



Stockport Grammar Junior School – Curriculum Information for Parents 2023-2024

Year 5

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Mathematics	<p>In place value work, we will read, write and order numbers up to 1,000,000, we will look at 10/100/1000 more or less and we will round within 1,000,000. Within number, we will add and subtract 5-digit numbers using both mental and written methods, multiply and divide by multiples of 10/100/1000, and we will investigate special numbers: factors, multiples, primes, squares, cubes and Roman numerals. Fraction work this term will focus on equivalence, improper and mixed number fractions, adding fractions with a total greater than 1 and subtracting fractions using mixed number where they break the whole.</p>		<p>This term we will build up our number skills to include short and long multiplication, short division with and without remainders and choose efficient methods to solve problems involving multiplication and division. We will continue our fraction work. focusing on multiplying a fraction and finding fractions of a quantity. From there we will look at equivalent fractions and decimals up to 3dp, then order and round decimals, before introducing percentages and finding their equivalence to fractions and decimals. Our measurement work will focus on finding the perimeter of rectangles, compound shapes and polygons, plus the area of rectangles and compound shapes. We will finish our term introducing line graphs, tables, Carroll diagrams and learning how to read timetables.</p>		<p>During the summer term, our work on Shape will look at drawing, estimating and calculating angles up to 360 degrees, along with recognising common 3D shapes. Our work will continue with understanding coordinates in the first quadrant and how shapes can be moved in different ways, in particular, translation and reflection. We will consolidate our work on decimals to include addition and subtraction using up to 3dp, along with multiplication and division by 10, 100 & 1000. Our number work concludes with understanding, comparing and ordering negative numbers. Our final topics for the term focus on measurement: we will look at converting between units of mass, length and capacity; some work will be done on units of time and understanding timetables; we will finish learning about volume to include comparing and estimating.</p>	
English	<p>In the Autumn term, Year 5 children will be studying the genres of classic literature, persuasive writing, legends.</p> <p>Classic literature will focus on the Victorian historical setting and applying learning of vocabulary and setting description linked to a classic text. It will involve</p>		<p>In the Spring term, Year 5 children will be studying the genres of science fiction, personification poems and creative writing.</p> <p>Children will be taught reading and writing holistically through text led learning and will initially be focussing on science fiction stories. Through close reading of</p>		<p>In the Summer term, Year 5 children will be studying the genres of information booklets, adventure stories and poems with a structure.</p> <p>Children will be exploring different genres of non-fiction writing, including, non-chronological reports, instructions and explanation, which will then help</p>	

