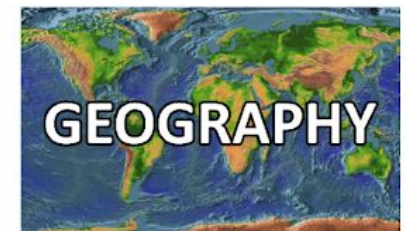
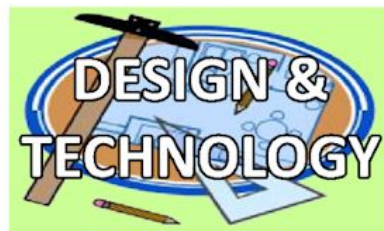
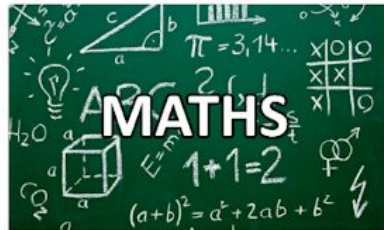
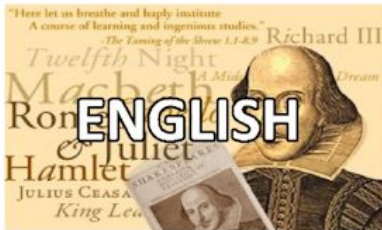




Corbridge Middle School



Year 5 Spring Curriculum

Curriculum Intent - Whole School

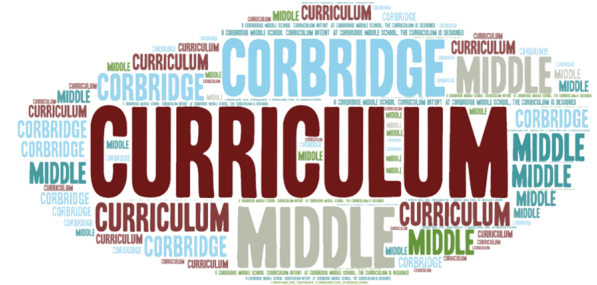
At Corbridge Middle School, the curriculum is designed so that our pupils strive to be **successful learners**, who enjoy learning, make progress and achieve; **confident individuals** who are able to live safe, healthy and fulfilling lives; and **responsible citizens** who make a positive contribution to society.

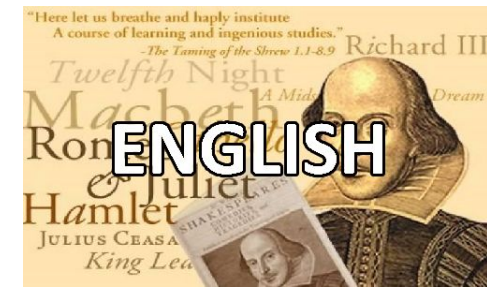
Children are at the heart of everything we do and every child is recognised as a unique individual. We welcome and celebrate differences within our school community and across the wider world. We encourage pupils to embrace reading; reading widely, to develop the skill of reading fluently and with expression. The curriculum, intertwined with knowledge and skill, is underpinned by our four key values: **respect, care, responsibility** and **resilience**. Each value is immersed within subject areas and pupils show good awareness of the values through their learning, behaviour and the choices that they make.

Opportunities to be creative and enhance and engage in learning, as well as to celebrate our locality, are firmly embedded across our curriculum, as we believe that the four years that pupils spend with us should be a fulfilling, investigative and enquiring time in their lives where curiosity is boundless, providing them with opportunities to light their fire with the new experiences, new skills and knowledge that they will need to succeed in the workplace today and in the future.

We are clear and consistent about the need for great behaviour for learning and we use this to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

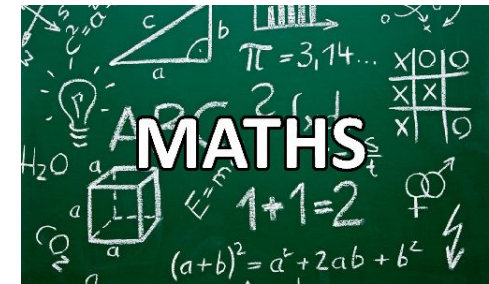
Children leave Corbridge Middle School resilient, independent and reflective learners who achieve well academically, socially and personally and are fully prepared for the future on a rapidly changing planet.





