of Astronomy and Space By Louie Stowell and Peter Allen (Information text about history focus)                      Outcome:  <b>Guided Reading Texts</b></p>		<p><b>Summer 1: Learning Journey 1 - TBC</b>                      Text: <i>The Drop in my Drink</i> by Meredith Hooper                      Outcome:  <b>Guided Reading Texts:</b> As above  <b>Learning Journey 2 - Text:</b> The Wilderness War – Julia Green                      Outcome:  <b>Guided Reading Texts</b></p> <p><b>Summer 2: Learning Journey 1 - TBC</b>                      Text: Cloud Busting by Malorie Blackman                      Outcome: Discussion (D) <b>Guided Reading Text:</b> As above  <b>Learning Journey 2 - TBC</b>                      Text: The Girl with the Brave Heart  <b>Whole School Writing Week: David and Goliath</b>  <b>Guided Reading Texts:</b> As above</p>	
Drama and Performance Opportunity			Performance Opportunity in this term "Out of the World" Musical			
Maths	We follow the Hampshire Maths Planning Model. See separate document for information.					
PSHE	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Habit of Mind	Curiosity	Empathy and Reflection	Resilience	Self-Management	Collaboration	Creativity
RE UC units	<b>Concept</b> God <b>Context;</b> What does it mean if God is Holy and loving?	<b>Concept</b> Kingdom of God <b>Context:</b> What kind of king is Jesus?	<b>Concept</b> People of God <b>Context:</b> How can following God bring freedom and justice? (fair trade fortnight)	<b>Concept:</b> Salvation <b>Context:</b> What did Jesus do to save human beings?	<b>Concept</b> Submission <b>Context</b> The Qur'an is revealed to Muhammed Pack	<b>Concept</b> God Talk <b>Context:</b> Muslim beliefs about God
Assessment Focus	<b>Explain and Apply</b> Explain how life and Church would be different for Christians if God was just Holy and not loving	<b>Evaluate</b> Evaluate whether or not the world could or should learn from Christian ideas about God's kingdom	<b>Evaluate and Explain</b> Explain how the story of the Exodus inspires and helps Christians and Jewish people in their faith today	<b>Evaluate and Apply</b> Weigh up the value and impact of ideas of sacrifice in their own lives and the world today	<b>Evaluate</b> Explain the importance or value of submission for Muslims	<b>Contextualise</b> Explain Muslim ideas and beliefs about God

Science Longitudinal Study: Does temperature affect the rate at which tadpoles reach maturity? The idea for this is the idea of evolution through stress encouraging sexual maturity.

Science Learning Objectives

Check: Safety in Science (Staffroom Science resources) for hazard cards for risk assessments.

HIAS Key Ideas in bold. NC Objectives in italics. Additional Guidance on

**How light behaves and how we see (6 sessions)**

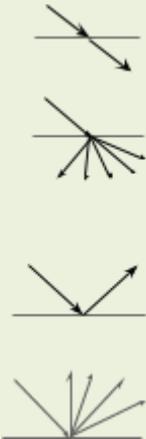
**Chapter 1: How light travels**

- When light is emitted from a light source it travels in straight lines until it hits an object. This can be represented by an arrow.
- Shadows form when light hits an opaque object, the area behind is in darkness because light can only travel in straight lines

**Chapter 2: How light behaves when it hits objects**

- When light hits a transparent object it goes through it in a straight line so we can see a clear image through it.
- When light hits a translucent material it goes through it but is scattered, this means light can pass through but we can't see an image through it.
- When light hits a mirrored surface it reflects off it in straight lines, so we can see an image in the reflective material

Some times when light hits a material it reflects off it in many different directions (it is scattered). In this case light will be reflected but no image will be seen in the material



**Space and gravity continued** (learning journeys should not be restricted to a term but learning will be carried across terms until complete.)

