



# Year Five

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# Our Vision

Together we love learning and  
work as a team

# Our Mission

**Our ambitious curriculum fosters self-regulated learners who are resilient and inquisitive.**

**The Arts and physical activity, alongside creative academic experiences, enable every pupil to love learning in an active classroom environment.**

**Participation in our '#teamstanah' nurtures the confidence to challenge each other and collaborate with a Growth Mindset, whilst sharing in the success of all.**

**We thrive at Stanah because we come to school everyday!**

# Curriculum Intent

At Stanah, our curriculum is designed to enable our children to be prepared for the modern world; we aim to provide the appropriate cultural capital so they can become successful citizens in our community. Academic achievement, the arts and physical activities are at the core of our curriculum offer. The children at Stanah will be exposed to a wide range of texts to read; lessons will be creative in order to inspire and challenge our learners and we actively promote a vocabulary-rich environment. Our curriculum is inclusive for all learners, allowing them to explore ideas and ask purposeful questions.

# Global Learning Themes

Global Learning  
Themes



Global Learning Themes are key topical issues which are prevalent in today's society. At Stanah we have chosen four 'Global Learning Themes'. These are woven into our curriculum topics so that they are purposeful within our learning.

Global Learning  
Theme

Conflict Resolution



Global Learning  
Theme

Diversity



Global Learning  
Theme

Equal Rights



Global Learning  
Theme

Sustainability



## Year 5 Curriculum

Term	Autumn One		Autumn Two		Spring One		Spring Two		Summer One		Summer Two	
Theme	<b>Invasion!</b>		<b>A Christmas Carol</b>		<b>Earth and Space!</b>		<b>Inventors!</b>		<b>Australia</b>		<b>World War One</b>	
Lead Subject	<b>History</b>		<b>English</b>		<b>Science</b>		<b>History</b>		<b>Geography</b>		<b>History</b>	
Reading Genre	Myths and Legends	Classic Poetry	Creative Fortnight	Classic Fiction	Science Fiction	Information texts	Narrative	Debate	Fables from other Cultures	Biography	Fiction and Nonfiction Hybrid	Poetry
Key Text	Anglo Saxon Boy, by Tony Bradman	The Listeners, by Walter de la Mere (see Oak Academy)		<b>A Christmas Carol, by Charles Dickens</b>	Science Fiction story, inspired by War of the Worlds (H.G.Wells)	Information websites on planets	Hugo Cabret, by Brian Selznick	A range of debates.	<b>A range of Australian fairytales, folktales and fables.</b>	<b>The Life of David Attenborough</b>	Archie's War Scrapbook by Marcia Williams	In Flanders Fields by Lieut. Col. John McCrae
Writing Genre	Narrative (novel as a theme)	Poetry		Narrative (3 <sup>rd</sup> person)	Description	Non-fiction	Narrative Hybrid: Description, Instruction	Discussion and Debate	Narrative	Biography	Fiction Hybrid	Repeating line poetry
Writing Outcome	To write a section of a new chapter.	To write a repeating line poem, based on Anglo-Saxon Boy.		To write a character backstory	To create a suspenseful shift in Setting.	<b>W4P: To create a fact file on a planet and make a short narrative film</b>	To innovate the early chapters of Hugo Cabret.	<b>To write an ethical debate regarding the future of invention.</b>	To write an Australian folktale.	To write a biography.	To create a scrapbook about WW1	<b>W4P: To write a repeating line poem</b>
Science	<b>Animals including humans (aging)</b>		Properties, Uses of Materials, and Changing States of Matter		<b>Earth and Space</b>				Living things and their Habitats		Forces	
History	<b>British Settlements by Anglo-Saxons &amp; Scots/ Viking struggle for England</b>						<b>Study of a Non-European society that provides contrast to the UK</b>				<b>The causes and effect of World War I.</b>	
Geography	Name and locate counties in the UK/ study coasts						Location of countries on a map. Research into 21 <sup>st</sup> C invention.		<b>Ecosystems/ economic activity/ time zones</b>		Latitude/ longitude/ equator/ time zones	
Art	Formal elements revision by observing Anglo Saxon artefacts and art / craft work from archeological discoveries		Art created to accompany Creative fortnight		Painting & Collage: exploring colour and different painting techniques to create 3D model planet; create Space collage artwork		Drawing: Formal element texture focus		<b>Drawing and painting: Using Aboriginal artwork and artists as inspiration, create Australian art.</b>		<b>Painting &amp; Sculpture: Investigating camouflage techniques used in WW1</b>	
DT			Textiles: To create a Christmas textile item.				Make Construction: Create a working mechanism (pulleys and gears) – (inventors)		Food and nutrition: Use knowledge of locality and seasonality to design a food product			
Computing	Computing systems and networks – Systems and Searching				Creating media – video editing		Data and information – flat file databases		Programming B – selection in quizzes			
Music	<b>Living on a Prayer</b>		<b>Classroom Jazz</b>		Make You Feel My Love		<b>The Fresh Prince of Bel-Air</b>		Dancing in the Street		Reflect, Rewind and Replay	
PSHE	Being Responsible – Stealing A World Without Judgement – Inclusion and Acceptance (Forgiving and Understanding)		The Working World Enterprise (Ambitious, Inquisitive)		Computer Safety Making Friends Online (Caring, Understanding, Respect)		<b>Feelings and Emotions – Anger</b> (Resilience, Understanding)		Keeping/Staying Healthy – Smoking Growing and Changing - Puberty (Respectful, Understanding, Adaptable)		Keeping/Staying Safe Peer Pressure (Caring, Resilience)	
Spanish	Phonetics 3 and Do you have a pet? (Intermediate Teaching Unit)		What is the date? (Intermediate Teaching Unit)		The Weather (Intermediate Teaching Unit)				Habitats (Progressive Teaching Unit)		The Weekend (Progressive Teaching Unit)	
PE	<b>Invasion Games</b>		Orienteering Gymnastics		Dance Gymnastics		<b>Invasion Games</b>		Athletics <b>Invasion Games</b>		Striking and Fielding	
RE	Hindu Dharma		Christianity: God		Christianity: Jesus		Christianity: Church		Sikhism		Islam	

