Year 5 Curriculum Guide

2022-2023

jags

James Allen's Junior School

CURRICULUM INFORMATION

ENGLISH

The English Curriculum is based on the Key Stage II National Curriculum requirements and on the 11 + entry requirements. The curriculum is presented in a lively and stimulating way and our aim is to extend each child's potential in all areas of the subject.

Year 5 pupils by the end of the year should be able to:

- Participate as speakers and listeners in a group discussion or activity.
- Read aloud expressively, fluently and confidently from a range of familiar literature.
- Read silently with sustained concentration.
- Find books in the School Library by using the classification system, use reference books and dictionaries.
- Produce various pieces of writing which are structured with accurate use of sentence punctuation.
- Write stories which have an opening, a setting, characters, a series of events and a resolution and which engage the interest of the reader.
- Write descriptive essays.
- Produce other kinds of writing for different purposes (e.g. letters, directions, instructions).
- Use paragraphs, understand nouns, adjectives, verbs, adverbs, speech marks and apostrophes.
- Begin to understand the parts of speech and identify them within sentences.
- Answer comprehension questions in full sentences. Interpret texts using inference and deduction and be able to support their answer using quotations from the passage.
- Do timed essays and comprehension passages in preparation for 11+ exams.
- Spell correctly in course of writing, words which display main patterns in English.
- Present work neatly and produce fluent joined-up writing.

Assessment is continuous but formal written papers are taken in the Autumn and Summer Terms.

DRAMA

All girls have a weekly drama lesson. The lessons are designed to enhance the girls' confidence throughout their four years and teach them acting skills which culminate in a Year 4 and a Year 6 play. Lessons are designed to be practical and fun.

Topics covered include:

- Drama strategies and games: unite pupils and foster positive group dynamics.
- Team games: promoting group work.
- Observational skills.
- Memory work: using poems and scripts.
- Mime: developing facial expression and physical gesture as a form of communication.
- Character work: exploring a variety of ways to create characters, including inventing character histories.
- Script work: writing and learning scripts.
- An introduction to Shakespeare in an active and age appropriate way.
- Improvisation.

SPEECH & DRAMA

(Paid Optional Extra)

- To encourage self-confidence in the use of the spoken word. Girls are taught in a small group by a drama specialist.
- Speech and projection exercises.
- Oral presentations: solo. Children are encouraged to speak freely in an unscripted manner, always with the help of visual aids.
- Rhythmic speech and vocal freedom explored through poetry and drama.
- Discussion of vocabulary and verbal dynamics practised in poetry and drama.
- Scripted pieces from literature.
- Improvisation to promote imaginative ideas and vocal freedom
- Pupils read aloud from a favourite book and further develop the skills of inflexion, phrasing and fluency together with the use of sustained, confident eye contact to fully share with their listeners.
- All pupils are entered for the Entry Level Entry 3 English Speaking Board examination in June. Preparation for this examination takes place in the Spring and Summer Terms.

MATHEMATICS

The Mathematics Curriculum is in alignment with Key Stage 2 National Curriculum requirements. Throughout our learning we use concrete resources and pictorial examples to build a deeper understanding of the concepts for all pupils, which they can then relate to the abstract formal methods. We aim to provide girls with a sound foundation of the concepts taught, from which we use problem-solving and investigations to develop and extend their skills and understanding.

Place Value

- Numbers to ten millions
- Compare and order any number
- Round any number
- Negative numbers

4 Operations

- Add and subtract whole numbers
- Multiply up to a 4-digit number by 1-digit
- Short division
- Long division
- Common factors
- Common multiples
- Primes
- Squares, cubes and their roots
- Order of operations
- Mental calculations and estimation

Fractions

- Equivalent fractions
- Improper fractions to mixed numbers and vice versa
- Number sequences involving fractions
- Compare and order fractions
- Add and subtract fractions and mixed numbers
- Multiply fractions and mixed numbers by an integer
- Fraction of an amount
- Subtract 2 fractions
- Subtract from whole amounts
- Calculate fractions of a quantity
- Tenths and hundredths - on a place value grid, on a number line and write as decimals
- Divide 1-digit numbers by 10 and 2-digit numbers by 10 and 100
- Make a whole
- Write, compare, order and round decimals
- Halves and quarters

Decimals

- Understand, order and compare decimals up to 3 decimal places
- Rounding decimals
- Adding and subtracting decimals
- Decimal sequences
- Multiplying and dividing decimals by 10, 100 and 1,000

Geometry

- Measuring angles in degrees with a protractor

- Drawing lines and angles accurately
- Calculating angles on a straight line
- Calculating angles around a point
- Vertically opposite angles
- Angles in a triangle
- Angles in special quadrilaterals
- Calculating lengths and angles in shapes
- Regular and irregular polygons
- Reasoning about 3-D shapes
- Draw accurate nets of cubes and cuboids
- Drawing on isometric paper
- Line symmetry
- Rotational symmetry
- Coordinates in the first quadrant
- Reflection
- Translation

Measurement

- Measure and calculate perimeter
- Area of rectangles and compound shapes
- Area of irregular shapes
- Metric units
- Imperial units
- Converting units of time
- Timetables
- Compare and estimate volume
- Estimate capacity

Statistics

- Line graphs – read, interpret, draw and solve problems
- Read and interpret tables
- Two-way tables
- Timetables
- Averages and Range

SCIENCE

The Science Curriculum covers the three disciplines of biology, chemistry and physics, as well as including many opportunities to develop practical and enquiry skills. Lessons take place in a fully equipped science classroom, where pupils are able to gain plenty of hands-on experience with a range of scientific equipment. The Year 5 girls have two one-hour lessons each week.