ENGLISH – YEAR 5	
SPRING TERM	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Read whole novels which are structured in different ways and are of different genres ● Develop skills in inference, deduction and prediction from detail stated and implied ● Identify and discuss themes and conventions in and across a wide range of writing ● Ask questions to improve understanding of a text and provide reasoned justifications for their views ● Increase familiarity with a wide range of books and books from other cultures and traditions ● Use a dictionary and a thesaurus efficiently to give variation and improve their writing ● Understand how words can create effects ● Proofread their work and identify changes that need to be made to enhance writing ● Understand genres and their conventions ● Speak aloud, in group discussion and individually, using Standard English and adapt their language choice to suit their audience 	<p>Text– My Story Titanic by Ellen Emerson White & a collection of Poetry - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Background, evidence and information about the Titanic ● How a newspaper reports stories, including bias, fact and opinion ● Contemporary accounts and stories from 1912 ● Edwardian life and social context ● How a factual event can be used for creative writing, in a range of styles, for audience and purpose ● Styles of letter writing and when formal and informal language are appropriate ● Poetic techniques and forms ● How poetry is structured and the effect of different literary devices on the reader ● How to perform a poem and present a group reading to an audience ● How to craft their own range of poems, modelled on others in our literary heritage

<ul style="list-style-type: none"> Extend their personal writing using an appropriate and consistent style 	<p>Through studying vocabulary and grammar this year, pupils will develop their knowledge about:</p> <ul style="list-style-type: none"> Extending their sentences using a wide range of conjunctions and clauses Using the full range of taught punctuation accurately and for effect Using dashes and brackets to show parenthesis Accurately using apostrophes Recognising indirect and direct speech and using inverted commas to demarcate speech correctly Identifying and using a relative clause Clarifying meaning or avoiding ambiguity by using commas Integrating modal verbs to indicate degrees of possibility
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<p>MATHS – YEAR 5</p>	
<p>SPRING TERM</p>	
<p>Number (Multiplication and Division) – pupils will have the opportunity to develop the following skills:</p>	<p>Number (Multiplication and Division) – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> Strategies for multiplying and dividing mentally

- Multiplying and dividing numbers mentally drawing upon known facts
- Multiplying numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers
- Dividing numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context
- Solving problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign

Number (Fractions) – pupils will have the opportunity to develop the following skills:

- Compare and order fractions whose denominators are multiples of the same number.
- Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example $25 + 45 = 65 = 1 \frac{15}{100}$]
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- Read and write decimal numbers as fractions [for example $0.71 = \frac{71}{100}$]
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

- Strategies for multiplying up to 4 digits by a one or two digit number and dividing numbers with more than 4 digits by a 1 digit number

Number (Fractions) - pupils will have the opportunity to develop their knowledge about:

- Recognising equivalent fractions
- Strategies for ordering and comparing fractions
- Strategies for calculating with fractions (simple adding/subtracting, multiplying by whole numbers)
- Links between fractions and decimals

Number (Decimals and Percentages) - pupils will have the opportunity to develop their knowledge about:

- Place value in numbers with 3 decimal places
- 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.

<p>Number (Decimals and Percentages) - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none">● Read, write, order and compare numbers with up to three decimal places.● Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.● Round decimals with two decimal places to the nearest whole number and to one decimal place.● Solve problems involving number up to three decimal places.● Solve problems which require knowing percentage and decimal equivalents of 12, 14, 15, 25, 45 and those fractions with a denominator	
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SCIENCE – YEAR 5	
SPRING TERM	
<p>Working scientifically – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Plan enquiries, including recognising and controlling variables where necessary ● Take measurements, using a range of scientific equipment, with increasing accuracy and precision ● Record data and results of increasing complexity using scientific diagrams and labels, tables, bar and line graphs, and models ● Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. ● Present findings in written form, displays and other presentations. ● Use test results to make predictions to set up further comparative and fair tests ● Use simple models to describe scientific ideas ● Identify scientific evidence that has been used to support or refute ideas or arguments 	<p>Properties of Materials (and reversible changes) - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Comparing and grouping together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets ● How some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ● Solids, liquids and gases and decide how mixtures might be separated, including through filtering, sieving and evaporating ● Comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic ● How dissolving, mixing and changes of state are reversible changes ● Absorbency of materials <p>Living things and their habitats - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Life processes and reproduction of plants: Germination, Growth, Fertilisation, Seed production, Seed dispersion