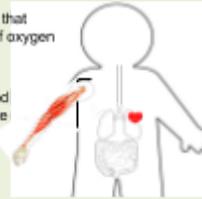
**Circulation: how nutrients get to where they are needed in the body (7 sessions)**

**Chapter 1: Getting oxygen into the blood.**

All animals need oxygen to survive. Air is breathed into the lungs where the oxygen in the air is passed into the blood. Every part of animals bodies need oxygen, especially muscles

Muscles need a supply of oxygen and sugar to make them work, they are supplied this by the blood.

**The blood circulation model**



The blood circulates around the body in a way that ensures all muscles in the body get a supply of oxygen and sugar

The heart pumps blood to every muscle in the body. The circulatory route must allow the blood to collect oxygen from the lungs, sugar from the intestines and visit muscles.

The blood then returns to the heart where it is pumped again.

**How sounds are made, travel and can be changed (8 sessions)**

**Chapter 1: Describing sounds**

- Sounds can be made in many different ways and individual sounds have the properties of pitch and volume.
- When a sound is made it immediately spreads out in all directions. As it travels its volume decreases but its pitch remains the same.

**Chapter 2: How sounds are made and travel.**

- Sound is made when an object is made to vibrate (move backwards and forwards or up and down).
- As the material vibrates it makes whatever it is in contact with vibrate, including air. As the air vibrates it makes whatever it is in contact with vibrate also, which might be a wall or even your eardrum. Sound moves through materials vibrating making other materials they are in contact with vibrate.

**Chapter 3: Why does pitch and volume change?**

- Pitch and volume are determined by how the material vibrates:
  - Pitch** is determined by how fast an object vibrates, i.e. the frequency of vibration. The higher the frequency the higher the pitch.
  - Volume** is determined by how big the movement of each vibration is (the amplitude of vibration). The bigger the amplitude the higher the volume.

Shiny surfaces are better reflectors and rough surfaces scatter light more. Opaque objects don't allow any light to pass through them.

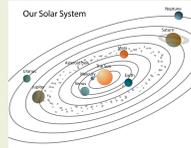
**Chapter 3: How we see.**

Animals see objects when light is reflected off the object and enters the eye through the pupil. The pupil changes its size to allow enough, but not too much light into the eye. Too much light damages the eye and too little results in poor quality images.

**Space and gravity**  
**(8 sessions)**

**Chapter 1: Where the Earth is in space**

- The universe is vast and contains billions of stars.
- The solar system is a collection of planets and moons orbiting our nearest star, the sun. It can be represented using a model.



- All objects in the solar system are spinning as well as orbiting.
- The time it takes for an object to spin once is called a day
- The time it takes a planet to orbit the sun is called a year

**Chapter 2: Stars and other objects**

- Stars produce vast amounts of heat and light. All other objects are lumps of rock, metal or ice and can be seen because they reflect the light of stars

**Chapter 3: Gravity and its effects**

- Gravity is a force of attraction between any two things that have mass and bigger masses exert bigger forces.
- Gravity works over a distance but gets weaker as the distance increases. Stars, planets and moons have so much mass they exert a large gravitational attraction on other things, including each other.
- Differences in gravity result in smaller mass objects like planets (or moons) orbiting larger mass objects like stars (or planets)

- Smaller objects and tighter strings and surfaces tend to vibrate with a higher frequency.

History	Local history study Romsey Abbey to include Vikings, Ethelfleda, Black Death, Henry V111,Civil war, WW1 and WW2.	Earliest civilisations overview (Hampshire Services Pack) Depth study – Ancient Egypt Parallel history – The Ancient World (Good text)	
Learning Objectives	I know about an historical site dating from a period beyond 1066 that is significant in the locality.	Did these civilisations have anything in common and what did each achieve?	
Geography	Local Study Romsey	Egypt	Rivers
Learning Objectives	Human and physical geography I can describe and understand key aspects of: human geography, including: types of settlement and land use,	Geographical skills and fieldwork	I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical

economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water within Romsey.