The following topics will be taught during Year 5:

Working Scientifically

Working scientifically is a set of ongoing skills that are taught throughout the topics listed below.

- Planning different types of scientific enquiry to answer questions
- Making observations and taking measurements with accuracy and precision
- Recording and presenting data
- Presenting scientific information as labelled diagrams, classification keys, tables, scatter graphs, bar and line graphs.
- Reporting on findings from enquiries verbally and in writing
- Using results to draw conclusions, identify and explain causal relationships
- Describing the degree of trust in the results of an investigation
- Using results to make predictions to set up further comparative and fair tests
- Identifying scientific evidence that has been used to support or refute ideas or arguments

Life cycles

- The life cycle of a plant
- The differences between the lifecycles of mammals, birds, amphibians and insects
- The main stages of the human life cycle
- The changes during puberty
- The process of reproduction in some plants and animals
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Properties of materials

- Compare and group materials based on their properties
- Test the properties of materials
- Give reasons for the uses of everyday materials
- Dissolving, solutions and how to recover solutes.
- Separating mixtures

Earth and Space

- The Solar system
- The shape, size and movement of the Earth and Moon
- The phases of the Moon
- Why we have day and night
- How the position of the Sun appears to change during the day

Forces

- Measuring forces

- Forces acting on a falling object
- The effects of air resistance, water resistance and friction
- How mechanisms such as pulleys, levers and gears can allow a smaller force to have a greater effect

Keeping healthy

- The circulatory system
- How heart rate is affected by exercise
- Importance of a balanced diet
- The impact of drugs on the body
- Importance of exercise and other lifestyle choices

COMPUTING

Computing is taught in our state-of-the-art Computing Suite. The Year 5 girls have a one hour lesson per week, taught in groups of twelve. There are opportunities to use a variety of educational software as well as SLR digital cameras, voice recorders, Makey Makeys, Crumbles, Raspberry Pi, VR headsets, iPads, floor robots, programmable Lego and the 3D printer. Since Computing is a cross-curricular subject, some of the skills will be used and/or taught within other subjects through the use of LearnPads, iPads and laptops.

- General ICT Skills
- Interactive Adventures
- Sensing and Logging
- True or False
- Digital Directors
- Games Makers
- Online Safety

HUMANITIES

HISTORY

All girls have one double History lesson each week. History is taught chronologically, encouraging the girls' understanding of the sweep of time. In year 5 we work on developing the skills of questioning, research, and analysing evidence in a logical manner. These are all things which encourage the girls to look at the world around them with sensitive interest. By the end of Year 5, the girls are able to carry out independent research using a range of primary and secondary sources.

Topics taught include:

- The Tudors
- Elizabethan England
- Exploration
- The Zulu Kingdom
- The role of women in society from ancient times to the Renaissance
- Women's roles in 17th,18th,19th centuries
- Women's suffrage movement
- Women during the 1st World War

Key Skills include:

- Ongoing development of skills of historical enquiry.
- Use of empathic writing used throughout topics.
- Examining evidence
- Skills of historical enquiry further developed.
- Children carrying our more independent research as year progresses.

GEOGRAPHY

Key Skills

- Ask geographical questions.
- Collect, record and analyse evidence.
- Use a wide range of specific geographical vocabulary.
- Use appropriate fieldwork techniques.
- Use a range of secondary sources of evidence.
- Use atlases, globes, and maps.
- Use and make maps at a range of scales.
- Use 4 figure grid references, keys and scale.

FRENCH

French is taught in half classes throughout the school and each class has two lessons per week.

Homework is once a week and will include either the learning of vocabulary and structures, reading booklets in French, researching a topic, illustrating texts or short written tasks.

We follow *Les Loustics 1 (final modules and 2)*, supplemented by a wide range of graded readers, interactive software, audio and video material. The French teaching room is equipped with a computer and an interactive whiteboard.

An extensive range of topics is covered during the year and French is used as the medium of communication during lessons.

The main emphasis will be on developing confidence and good pronunciation by means of the acquisition of new vocabulary and structures, as well as enjoyment of the language through the use of the computer, interactive whiteboard, games, songs, stories, poems, videos, role play and playlets, especially during the French assembly.

MUSIC

Music is taught very much as a practical subject, with activities consisting of performing, composing, listening and appraising. Each pupil has two lessons per week, one with the whole class and one as part of a half-group.