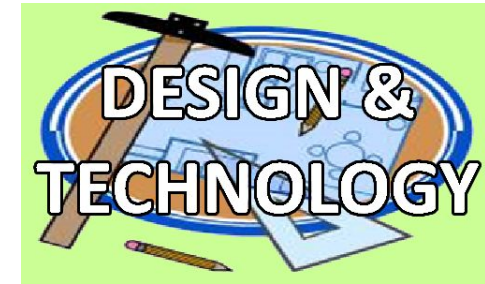


ART – YEAR 5	
SPRING TERM	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Paint neatly with watercolour paints ● Use colour pencils ● Use watercolour paints, starting to explore tone and texture ● Organise working space when setting up and clearing up ● Confidence using paint as a medium 	<p>Colour – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● The colour wheel ● Primary and Secondary colours and how to mix them ● Produce work in the style of artists and movements ● Research basic facts about an artist



COMPUTING – YEAR 5	
SPRING TERM	
<p>Key Idea: Picture Perfect</p> <p>Pupils learn how photos can be altered digitally. They will consider the creative upsides of photo alteration, as well as its power to distort our perceptions of beauty and health.</p> <p>Modelling: Spreadsheets</p> <p>Key Idea: That a spreadsheet model can be used several times for a range of purposes.</p> <p>Key Idea: that once a model is established then predictions can be tested using the model and create a simple analysis (e.g. bar chart)</p> <p>Key Idea: learning to identify control systems that automate a big wheel.</p>	<p>Digital literacy and WAC</p> <ul style="list-style-type: none"> ● You've Won a Prize. Pupils learn what spam is, the forms it takes, and then identify strategies for dealing with it. ● How to Cite a Site. Pupils reflect on the importance of citing all sources when they do research. They then learn how to write bibliographical citations for online sources. <p>Information Technology</p> <p>Modelling: Spreadsheets</p> <p>Students will:</p> <ul style="list-style-type: none"> ● create a model of a theme park using a spread sheet using formulae, formatting and graphs ● discuss benefits of spreadsheet modelling ● change cell formats and create tables of data ● copy information in cells ● understand the use of data to create draw a bar chart using Excel

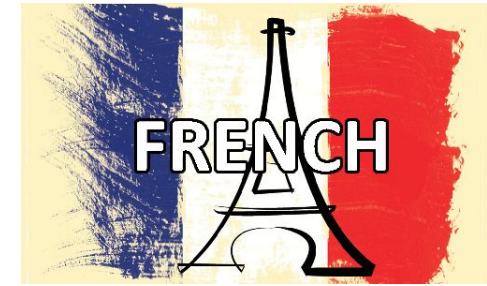
	<ul style="list-style-type: none">● Learn to investigate the theme park finances using spreadsheet● know how to calculate potential visitors spending <p>Computer Science</p> <ul style="list-style-type: none">● Create a programme to control a simple sequence and learn how to identify control systems that automate a big wheel.● Understand each section on a flowchart.● Program simple inputs and outputs.● Create a sequence of instructions to control devices on the big wheel that respond to an input.● Create an efficient flowchart/algorithm that controls more than one output on the big wheel.● Create a simple control system that controls a range of outputs.● Set up a procedure that responds to a variable such as light or movement sensors.● Understand how to make changes to a programme to improve efficiency.
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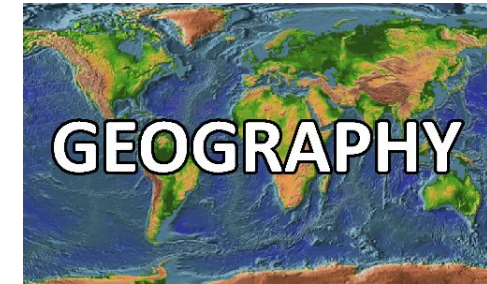
DT – YEAR 5	
SPRING TERM	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Design, cut and shape wood ● Measure and mark accurately ● Recognise what has been done well and how to improve ● Able to use tools to assemble, join and combine materials ● Use a ruler correctly and with accuracy 	<p>Wood Key Plaque – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● The differences between natural and man-made wood ● Current successful designs ● Selecting the correct tools ● How to use a range of different cutting and sanding tools