# Year 5 Long-Term plan

### Key to Global Learning Themes:

**Conflict Resolution**

**Diversity**

**Equal Rights**

**Sustainability**

# Reading in Year Five

## Reading



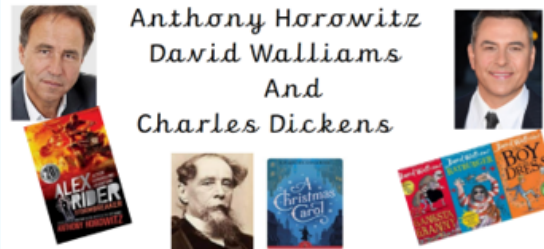
At Stanah, we actively promote the notion of 'Everyone is a Reader' and through our carefully designed curriculum, we provide an array of reading experiences to develop life-long reader's. This enables our pupils to foster a love of reading and therefore read for pleasure. As well as this, they will read across a range of subjects which deepens their knowledge. As a school, we recognise the importance of reading role models and value working in partnership with others including: reading with other classes in school, our local library, local authors and other partners to ensure reading remains a high priority in our school.

During the year, pupils in Year 5 will be exposed to a wide range of texts and selected class authors that are closely matched to our year group curriculum topics. Teachers make meaningful links through the 'Talk four Writing' process, ensuring pupils are able to: discuss and unpick features of a text; have the opportunity to practise reading using the 'Reader's Theatre' and make explicit vocabulary links using our 'Stanah Vocabulary' lesson to ensure our pupils are fluent and confident readers.

**During the year, our Year 5 pupils will read and study the following texts as a whole class:**

- Anglo-Saxon Boy
- Beowulf
- A Christmas Carol
- War of the Worlds
- A range of 'Space' information texts
- The Invention of Hugo Cabret
- A range of Australian, fairy tales, folk tales and fables.

## Year 5 Class Authors



**Year 5: 50 Recommend Reads** <https://www.booksfortopics.com/booklists/recommended-reads/year-5/>

# Writing in Year Five

Writing



Year 5 Curriculum												
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## Key Knowledge:

- A relative clause is a dependent clause that adds extra information to a sentence. It starts with a relative pronoun.
- Parenthesis is extra information added to a sentence inside brackets, dashes or commas.
- Precise noun phrases can be used to convey information precisely and achieve your intended effect.



# Talk for Writing at Stanah

Writing



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At Stanah, we have established a core reading collection, from which we implement our writing strategy: Talk for Writing. The process begins with the children internalising the structures and language features of the text type (Imitation) and moves through a transition from shared and guided writing (Innovation) to independent writing (Independent).

**Imitation** ⇒ **Innovation** ⇒ **Independent**

It is through this process that our children become creative and powerful writers.

A.  
P.  
E.

At the beginning of every unit of Writing, children will identify the Audience, Purpose and Effect of the text type. When children know the A.P.E, they will be able to make authorial choices which will meet their target audience, whilst achieving their intended purpose and effect. The A.P.E. will be returned to regularly and writing will be assessed against whether it has been achieved.



# Science at Stanah

Science



## Our Science Vision

At Stanah, we believe our children, as scientists, should explore, investigate and ask questions through stimulating, challenging, exciting, hands on and practical experiences, that encourages a deeper understanding of the real world.



**OUTSTANDING**

Science is outstanding when:

1. Hands on – Practical, interactive, exploring
2. Ask 'What if?' questions
3. Scientific vocabulary
4. Real life links
5. Exciting resources and opportunities



# Working Scientifically



## Asking questions

Asking questions that can be answered using a scientific enquiry.



