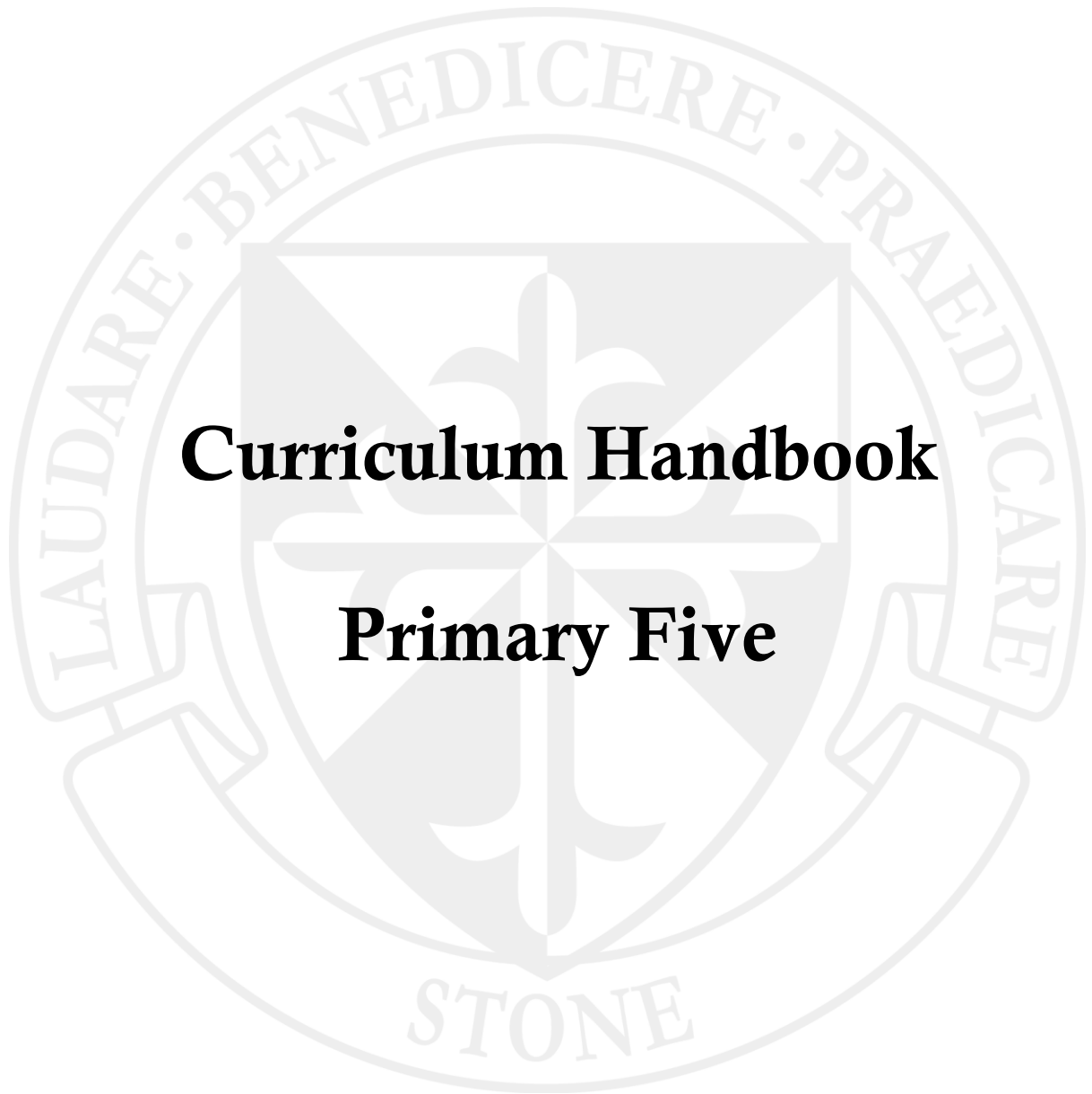


# **ST. DOMINIC'S PRIORY SCHOOL**

**Curriculum Handbook**

**Primary Five**



## **PRIMARY 5**

### **ART AND DESIGN CURRICULUM**

**Three 1 hour lessons per fortnight**

The main areas of focus are: AT1 Investigation and Making  
AT2 Knowledge and Understanding

#### **Programme Themes**

<b>Autumn Term</b>	A basic introduction to Art and Design exploring the visual elements 3D work using a range of media investigating pattern, form, construction and space Christmas card design
<b>Spring Term</b>	Print making techniques Painting, collage and textiles
<b>Summer Term</b>	Still life 3D work using a range of media investigating form, construction and space.

Sketchbook homework will be set on occasions as an integral part of the students learning

Students will be encouraged to:	Work individually and in groups Record from direct observation, in a variety of media Do homework, relating to class work in a sketch book Express ideas and feelings Design and make images and artefacts Work in connection to artists, designers, crafts people (past and present) Research, experiment, interpret and develop ideas Use materials, tools and techniques Evaluate work of their own and that created by peers.
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Students work will be displayed and exhibited around school.

## **PRIMARY 5**

### **DANCE**

#### **1 hour lesson per fortnight**

The focus of the dance curriculum is on developing the students' ability to compose, perform and appreciate dance as well as to further their knowledge and understanding of health and fitness.