FOOD STUDIES – YEAR 5	
SPRING TERM	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Select from and use a wide range of tools and equipment to perform practical tasks ● Use knowledge of ingredients to adapt recipes ● Prepare some simple recipes including healthy salads ● Evaluate their ideas and products against their own design criteria ● Using a knife safely 	<p>Introduction to Food – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● How to work safely and hygienically with food ● The names of some basic equipment ● A healthy diet using the Eatwell Guide



FRENCH – YEAR 5	
SPRING TERM	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Pick out familiar words and phrases from sentences ● Identify different phonemes in French ● Adapt familiar sentences by changing a few words ● Read and pronounce familiar written words ● Understand the main points from a short written text ● Adapt a model to write short simple responses to spoken and written language 	<p>Numbers and Dates - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Numbers from 39-60 ● Dates, festivals and celebrations in French ● The alphabet <p>Grammar:</p> <ul style="list-style-type: none"> ● Simple question forms ● Imperative form of high frequency verbs ie. <i>asseyez-vous, regardez, posez, montrez</i> etc. ● Introduction to formal and informal modes of address



GEOGRAPHY – YEAR 5	
SPRING TERM	
<p>Subject Skills</p> <p>Geography</p> <ul style="list-style-type: none"> ● locate some major cities, countries and regions on physical and political maps ● describe key physical and human characteristics of places studied ● locate and describe several physical environments globally ● locate the world’s major urban areas, knowing some of their distinct characteristics ● recognise broad land-use patterns of different continents. ● understand that products are imported as well as locally produced. ● know information about a region, its physical environment and climate, and economic activity. 	<p>Subject Knowledge</p> <p>Geography - Countries of the World</p> <p>Teach your class about the wider world with this 'Countries of the World' series of lessons. Not only will your class learn to identify and locate the seven continents and some of the countries within each one, but they will also explore areas of human and physical geography around the world, from population and culture to mountains and rivers.</p> <ul style="list-style-type: none"> ● The focus is on developing locational knowledge and place knowledge. ● Children locate continents, countries and identify human and physical geography features.



HISTORY – YEAR 5	
SPRING TERM	
<p>Subject Skills – History</p> <ul style="list-style-type: none"> ● describe the characteristic features of past societies and periods ● demonstrate knowledge by describing some of the significant events, people and changes for periods studied. ● describe and give reasons for some of the main causes and effects of events and changes. ● select, organise and communicate historical information in a variety of ways 	<p>Subject Knowledge - History - Ancient Egypt</p> <p>Take your class back to ancient Egypt and learn about: the River Nile and its role in ancient life; Tutankhamen and the story of his tomb discovery; the grisly process of mummification; the pyramids; daily life in ancient Egypt; the importance of remaining artefacts; bring the ancient civilisation of the ancient Egyptians back to life.</p> <p>Bringing the ancient civilisation of the ancient Egyptians back to life, pupils will learn about:</p> <ul style="list-style-type: none"> ● The River Nile and its role in ancient life ● Tutankhamen and the story of his tomb discovery ● The grisly process of mummification ● The pyramids ● Daily life in ancient Egypt ● The importance of remaining artefacts