Fieldwork study – 2 weeks

- e.g. Survey the use of land in the immediate locality of the school e.g. local high street, walking distance area, using the following classifications:
  - Residential: houses, flats, hotels, hostels
  - Retail: food, clothing, footwear, sports, toys, furniture, etc....
  - Professional/ Commercial: solicitors, banks, building societies, company offices etc....
  - Industrial and Storage: machine tools, engineering, factories, warehouses
  - Entertainment/ Leisure: theatres and cinemas, public houses, restaurants, cafes
  - Public Authorities: local government offices, police, libraries, hospitals, churches, chapels, schools
  - Other: vacant property, car parking, open spaces, development sites
- Compare the land-use in the area chosen with old maps and photographs of the same area to examine how the land-use has changed over time. Investigate why the land-use has changed
- Undertake a survey of buildings and materials
- Investigate what jobs people do within and beyond the school, in the local area. Sort them into categories and investigate where and how far people travel to work
- Compare shops in the local area with the nearest city centre

Interview/ question people who use the shops about the services/ types of shop provided/ shopping habits

Design questions and studies to conduct in the local area. Identify local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features.

Undertake surveys.

Conduct investigations.

Classify buildings.

Use recognised symbols to mark out local areas of interest on own maps.

Choose effective recording and presentation methods e.g. tables to collect data.

Present data in an appropriate way using keys to make data clear.

I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Egypt.

Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics.

Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent.

Ask questions e.g. what is this landscape like? What is life like there?

Study photos/pictures/maps to make comparisons between locations.

Identify and explain different views of people including themselves.

features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Use maps to locate features of the UK e.g. rivers, mountains, large cities.

Use the language of rivers e.g. erosion, deposition, transportation.

Explain and present the process of rivers.

Compare how river use has changed over time and research the impact on trade in history.

Research and discuss how water affects the environment, settlement, environmental change and sustainability.

Make field notes/observational notes about land features.

Visit a river, locate and explain the features.

Record measurement of river width/depth.

	<p>Draw conclusions from the data.</p> <p>I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. (Link to Romsey Abbey)</p> <p>Use maps to locate features of the UK e.g. rivers, mountains, large cities. Explain and defend which are physical and which are human features. Label counties, cities, mountains and rivers. Study photographs and maps of 3 different locations in the UK. Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change? Place knowledge</p> <p>I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Romsey).</p> <p>Geographical skills and fieldwork</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – UK.</p> <p>I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom.</p>		
Art and Design			
Learning Objectives			
Design Technology	<p><b><u>Begin researching space vehicles to inform DT for the spring term.</u></b></p>	<p><b><u>Space: How can we create a space rover and use flowol to operate it?</u></b></p>	<p><b><u>Understand how key events and individuals in design and technology have helped shape the world</u></b></p>
Learning Objectives		<p><b><u>Generate:</u></b> Investigate and analyse a range of existing products. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p>	

