



Stockport Grammar Junior School – Curriculum Information for Parents 2021-2022
Year 5

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Mathematics	<p>Number work will focus on adding and subtracting multiples of 10, 100 and 1000 to and from 5 digit numbers. There will be some development of place value using decimal numbers. In their work on 'time', children will convert 12 to 24 hour clock times. They will convert mm to cm and cm to m in their study of length and examine properties of shapes in geometry tasks. Work on fractions, ratio and proportion will take them towards the end of term.</p>		<p>Number work will now develop to include 6 digit place value, mental and written addition and subtraction plus written multiplication and division. Work on decimals will continue along with mixed and improper fractions, fractions of amounts and fractions multiplied by whole numbers, We will also look at prime numbers, square numbers and square roots. Shape work will focus on properties of triangles and converting units of measurements.</p>			
English	<p>Year 5 children will be studying 'How to Train your Dragon' by Cressida Cowell. Through this book the children will visualize setting, make predictions about plot and story structure. We will focus on characterization and make inferences about the author's perspective on particular characters. Conventions of dialogue will be examined as well as modal verbs and relative clauses. Through Dragon Poetry we will study: adjectives, similes, alliteration and fronted adverbials. After half term we will focus on 'Oliver Twist' when we will study long established children's literature including social, moral and cultural issues in stories. During this unit, we will explore</p>		<p>Children will be taught reading and writing holistically through text led learning. We will be focussing on Science Fiction stories using 'Aquila' by Andrew Norris and 'Mortimer Keene: Attack of the Slime' by Tim Healey and Chris Mould as our main texts. Children will be exploring different genres of writing, including: information booklets, non-chronological reports, instructions and explanation. They will also produce a short story or chapter for a novel about an invention. Children will learn how to shift the formality of their writing for effect. Activities will be</p>			

	<p>characteristic features of people from the past as well as compare and contrast them. Grammar will focus on using commas and demarcating complex sentences. We will also explore ambiguity and use parenthesis with brackets and dashes.</p> <p>Finally, through Classic poetry, we will be creating and punctuating sentences using simile starters.</p>	<p>done on a variety of punctuation, word types and other areas of grammar in order to improve writing effectively and descriptively using a range of sentence types. Children will benefit from a mixture of independent, paired and group work and they will look at a variety of possible methods to present their ideas.</p>	
Science	<p>Materials</p> <p>Early in the term, children will identify, compare and classify a variety of materials, further developing their knowledge and understanding of specific properties which make certain materials suitable for particular uses. They will also develop their conceptual knowledge and understanding of how different mixtures of solids and liquids might be separated. After half term, we will be moving onto changes to materials including reversible, non-reversible and chemical reactions.</p>	<p>Forces</p> <p>Children will learn what a force is and explore where they are found. They will learn about air resistance, water resistance and friction. They will finally investigate how mechanisms including levers, pulleys and small gears allow a small force to have a greater effect.</p> <p>Space</p> <p>In Space, they will develop their knowledge of the Earth's place in the solar system, along with the other planets. They will explore the effect of gravity and how the Earth fits in with other bodies in Space, especially the Sun and Moon.</p>	
Humanities	<p>The Anglo-Saxons and Vikings:</p> <p>In this unit, the children will consider why the Anglo-Saxons came to Britain and whether this period deserves to be called the 'Dark Ages'. Throughout the unit there is a strong focus on the range of sources that provide us with evidence about the people living at that time. After half term we will investigate the popular view of the Vikings as raiders, ruthless in their ways of gaining wealth. Primary sources of</p>	<p>Europe – A study of the Alpine Region:</p> <p>In this unit, the children learn about the Alpine Region of Europe, how the Alps were formed and how homes are adapted to the climate.</p> <p>After half term In this unit, the children will find out about the regions of the UK, discovering how some of these areas have changed over time. The children will research how specific areas of the UK have</p>	

	evidence, such as accounts by monks, will be studied and we will finish the unit by writing our own Viking sagas.	been affected by change as well as carrying considering their own area.	
Art/Design technology	<p>In Art, children will study landscape artist, John Constable and focus on colour and perspective. Children will produce a sustained sketch concentrating on line, tone and shape. They will use watercolours to create their own landscape picture.</p> <p>In DT, children will experiment with different types of cams so that they can design and make a mechanical toy for a Reception child based on a children's story.</p>	<p>In Art, children will design fantastical creatures taking inspiration from the style of Matylda Konecka.</p> <p>In DT, they will investigate a variety of structures, with a focus on towers before designing, making and evaluating a skyscraper.</p>	
Computing	<p>In computing, children will be looking at how we can control virtual and physical devices using software technology. They will also gain experience of using 3D software.</p>	<p>Children will use block coding to develop their programming skills, including writing co-ordinates and designing own characters. They will experience writing more complex algorithms.</p> <p>Children will also investigate different ways in which we can communicate online.</p>	
	<p>My Online Life: Throughout the year, the children will be thinking about all aspects of their online life and considering how to be safe and responsible while using the internet and technology.</p>		
R.E.	<p>The key question this year is: Where can we find guidance about how to live our lives? We shall be looking at Christianity, focussing on God and asking: Why is it sometimes difficult to do the right thing? In the second part of the term, we shall be focusing on Jesus and asking: What do we mean by a miracle?</p>	<p>The key question this year is: Where can we find guidance about how to live our lives? We shall be looking at Christianity, focussing on the Church and asking: How do people decide what to believe? In the second part of the term, we shall be focusing on Hindu Dharma and asking: What might Hindus learn from stories about Krishna?</p>	

P.E/ Swim	<p>Pupil learning will focus on Health and Fitness. Children will have practical sessions which cover the key components of fitness and why they are important to leading a healthy active lifestyle. They will apply these skills practically with fitness tests, yoga and strength exercises.</p> <p>In swimming, children will continue to improve strokes as well as developing start and finish techniques.</p>		<p>Stroke Technique and competitive starts, turns and finishes for all strokes.</p>			
Games	<p>Boys and girls will develop their skills in football, rugby, hockey and netball. Pupils will continue to work on their key technical skills whilst also developing an understanding of how to implement them into game situations with some doing so under a tactical framework.</p>		<p>Boys will cover both rugby and netball in Games and girls will play hockey and touch rugby. The rugby sessions for the girls will be delivered by Sale Sharks coaches. Pupils will have the chance to put their skills to the test in House matches as well as some fixtures against local schools.</p>			
PSHE	<p>On our return to school, we will focus our curriculum on building children's self-esteem, wellbeing and build strategies for dealing with worry and anxiety. Year 5 will use 1 Decision to cover how to look out for each other, as well as thinking about peer pressure and keeping safe. We will also cover smoking as part of our healthy living.</p>		<p>This term in PSHE, the children will learn about keeping safe online and in particular, image sharing. They will discuss why we should look out for others as part of a 'being responsible' unit. They will also explore feelings and emotions with emphasis on worries.</p>			
French	<p>French greetings, feelings, numbers 1-Revision of Year 5 general conversation questions. My town and directions/my home.20/age, colours, pets.</p>		<p>Numbers 1-31, days of the week, months of the year, birthdays, dates. Likes/dislikes.</p>			
Music	<p>Treble Clef Notation. History of Jazz & The Slave Trade: Spirituals / Gospel / Hymns.</p>	<p>Jazz / Swing/ Blues Christmas Carol Service.</p>	<p>Summary of the American Jazz story and how black music influenced American music Singing & developing pitching/technical skills The Baroque Era: Music in social and historical context Handel/Bach/Vivaldi <i>Music for the Royal Fireworks</i> Binary and Ternary forms</p>			

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