



# Year Five: Express

Project Question:

## How can empathy for others, and self-knowledge, nurture personal well-being?

Project Values:

Compassion	Treating others with love and understanding.
Contentment	Feeling happy and satisfied.
Strength	Having inner self-belief and determination.
Patience	When we are able to tolerate delays or problems without becoming annoyed or anxious.
Empathy	When we are able to understand and share the feelings of others.

### School Vision Statement:

Our school is committed to bringing out the best in each other so that every member of the school community can know 'life in all its fullness' (John 10:10). Through learning of the teachings of Jesus, we believe that our children can explore and develop their understanding of Core Christian values as markers and guides for their own lives. We aim for the school's Core Christian values to inform and influence our pupils' moral compass and allow them to enjoy 'life in all its fullness'. These values are known as the 'Sunshine 6'. They are: Forgiveness, Perseverance, Honesty, Compassion, Courage and Respect.

We also uphold Article 29 from the UN Convention of Rights of the Child 'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.'





# Year Five: Maths

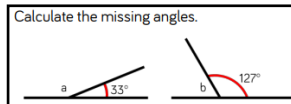
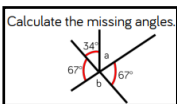
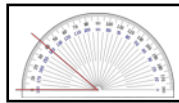


At St Mary's, mathematics is taught daily in a progressive and systematic way, beginning in Reception, all the way through to Year 6. The school uses White Rose Maths as a basis for this planning and sequencing of progression.

The length of each block of learning is given as a guide: we will adapt how long we spend on new objective in response to what the children need. There is time built into each term for practice and consolidation of previous learning.

## 1. Geometry: Properties of shape (3 weeks)

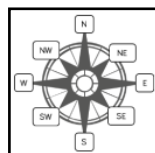
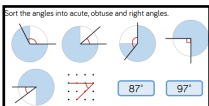
- Identify angles
- Compare and order angles
- Measure angles in degrees with a protractor
- Drawing lines and angles accurately
- Calculating angles on a straight line
- Calculating angles around a point
- Triangles and quadrilaterals
- Calculating lengths and angles in shapes
- Regular and irregular polygons
- Reasoning about



3-D

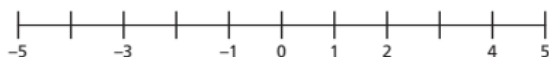
## 2. Geometry: Position and Direction (2 weeks)

- Describe position
- Draw on a grid
- Position in the first quadrant
- Translation with coordinates
- Lines of symmetry
- Reflection and reflection with coordinates



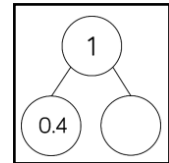
## 4. Number: Negative numbers (1 week)

- Negative numbers on number lines
- Counting on and back across 0
- Negative numbers in the context of temperature



## 3. Number: Decimals (3 weeks)

- Adding decimals within 1
- Subtracting decimals within 1
- Complements to 1
- Adding decimals - crossing the whole
- Adding decimals with the same number of decimal places
- Subtracting decimals with the same number of decimal places
- Adding decimals with a different number of decimal places
- Subtracting decimals with a different number of decimal places
- Adding and subtracting wholes and decimals
- Decimal sequences
- Multiplying decimals by 10, 100 and 1,000
- Dividing decimals by 10, 100 and 1,000



Use the place value chart to add 3.45 and 4.14

Ones	Tenths	Hundredths
3	4	5
4	1	4

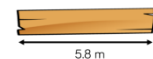
$$\begin{array}{r} 3.45 \\ + 4.14 \\ \hline \end{array}$$

$$\begin{array}{r} 4.54 \\ - 1.4 \\ \hline \end{array}$$

## 5. Measurement: Converting Units (2 weeks)

- Kilograms and kilometres
- Millimetres and millilitres
- Metric units Imperial units
- Converting units of time
- Timetables

A plank of wood is 5.8 metres long.



Two lengths are cut from the wood.

175 cm      $3\frac{4}{5}$  m

How much of the wood is left?

## 6. Measures: Volume (1 week)

- Comparing volume
- Estimating and calculating volume
- Estimating capacity



# Year Five : English

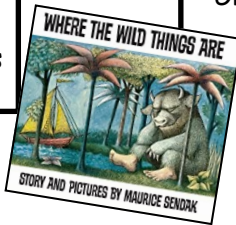
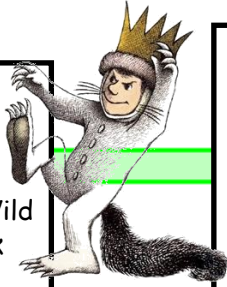
At St Mary's, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners. We believe that English learning is key to this. We aim to ensure that all of our children develop a genuine love of language and the written word, through a text-based, values rich approach.

We want our children to feel that their writing has a real purpose in the context our values based learning projects and to use their written work as an expression of their responses to challenging questions.

## Writing to Express

Narrative based on *Where the Wild Things Are* by Maurice Sendak

Grammar Focus: Descriptive Devices



## Writing to Inform:

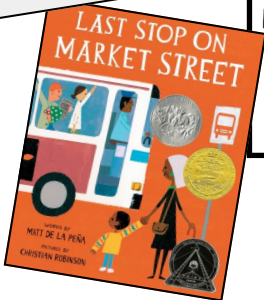
What is Humanism and what do Humanists believe?

Grammar Focus: Relative Clauses and Parenthesis



## Reading focus weeks

One week focussed on responding to the texts *They All Saw A Cat* by Brendan Wenzel and *The Last Stop on Market Street* by Matt de la Pena



## Writing to Express

Narrative Writing based on *The Red Tree* by Shaun Tan

Grammar Focus: Powerful description



## Writing to Inform

Information texts based on the historical context of the book *The Artist who Painted a Blue Horse* by Eric Carle

Grammar Focus: Conjunctions to extend



## Answering the Project Question:

How can empathy for others, and self knowledge, nurture personal wellbeing?