		<p><b>Design:</b> Develop, model and communicate their ideas through discussion, cross-sectional and exploded diagrams,</p> <p><b>Make:</b> Select from and use a wide range of tools and equipment to perform practical tasks.</p> <ul style="list-style-type: none"> <li>- Select from and use a wider range of materials and components to ensure your product is aesthetically pleasing.</li> </ul> <p><b>Evaluate:</b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><b>Technical Knowledge:</b> Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <ul style="list-style-type: none"> <li>- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>- Work from detailed plans, modifying where appropriate.</li> <li>- Apply their understanding of computing to program, monitor and control their products</li> </ul>	
<p>Music</p>	<p>Rhythm and Aural Games Harvest Class composition of a Harvest Poem with Percussion Early Church music – how music was originally written – Hildegard of Bingham – linked to Ethelfleada – plainsong - compare notation to modern notation - learn Veni Creator Spiritus – (melisma) – sing as a class in the abbey History of the orchestra, grouping of instruments in orchestral sections and their pitch Benjamin Britten’s – Young Persons Guide to the Orchestra Christmas Songs Choral speaking - poetry Performance Opportunity – Harvest Festival Service and Christmas Carol Service</p>	<p>Rhythm and Aural Games Listening to The planets by Gustav Holst – London Philharmonic Orchestra – match the character of the music to the characters of Holst’s planets. Mars – BBC 10 Pieces – special study Performance opportunity – “Out of this World” musical by Spiderweb Musicals</p>	<p>Rhythm and Aural Games Learn the songs and class percussion ensemble from Riversong by Kate Stultz and Jilly Jarman Listening – Mussorgsky’s Dawn over the Moscow River and Armand Marsick’s la Source – listen to the 2 contrasting descriptive pieces of music and draw artwork inspired by them Writing rhythmic patterns in 2, 3 and 4 time, using crotchets, quavers, minims, dotted minims and semibreves. Compose a short melody on 2 or more notes in either treble or bass clef to depict a river, choosing the tempo and dynamics for the river and writing the melody down using musical notation. Aural recognition of music in 3 and 4 time and conducting patterns</p>
<p>Learning Objectives</p>	<p><b>Sing</b> the harvest, plainchant and Christmas songs as part of an ensemble, being aware of pitch and dynamics, singing with increasing accuracy, fluency, control and expression, being aware of the importance of performance. <b>Improvise and compose</b> music to illustrate the harvest poem.</p>	<p><b>Play and perform</b> in both solo and ensemble context, with increasing accuracy, fluency, control and expression. <b>Listen and appreciate</b> music from The Planets Suite and learn about great composers – Gustav Holst</p>	<p><b>Sing and play</b> percussion instruments with increasing accuracy, fluency, control and expression. <b>Listen with attention to detail</b> and recall sounds with increasing aural memory</p>

	<p><b>Listen with attention to detail</b> and recall more complicated rhythmic and aural patterns.</p> <p><b>Develop an understanding</b> of the history of music by looking at how early forms of music were shared and then written down and comparing to modern musical notation</p> <p><b>Listen</b> to plain chant music from Hildegard of Bingham, understanding that this is similar to the music sung in the abbey at the time of St Ethelfleada.</p> <p>Experience singing plainsong in the Abbey</p> <p>Understand how the instruments of the symphony orchestra are grouped together and their pitch.</p>		<p><b>Listen with attention to detail</b> and recall sounds with increasing aural memory</p>		<p><b>Compose</b> a short piece of music to depict how a river moves using musical notation, being particularly aware of tempo and dynamics using musical notation</p> <p><b>Listen</b> to Mussorgsky's Dawn over the Moscow River and Armand Marsick's la Source - use appropriate musical language to describe the 2 different rivers depicted by each piece of music – instrumentation, tempo, dynamics, articulation.</p> <p><b>Use and understand staff</b> when writing rhythms and music</p>	
Computing Needs an Information Technology Unit	Computer Science – Games Making – which program?		Computer Science Digital Literacy – Mandela bias	Computer Science Information Technology Unit using the Flowal Boxes to	Digital Literacy – CEOP Unit to be taught – link to Relationships – Jigsaw – Piece 3, 5 and 6.	Digital Literacy – River Study
Learning Objectives	Solve problems by decomposing them into smaller parts Use selection in programs Work with variables Use logical reasoning to explain how some simple algorithms work Use logical reasoning to detect and correct errors in algorithms Understand computer networks, including the internet Appreciate how search results are ranked		Combine a variety of software to accomplish given goals Select, use and combine software on a range of digital devices Analyse data Evaluate data Design and create systems	Solve problems by decomposing them into smaller parts Use selection in programs Work with variables Use logical reasoning to explain how some simple algorithms work Use logical reasoning to detect and correct errors in algorithms	Understand the opportunities computer networks offer for collaboration Be discerning in evaluating digital content	
PE	Gymnastics Net/wall games Strike/field games Invasion games Athletics	Dance -street/cheerleading Net/wall games Strike/field games Invasion games Athletics	Gymnastics Invasion games Net/wall games Strike/field games Athletics	Country dance Net/wall games Strike/field games Invasion games Athletics	Net/wall games Strike/field games Invasion games Athletics Bikeability	Net/wall games Strike/field games Invasion games Athletics
Learning Objectives	Create, practice, perform and refine longer, more complex sequences including changes in level, direction and speed. Choose actions, body shapes and balances from a wider range of themes and ideas; adapt their performance to the demands of the task, using their knowledge of composition.	Compose motifs and plan dances creatively and collaboratively in groups. Adapt and refine different techniques to express themselves in the style of dance they use; perform different styles of dance clearly and fluently. Organize their own safe activities to support class development in dance;	<b>As per Autumn 1 but collaboratively.</b> Create, practice, perform and refine longer, more complex sequences including changes in level, direction and speed. Choose actions, body shapes and balances from a wider range of themes and ideas; adapt their performance to the	Compose motifs and plan dances creatively and collaboratively in groups. Adapt and refine different techniques to express themselves in the style of dance they use; perform different styles of dance clearly and fluently. Organize their own safe activities to support class development in dance;	To use the transferable skills in all 4 areas.  Teacher to prepare for change for life and alternate between the different activities.  1 <sup>st</sup> week – Athletic – Sports Day 2 <sup>nd</sup> week – Invasion 3 <sup>rd</sup> week – Net/Wall 4 <sup>th</sup> week – Strike Field Rotate for the Whole term  Work on specific sports and competition rules	