	<p>comparison with a more recent text and how the two might differ and the children will visualise setting and develop vocabulary through drama. There will also be a clear focus on inference and explanation – using the strategy, ‘point, evidence, explain’. As well as this, modal verbs and relative clauses will be examined and taught.</p> <p>In our persuasive writing genre, we will be looking to create a persuasive presentation about a place of interest. Within this we will look at the context of words, distinguishing between statements of fact and opinion as well as analysing the conventions of different types of writing e.g. formal presentations, persuasion and how language, structure and presentation contribute to meaning e.g. persuasive speech. This will involve using modal verbs to indicate degrees of possibility, create complex sentences by using relative clauses, selecting <i>appropriate</i> structure, vocabulary and grammar as well as using appropriate intonation and volume.</p>	<p>the text, they will be learning to reread and read ahead to locate clues to support understanding. Summarise main ideas drawn from more than one paragraph and identify key details which support this and explain the effect on the reader of the author’s choice of language. Grammar wise, there will be a focus on using expanded noun phrases to convey complicated information concisely; link ideas across paragraphs using adverbials for time, place and numbers and blend action and description within a paragraph.</p> <p>Children will create a new personification poem. Looking at poems based on a model, children will participate in discussions about these poems, explore, recognise and use the terms, personification, imagery, pathetic fallacy as well as explain the effect on the reader of the authors’ choice of language. They will then write a poem which includes personification, imagery created through carefully chosen words and phrases, appropriate use of language techniques and then edit their work to enhance effects and clarify meaning.</p>	<p>them create an information booklet. Children will learn how to shift the formality of their writing for effect. They will analyse the conventions of different types of writing and identify how language, structure and presentation contribute to meaning. On sentence level, they will use devices to build cohesion within a paragraph e.g. firstly, then, presently, subsequently. They will learn to link ideas across paragraphs using adverbials for place as well as identify and use brackets to indicate parenthesis, using organisation and presentational devices effectively.</p> <p>Adventure stories will focus on making comparisons within a text e.g. characters’ viewpoints of same events; explaining the effect on the reader of the authors’ choice of language and exploring themes within and across texts e.g. other cultures, nature. This genre will also include identifying and using dashes to indicate parenthesis e.g. in less formal writing as well as creating and punctuating complex sentences using -ed and -ing openers.</p> <p>Finally, the children will explore poems with a structure. They will listen to and discuss a range of poetry which they might not choose to read themselves; analyse and read texts that are structured in different ways for a range of purposes; learn and prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</p>
<p>Science</p>	<p>Materials Early in the term, children will identify, compare and classify a variety of materials, further developing their knowledge and understanding of specific properties</p>	<p>Forces 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</p>	<p>Life Cycles In Science, children will compare the lifecycles of a mammal, an amphibian, an insect and a bird. They</p>

	<p>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>investigate how mechanisms including levers, pulleys and small gears allow a small force to have a greater effect.</p> <p>Space In the Space topic, 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>	<p>will look at how animals are endangered and how science is helping to stop this. They will name and explain the function of some parts of a flower (perfect and imperfect) and describe the processes of pollination, fertilisation, seed dispersal and germination.</p> <p>Children will also describe the life processes of reproduction in some animals, including humans.</p>
Humanities	<p>The Anglo-Saxons and Vikings: 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 evidence, such as accounts by monks, will be studied and we will finish the unit by writing our own Viking sagas.</p>	<p>Journeys – What makes people go on a journey? In the history unit, children will explore the question of why people go on a journey and look at five very different types of journeys in depth. The journeys selected span from the Tudor Period to those undertaken today by refugees.</p> <p>In the geography unit, children will be investigating where everyday products come from and the journeys they take to our home. We will also take a look at trade links, the distribution of natural resources, including energy, food minerals and water.</p>	<p>Europe – A study of the Alpine Region: To begin the term, the children will look at maps from the UK, Europe and the World, learning about where we live and how we fit into the larger world. We will then focus in on the Alpine Region of Europe: learning how the Alps were formed; looking at how homes are adapted to the climate; understanding the different types of industry found in the Alps; learning which plants and animals live there.</p>
Art/Design Technology	<p>Mixed Media Land and Cityscapes We will explore how artists use a variety of media to capture spirit of the place. Focus upon exploratory work to discover mixed media combinations</p> <p>Cams The 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>Exploring Pattern Children will explore how we can use colour, line and shape to create patterns, including repeating patterns</p> <p>Gears and Control Mechanisms with Crumble (1) The children will investigate how gears work and then look at Control Mechanisms and be specifically introduced to programmable Crumble controllers.</p>	<p>Architecture Pupils will explore the responsibilities architects have to design us a better world. Make your own architectural model. They will look at the work of Norman Foster before investigating the structure of bridges. They will design, making and evaluating different bridges to fulfil different briefs.</p>
Computing	<p>In computing, children will be looking at how we can control virtual and physical devices using software technology. They will also be looking at how to design an app.</p>	<p>Children will gain experience of using 3D software and create a cartoon character.</p> <p>Pupils will also use block coding to develop their programming skills, including writing coordinates and</p>	<p>Children will investigate different ways in which we can communicate online, identifying advantages and disadvantages to the different methods. Pupils will be learning how to use MS Publisher to create newsletters and posters.</p>