## Making predictions

Using prior knowledge to suggest what will happen in an enquiry.



## Setting up tests

Deciding on the method and equipment to use to carry out an enquiry.



## Observing and measuring

Using senses and measuring equipment to make observations about the enquiry.



## Recording data

Using tables, drawings and other means to note observations and measurements.



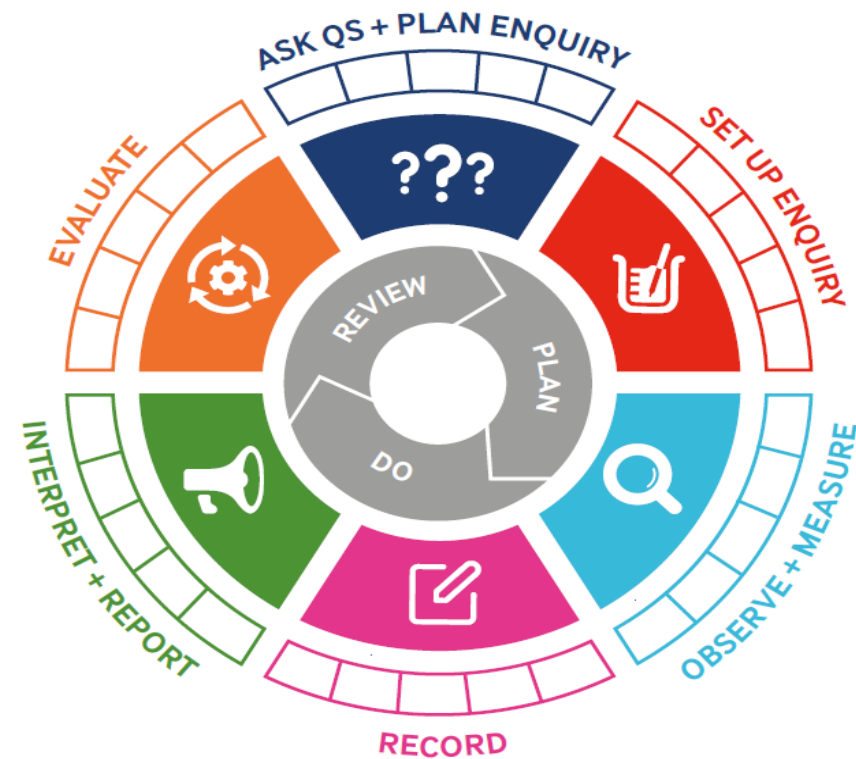
## Interpreting and communicating results

Using information from the data to say what you found out.



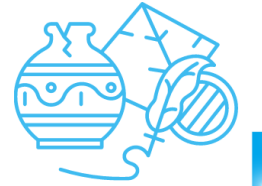
## Evaluating

Reflecting on the success of the enquiry approach and identifying further questions for enquiry.



# History Substantive Concepts

Historical  
Concepts



At Stanah, we have selected four substantive concepts that are revisited throughout our History Curriculum. These concepts help us to make connections, draw contrasts, analyse historical information and devise historically valid questions.

Historical Concepts

Chronology  
Changes over time



Historical Concepts

Significance



Historical Concepts

Settlement



Historical Concepts

Invasion





## History in Year 5

Concept progression	Year 3	Year 4	Year 5	Year 6
Invasion		The Romans	Invasion!	World War 2
Civilisation	Stone Age	Ancient Egypt	Journey to Baghdad	
	Ancient Greece			
Settlement	Stone Age	The Romans	Invasion!	

NC	Chronology Vocabulary
British settlements by Anglo-Saxons & Scots/Viking and Anglo-Saxon struggle for the kingdom of England.  A non-European society that provides contrasts with British history (Early Islamic Civilisation).	era, The Dark Ages, continuity, chronologically, thousands of years, Islamic Golden Age

# Outdoor Education



## Exploring and Experimenting

- Rocket making and launching
- Parachute making and tests
- Looking for leaves/plants/flowers and dissect

## Personal and Social Development

- Australia BBQ
- Drill Sergeants (Army test day)
- Australian stories around the campfire

## Academic Achievement

- Beowulf performance poetry
- Re-enact The Battle of Hastings
- Reversible and irreversible changes

## Good Health and Wellbeing

- Sharing stories
- 'Golden Mile'
- Maypole dacing

## Environmental Responsibility

- Recycling day
- Litter responsibility

# Enrichment



<u>Term</u>	<u>Enrichment Opportunity</u>
<u>Autumn One</u> The Anglo-Saxons	LCC Museum box Grandparents afternoon
<u>Autumn Two</u> A Christmas Carol	Millfield - Science
<u>Spring One</u> Earth and Space	Rossall Planetarium Rocket Creation
<u>Spring Two</u> Inventors!	Islamic visitor
<u>Summer One</u> Australia	Make connections with school in Australia Food tasting
<u>Summer Two</u> World War I	Farmer Parrs trip WW1 Day