Topics

Autumn Term

- Composing using the pentatonic scale
- Christmas songs

Spring Term

- Playing 12 bar blues on guitar
- Playing this form on xylophones and guitars

Summer Term

- Learning more chords on guitar and playing in a band

PHYSICAL EDUCATION

Pupils have two double period lessons a week using the facilities at the Prep and JAGS Sports Club. There are many opportunities for the pupils to take part in extra sport through lunchtime and afterschool clubs and / or being asked to be part of squads. Most squad training is at lunchtime and, for girls selected, fixtures usually take place on Mondays and Wednesdays after school. Very occasionally there are fixtures / tournaments during the school day / on the weekend but those involved will be given plenty of advanced notice.

All pupils at the Prep take part in Inter-House Sporting Events across the year and these include:

- Football (Autumn Term)
- Netball (Spring Term)
- Swimming (Spring Term or Summer Term)
- Cricket (Summer Term)
- Sports Day (Summer Term)

Autumn/Spring Terms

- Hockey / Netball / Football.
- Gymnastics/Dance.
- Swimming.

Summer Term

- Cricket.
- Athletics.
- Tennis.
- Swimming.

- Games (Hockey, Netball, Football, Cricket, Tennis)
- Gymnastics
- Dance
- Athletics
- Tennis
- Swimming (All Year)
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All pupils swim at the pool at JAGS and they have one swimming lesson every two weeks for one double period. There are opportunities for pupils to swim at other times in the week by attending lunchtime swim clubs and / or being asked to be part of the swim squad which train before and after school and race in galas predominately on Wednesdays after school.

ART

All girls have one double lesson a week, in half classes in the specialist, Art room. They work through a series of linked activities within larger projects, carefully designed to stimulate and ensure success and enjoyment. Some activities respond to current events or exhibitions and some repeat from year to year. However, they all fall within a rolling annual framework which targets specific fields of Art, Craft and Design, and builds progressively upon skills and techniques. The girls make regular use of a sketchbook in which to record, develop and evaluate their own work and to appreciate and comment on the work of artists, craftspeople and designers. Towards the end of the year the girls organise their work in a portfolio, which they add to in Year 6.

DESIGN & TECHNOLOGY

All girls have one double lesson per week within a specialist DT workshop. Design and Technology lessons are geared towards providing stimulating and challenging tasks that will prepare the student for a lifetime of learning, exploring and problem solving. Pupils learn to think and intervene creatively to improve quality of life. They learn to explore values and attitudes to their made world; critically analyzing how we live, work and interact within it. This process encourages them to become independent and creative problem solvers, as individuals and members of a team.

The formative years of Design and Technology emphases developing practical design and make skills, helping students gain confidence in their own creativity. Students develop knowledge and understanding of materials and components; systems and control; and structures. They learn to combine practical skills with an understanding of aesthetics, function, industrial practices and social and environmental issues. As they do so, they reflect on and evaluate present and past design and technology, its uses and effects. Through this all students can become discriminating and informed users and innovators of products.

As they progress, they will then able to tackle increasingly complex problems and tasks involving a variety of media and processes from the more traditional materials through to electronics and computer-aided design and manufacture. Pupils learn to look for needs, wants and opportunities and then respond to them by developing a range of ideas and making products and systems. They develop a critical understanding of technological processes, products and their manufacture, and how they contribute to our society. Involvement with industry and participation in competitions is strongly encouraged, all in endeavour to prepare pupils for making significant and worthwhile contribution to life and work in a technological society.

PSHCE (PERSONAL, SOCIAL, HEALTH, CITIZENSHIP AND ECONOMIC EDUCATION)

JIGSAW Modules
This year JAGS Pre-Prep and Prep school are excited to be using a new Scheme of Work titled 'Jigsaw' for PSHCE lessons, Form times and to support pastoral provision. Jigsaw is a whole-school PSHCE and Wellbeing approach that provides children with relevant learning experiences for their age group to help them with life experiences and to develop positive relationships with themselves and others.

RSE statutory curriculum guidance is embedded into the scheme More information about Jigsaw can be found at: https://f.hubspotusercontent20.net/hubfs/20064624/UK-3-11-Snapshot-Overview-Map%20(1).pdf?__hstc=&__hssc=&hsCtaTracking=3c57054b-6cff-40b3-8949-ddbdbf3675df%7Cedb4b90b-1f85-42b3-b8ed-7b3d93f42c43

The six half-termly modules are the same for all year groups, although each cohort has specific objectives catered for their age group. Year 5 will be covering the following topics:

- Being Me in My World
- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Relationships
- SMARRT internet safety rules
- Changing Me
- Sex Education

RELIGIOUS EDUCATION

Religious Education is the study of Christianity and other world religions to develop a greater understanding and affinity for the spiritual, moral and cultural knowledge of the pupils. Religious Education helps the children to develop an understanding and an openness towards others.

Autumn Term

Hinduism

Spring Term

Buddhism

Summer Term

Jesus and his Ministry:

James Allen's Girls' School

Ages 4-18

144 East Dulwich Grove, London SE22 8TE
Telephone: 020 8693 1181 • Email: enquiries@jags.org.uk
www.jags.org.uk