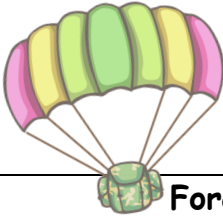
# Year Five : Express



These are some of the important words we will be learning about during this project.

RE	PSHE RSE
Humanism atheist agnostic theist faith afterlife	mental well-being self-care range of emotions proportionate isolation loneliness

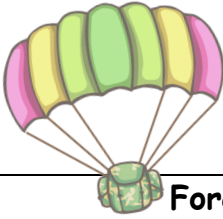

Art & Design	Music
<b>Experiment</b> <b>Create</b> <b>Combine</b> <b>Describe</b> <b>Express</b> <b>Compare</b> <b>Contrast</b> <b>Evaluate</b> <b>Record</b> <b>Describe</b> <b>Evaluate</b> <b>Respond/Reflect</b> Surreal Experience Collage Composition Technique Layering Overlapping Texture Depth (in art) Tone Hatching Imaginative Primary colours Secondary colours Colour wheel Distortion Observation Perspective	<b>improvise</b> <b>compose</b> <b>combine</b> <b>organise</b> <b>rehearse</b> pitch duration dynamics tempo timbre texture silence staff treble clef bass clef octave time signature adagio andante allegro accelerando ritardando legato staccato



# Year Five: Express

## Science


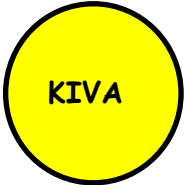




 Forces	Animals Including Humans
<p>We learn about what makes objects move and stop the way they do. We find out about gravity, what it does and how it is measured. We learn about and investigate forces that oppose gravity including air and water resistance and devise our own ways to test out what we have learnt.</p>	<p>This unit is all about the ways animals, including humans, change as they grow older. We find out about the important milestones for babies and young children and what happens to humans as they reach old age. We find out about the changes that happen to our bodies during puberty.</p> 
<p><b>Important Vocabulary:</b> force, newtons, gravity, friction, air resistance, up thrust, balanced, unbalanced, weight, mass</p>	<p><b>Important Vocabulary:</b> human, development, baby, toddler, child, teenager, adult, puberty, gestation</p>

## PSHE and Relationships Education

At St Mary's, our PSHE and Relationships Education Curriculum across the school seeks to prepare children for the rich, diverse and sometimes difficult experiences they will face both in school and in the wider world. During each term, children learn about the following aspects of PSHE:



 KIVA & Anti-Bullying	No Outsiders	E-Safety
<p>KIVA means kind and we intend that all of our children will learn to be kind and recognise kindness in others and that they will use this learning to become positive members of our school and the wider community. Through progressive learning we will ensure that all children are aware of their own rights and responsibilities as members of the St Mary's family.</p> <p><b>Anti-Bullying and preventing Peer on Peer Abuse at St Mary's:</b></p> <p>Our children have lessons focussed on learning our values, demonstrating kindness and understanding that bullying, in any form, is unacceptable;</p> <p>-Two clear messages are taught through school:</p> <ol style="list-style-type: none"> <li>To define bullying we say, "STOP -Several Times on Purpose." If this is what has happened, then it is bullying.</li> <li>To encourage pupils to use their voice, we encourage them to: "Start Telling Other People."</li> </ol> 	<p>The No Outsiders programme teaches children about the 2010 Equality Act through carefully selected stories. There are 5 stories used during each school year. This term, the No Outsiders texts are:</p> <ul style="list-style-type: none"> <li>The Artist who painted a Blue Horse</li> <li>Rose Blanche</li> </ul> 	<p>We follow the E-Safety programme written by National Online Safety. This programme includes two E-Safety themes to be explored each term.</p> <p>During this term, the themes are:</p> <ul style="list-style-type: none"> <li>Self-Image and Identity</li> <li>Health, Wellbeing and Lifestyle</li> </ul> 

If you have concerns about bullying in our school, please inform any school based adult and we will follow our KIVA procedures to: investigate, understand, set targets, communicate clearly and review.

Help us to prevent bullying in our school—Thank you.



# Year Five : Express

Here are some ideas of activities you can try at home to help you learn more about this term's project.

## Read it...

During the Easter break, challenge yourself to read a book by a new author and tell a friend about what you enjoyed from the book.

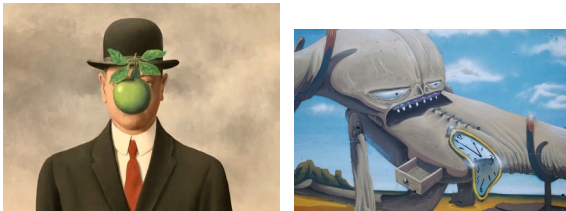
## Write it...

Carry out some research on the Surrealist art movement and then create a short presentation about Surrealism and Surrealist artists.



## Draw it...

Find some artwork by Salvador Dali or Rene Magritte and draw your own interpretation of the painting.



## Make it...

Have a look at the music powerpoint on the Google Classroom about how music can connect with our emotions. Make a playlist on Spotify, Amazon or youtube of different songs that

make you feel happy.



## Visit it...

Make a trip to either The Birmingham Museum and Art Gallery to the The Barber Institute at Birmingham University.



MUSEUM &  
ART GALLERY

## Memorise it...

Think about a song that you really enjoy listening to and try to memorise your favourite verse and the chorus.