	<p>Explain how using different parts of their impacts on balance, coordination and travel. Use basic set criteria to make simple judgements about performances and suggest ways they could be improved. Choose the best pace for running event, so they can sustain their running and improve on a personal target.</p> <p>Show control at take off in jumping activities; show accuracy and good technique when sending (throwing) for distance; organise and manage an athletic event well.</p> <p>Understand how stamina and power help people to perform well in different athletic activities.</p> <p>Identify good athletic performance and explain why it is good, using agreed criteria.</p>	<p>show an understanding of the impact this has on their fitness, health and wellbeing.</p> <p>Recognise through peer assessment on dance performance, showing an understanding of style; collaborate and communicate through self and peer assessment ways to improve sequences.</p> <p>Pass, dribble and shoot with control in games</p> <p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defence.</p> <p>Know and carry out warm up activities that use exercises that relate to invasion games.</p> <p>Pick out things that could be improved in performances and suggest ideas and practices to make them better.</p>	<p>demands of the task, using their knowledge of composition.</p> <p>Explain how using different parts of their impacts on balance, coordination and travel. Use basic set criteria to make simple judgements about performances and suggest ways they could be improved.</p> <p>Use forehand, backhand and overhead shots increasingly well in the games they play. Use volley in games where it is important; use the skills they prefer with competence and consistency.</p> <p>Understand the need for tactics; start to choose and use some tactics effectively; play cooperatively with a partner; apply rules consistently and fairly.</p> <p>Identify appropriate exercise and activities for warming up; recognize how these games make their bodies work.</p> <p>Pick out what and others do well and suggest ideas for practices.</p>	<p>show an understanding of the impact this has on their fitness, health and well-being.</p> <p>Recognise through peer assessment on dance performance, showing an understanding of style; collaborate and communicate through self and peer assessment ways to improve sequences.</p> <p>Strike a bowled ball; use a range of fielding skills e.g. receiving, sending, bowling, intercepting with control and consistency.</p> <p>Work collaboratively in pairs, group activities and small-sided games; use and apply the basic rules consistently and fairly; understand and implement a range of tactics in games.</p> <p>Recognise the activities and exercises that need including a warm up.</p> <p>Identify their own strengths and suggest practices to help them improve.</p>		
<p><b>French</b></p>						