



# St. Cecilia's Catholic Primary School

## Topic Map: Year 5, Autumn Term 1



### RSHE – Physical health and wellbeing: In the media

#### Pupils learn:

- that messages given on food adverts can be misleading
- about role models
- about how the media can manipulate images and that these images may not reflect reality

**No outsiders** - Yr5 lesson 1: Learning to learn from your past

#### RSE 1) Social and Emotional –

Know and understand emotional relationship changes as we grow and develop.

### ART

#### Cityscapes.

To be able to use layering to create a 3D cityscape.

To understand how to create textured landscapes. To explore how to use reflections of cityscapes on water.

To create their own cityscape using any media of choice.

**In addition, linked to Victorian History...**

**To be able to develop techniques to sculpt paper and produce work.**

Create their own Victorian tile in the style of William Morris.

Create their own initial using quilling.

Victorian inventors/designers.

### Class Read:

**Title:** Oliver Twist

**Curriculum links:** History, RSHE.

**Writing opportunities:** Play scripts, narrative writing, letters and reports

## History: The Victorians

### Enquiry Question: “How did the Victorian era help change and shape the Liverpool we know today?”

#### The children will:

- understand that things changed during Victoria’s long reign.
- talk about why something is significant
- differentiate between fiction and fact as a form of useful evidence.
- realise how some changes build on previous changes

#### Crucial Knowledge children must remember:

- Where Victorians sit chronologically.
- Queen Victoria was powerful and ruled over the British Empire.
- There was a huge difference between the lives of rich and poor.
- Compulsory schooling was introduced in Victorian era - significance of our own school.
- Victorian School life was different for rich and poor. Poor children were subjected to harsh punishments and the wealthy had a better education.
- Britain went through significant advancements during the Industrial Revolution - why was Liverpool significant.
- The Victorian era had two Prime Ministers and two political parties.
- The growth of railways and transport inspired holidays at the seaside.

#### Timeline

1837 – Queen Victoria crowned (aged 18 years).

1840 – Queen marries her cousin, Prince Albert.

1840 – first ragged schools set up.

1844 – factory act states children could start work from age 8 but had to have 2 hours schooling daily.

1847 – factory act states women and children under 18 could only work 10 hours or less daily.

1851 – Great Exhibition.

1861 – Prince Albert dies.

1863 – first underground railway opens in London. 1867 – all factory workers limited to 10 hours work daily.

1870 – Dr Barnardo opens first home for boys.

1871 – first FA cup for football. 1877 – Queen declared ‘Empress of India’. 1880 – Children 5-13 required to attend school (but had to pay).

1882 – first electric power station in London.

1891 – education made free and compulsory for children 5-13.

1897 – Queen Victoria Diamond Jubilee (50 years on the throne).

1901 – Queen Victoria dies

## Physical Education:

### Gymnastics

To be able to perform symmetrical and asymmetrical balances.

To develop the straight, forward, straddle and backward roll. To be able to explore different methods of travelling, linking actions in both canon and synchronisation.

To be able to perform progressions of inverted movements. To explore matching and mirroring using actions both on the floor and on apparatus.

To be able to create a partner sequence using apparatus.

### Basketball

To develop protective dribbling against an opponent.

To be able to move into space to support a teammate.

To choose when to pass and when to dribble.

To be able to track an opponent and use defensive techniques to win the ball. To be able to perform a set shot and a jump shot.

To be able to apply the rules and tactics you have learnt to play in a basketball tournament.

## Religious Education:

### Domestic Church-Family

#### ‘Ourselves’

Big question - **Who am I?**

Created in the image and likeness of God

### 2) Baptism/ confirmation belonging **Life Choices:**

**Big question – Is commitment important?**

Marriage, commitment and service

## Computing

Programming- use code studio to program responses to inputs.

Multimedia- make corrections using a range of tools e.g. spell checker, find and replace.

## Mathematics:

### Unit 1 & 2. Place value within 1,000,000

- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- solve number problems and practical problems that involve all of the above

### Unit 3. Addition and subtraction

- estimate and use inverse operations to check answers to a calculation
- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

## English

**Vehicle Text** When we Walked on the Moon

### **Writing Outcome & Writing Purpose**

Narrative: Exploration Narrative

Purpose: To narrate

Recount: Formal Mission Log

Purpose: To recount

### **Grammar: Word**

Build on previous year & focus on: Develop an understanding of the use of verb prefixes

### **Grammar: Sentence**

Build on previous year & focus on: Indicate degrees of possibility using modal verbs  
Expanded noun phrases to convey complicated information concisely  
Develop understanding of relative clauses

### **Grammar: Text**

Build on previous year & focus on:  
Use of a range of sentence types for impact and cohesion

### **Grammar: Punctuation**

Build on previous year & focus on: Indicate parenthesis using dashes and brackets  
Commas after fronted adverbials (reinforce from Y4)  
Inverted commas to indicate direct speech (reinforce from Y4)

## Science

### **Animals including humans; human life development**

**Describe the changes as humans develop to old age.**

Research the gestation periods of a range of animals (including humans).

Explore the key stages of human foetal development.

Recognise and explore key milestones in baby and child development.

Identify and understand the changes in the adolescent human body during puberty.

Recognise and identify those changes during puberty that are gender specific (covered in RSHE)

Identify physical and mental changes that happen from adulthood to old age.

Identify, order and explain the 6 key stages in a human life.