MUSIC – YEAR 5	
SPRING TERM	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <p><u>Performing:</u></p> <ul style="list-style-type: none"> ● play simple parts with a limited range of notes <p><u>Composing:</u></p> <ul style="list-style-type: none"> ● use and interpret staff notation <p><u>Listening & Appraising:</u></p> <ul style="list-style-type: none"> ● to make improvements to work ● to be able to identify a range of musical features 	<p>Sound & Music – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Different musical instruments, their names and the different families they are a part of ● The sounds of each instrumental family so they are able to identify them aurally ● The previous term’s knowledge of names of notes, and remembering the correct values ● The previous term’s knowledge of pitches of notes and knowing where to locate these on the staff and on the keyboard



PE – YEAR 5	
SPRING TERM	
<p>Gymnastics - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Perform a variety of balances ● Perform a variety of rolls ● Create a basic floor routine with help <p>Volleyball - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Perform a volley on your own and with a partner ● Perform a volley in a game situation ● Throw the ball over the net to serve <p>Netball – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Demonstrate understanding of the footwork rule ● Demonstrate the chest pass with some control ● Catch a ball ● Be able to get free when being marked <p>Rugby - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Demonstrate a tag tackle in a game ● Pass the ball backwards to a teammate ● Catch a pass from a team mate 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Why a warm up is important ● What a 'balance' is ● Different types of rolls <p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● how a game of volleyball works and how it is scored <p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● What footwork means ● How a game of netball works <p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Which way you run and which way you pass ● How a game of tag rugby works <p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● What orienteering is ● The names of some symbols on a map

<ul style="list-style-type: none"> ● Run with the ball in 2 hands <p>OAA - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Complete a basic orienteering course ● Plan a basic course with help ● Identify markers in front of me on the map 	
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PSHE – YEAR 5	
SPRING TERM	
<p>Dreams and Goals – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● identify what I would like my life to be like when I am grown up ● identify a job I would like to do when I grow up ● encourage peers to support young people here and abroad to meet their aspirations <p>Healthy Me – pupils will have the opportunity to develop the following skills:</p>	<p>Dreams and Goals – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● how money will be needed to help me achieve some of my dreams ● a range of jobs carried out by people I know ● how much people earn in different jobs ● what motivates them and what they need to do to achieve their goals ● dreams and goals of young people in a culture different to their own

<ul style="list-style-type: none"> ● putting into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations ● working effectively as part of a group 	<p>Healthy Me – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● the risks of smoking and how tobacco affects the lungs, liver and heart ● some of the risks with misusing alcohol, including anti-social behaviour ● how the media and celebrity culture promotes certain body types ● the different roles food can play in people’s lives and can explain how people can develop eating problems relating to body image pressures ● what makes a healthy lifestyle including healthy eating and the choices they need to make to be healthy and happy
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<p>RE – YEAR 5</p>	
<p>SPRING TERM</p>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Begin to use specific key vocabulary in written work and when discussing key issues out loud. 	<p>Signs and Symbols – pupils will have the opportunity to develop their knowledge about:</p>

<ul style="list-style-type: none">● Describe what different artefacts or symbols represent and how they might be used.● Respond to issues raised and begin to relate them to aspects of their life.● Explore simple ideas from different perspectives.● Suggest reasons why people are religious and why we learn about different faiths and cultures.● Begin to ask relevant questions and comment on issues in response to the learning.● Express personal opinion in response to the learning.● Organise and present work using a range of different styles.● Retell or discuss the meanings of different Old and New Testament stories, explaining the meaning behind them.	<ul style="list-style-type: none">● the difference between signs (which usually have only one clear meaning, e.g. 'H' for hospital) and symbols (which can have many meanings)● how personal objects can represent memories, i.e. they are symbolic of a time or place or person● everyday signs and symbols● symbols from world faiths and what they represent. E.g. the Christian cross, the Buddhist wheel, the Sikh khanda, the Jewish Star of David, the Islamic star and crescent● some less known Christian symbols such as: ant, butterfly, ox, the phoenix and colours● global issues <p>Christianity – Festivals – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none">● what Easter means to them and the significance to practicing Christians - the last week of Jesus' life● Palm Sunday, Maundy Thursday and Good Friday● the Holy Week journey● how Easter is celebrated around the world in another Christian country
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