		designing their own backgrounds and characters. They will experience writing more complex algorithms.	Finally, children will use a BBC micro:bit computer to develop their programming skills.
	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.		
R.E.	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?	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?	The key question this year is: Where can we find guidance about how to live our lives? We will focus on the religion of Islam this term asking why the Qur'an is important to Muslims. In the second half term we will think about whether people need laws to guide them.
P.E/ Swim	In swimming, children will continue to improve strokes as well as developing rotations. The children will also be learning different sculls including head and feet first. Pupil learning will focus on Health and Fitness. Children will have practical sessions which cover the key components of fitness, examining why they are important in leading a healthy, active lifestyle. They will apply these skills practically in fitness tests, yoga and strength exercises.	In swimming, children will practise stroke technique and competitive starts, turns and finishes for all strokes. In PE, pupils will cover gymnastics. Pupils will be taught a range of balances, rolls, travelling and rotations. They will then perform both individually and as part of a group.	In PE, athletics will be the focus. All pupils will practice the 60m, 120m, 300m, 600m, long jump, high jump, Nerf torpedo, turbo javelin & ball throw, hurdle technique. Shuttle relay. In swimming, we will work towards improving competitive skills including starts, underwater transitions, turns and finishes. We will also be developing out water polo skills and stamina so we can play a full game over a length.
Games	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 of them doing so within a tactical framework.	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.	In Games, pupils will cover striking and fielding in the sports of Cricket and rounders. Pupils will develop their understanding of rules and tactics whilst improving their batting, bowling and fielding skills.
PSHE	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.	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	In PSHE, we will identify some of the ways in which we are different and unique, explain some of the elements which help us have a diverse community,

	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.	part of a 'being responsible' unit. They will also explore feelings and emotions with emphasis on anger.	and describe strategies to overcome barriers and promote diversity and inclusion. In conjunction with science, we will learn about puberty and develop coping strategies to help with the different stages they will go through. We will look at basic first aid, including a practical session.	
French	French greetings, feelings, numbers 1- 20, age, colours, classroom items and pets.	Numbers 1-31, days of the week, months of the year, birthdays, dates. Likes/dislikes plus school subjects and sports.	Pupils will learn vocabulary for members of the family, parts of the body and physical descriptions.	
Music	<p>Treble Clef Notation.</p> <p>History of American Music & The Slave Trade Part 1:</p> <ul style="list-style-type: none"> • Singing • Movement and Pulse • Spirituals • Work Songs • Gospel • Protest Songs • Hymns • John Newton 	<p>History of American Music & The Slave Trade Part 2:</p> <ul style="list-style-type: none"> • Jazz • Swing • Blues <p>Singing</p> <ul style="list-style-type: none"> • Christmas Carol Service 	<p>Summary of the American Jazz story and how black music influenced American music</p> <p>Singing</p> <ul style="list-style-type: none"> • developing pitching/technical skills <p>The Baroque Era:</p> <ul style="list-style-type: none"> • Music in social and historical context • Handel/Bach/Vivaldi • <i>Music for the Royal Fireworks</i> • Binary and Ternary forms • Ornamentation • The Baroque Orchestra and instruments The Harpsichord 	<p>Pentatonic Music:</p> <p>The musical traditions of China and Japan.</p> <ul style="list-style-type: none"> • The Pentatonic Scale <p>3-part composition, using keyboards:</p> <ul style="list-style-type: none"> • Create your own Chinese Dragon and depict it in musical form: <ol style="list-style-type: none"> 1. Head 2. Body 3. Tail <p>Explore tempo, dynamics, notation, melody.</p> <p>Singing: Learn to sing Sakura in English and Japanese.</p> <p>May Coronation anniversary week:</p> <ul style="list-style-type: none"> • Explore and learn about nationalism in music. • Learn the British National Anthem. <p>Notation and theory revision and skill upgrade.</p> <p>Rhythm and drumming games.</p>