During the course of the year students will learn new skills in a variety of dance styles such as: jazz dance capoeira and modern/contemporary dance. Within these styles, students will learn new terminology and technique to help them with their understanding of how dance is performed. They will develop their knowledge further by learning about the history and origins of the styles and their importance within certain cultures.

Students will explore techniques and devices within choreography. A set theme or stimulus will be provided and students will work in pairs or small groups to produce short movement phrases, which will be developed in a variety of ways.

At the end of each term students will present their work, where they will be assessed either on their performance, choreography or appreciation skills. Students continually learn new skills in appreciation, when they have the chance to observe and give feedback to other pairs and groups in their class. The use of ICT in dance helps students to evaluate their own and others dance work in order for them to improve and achieve individual targets set for them.

Students are provided with extra curricular activities, workshops and performance opportunities throughout the year where they can develop their technique and skills further in various styles of dance, these include:

- Junior Dance club
- Holiday workshops
- Musical Production
- Performing Arts Evening
- Junior Dance Curriculum Performance

## PRIMARY 5

### DRAMA

#### **1 hour lesson per fortnight**

Drama and dramatic play are encouraged throughout the St Dominic's Priory School curriculum and in extra-curricular time. As a statutory requirement of the National Curriculum for English as part of the 'speaking and listening' strand, students constantly participate in a wide range of drama activities, ensuring that they:

- use language and actions to explore and convey situations, characters and emotions
- create and sustain roles when working individually and with others
- comment constructively on drama they have watched or in which they have taken part

However, as well as drama that takes place within English lessons, the school also recognises the value of drama and adds weight to it by having a place of its own on the timetable, once a fortnight. In these lessons teachers use a range of strategies that engage the students' creativity and imagination. Using creative and imaginative role play situations, students explore their own and others' feelings about a range of cultural and human issues, but also about narratives and characters they know. They will learn about and how to employ the strategies of hot seating, tableau, freeze frame, slow motion, blocking, thought tracking and conscience alley.

Students will exploring voice, movement, gesture and facial expression, and learn how to make meaning clear for themselves, and for an audience – such as their peers – as well.

During their drama lessons students will also learn to

- develop structure in scriptwriting
- write in role
- devise, write and perform scripts

This will include:

- Writing and performing a short monologue
- Improvising in groups
- Writing short scripts based on fairy tales or other well known narratives
- Learning how to use props and costumes to explore characterisation
- Learning to develop thinking skills by exploring characterisation
- Learning to explore characterisation by using costumes, masks and puppets
- Learning to adopt, develop and sustain a role
- Learning to develop movements using arms and legs
- Learning to devise a sequence of movements
- Learning to work in pairs to develop an understanding of movement
- Learning to devise and participate in a group movement activity
- Putting together a sequence of movements incorporating various techniques
- Teaching their routine to a partner
- Working together as a group to devise a movement sequence

- Evaluating how well they have done and how they can improve

Drama has cross curricular links with Literacy, RE, Geography, History and PSHE.

## **PRIMARY 5**

### **FRENCH**

**Two 1 hour lessons per fortnight**

**Course: La Jolie Ronde – Mon Tour de France for 9-11 year olds**

With this course familiar structures are developed further. Pupils are encouraged to see how, by word substitution, they can generate more sentences of their own. Each lesson offers new vocabulary, games, reading and writing activities and extended listening opportunities. The creative use of language is emphasised.

**The aims are:**

- To develop the ability to listen attentively
- To revise previous and introduce further vocabulary
- To encourage more complex language strategies
- To encourage a more creative use of language
- To build their confidence
- To promote cultural awareness
- To develop language learning skills

Throughout the year they will learn to use phrases covered by the following topics:

**Self, parts of the body, family, time, dates, weather, clothes, colours, food and drink, shopping, personal belongings and toiletries.**

Use pre-positions – sur/sous/dans  
Understand agreement of adjectives  
Understand difference between “tu” and “vous”

You can help by encouraging your child to practise what they have learnt at school and to take an interest in French culture.

## **PRIMARY 5**

### **HUMANITIES – GEOGRAPHY/HISTORY**

#### **Four 1 hour lessons per fortnight**

In key stage 2, pupils will learn about significant people, events and places from both the recent and distant past and from near and far. The studies will encourage the development of geography and history skills, vocabulary, knowledge and understanding about people, places and environments.

They will learn about changes and continuity in their own local area, in Britain and in other parts of the world, looking for evidence from political, economic, technological and scientific, social, religious, cultural and aesthetic perspectives.

Skills will include:

- Observing, questioning, collecting and recording evidence; analysing and communicating results
- Using geographical and historical vocabulary
- Using atlases and aerial photographs to develop fieldwork and map-reading skills
- Reading and making maps and plans
- Using secondary sources and ICT to research and record work, resources on the Interactive Whiteboard and the Internet
- Understanding that the past can be represented and interpreted in different ways, including pictures, plays, films, reconstructions, visits, video/DVD, museum displays, fictional and non-fictional accounts

The school has adopted a skills topic based delivery of geography and history. The core of the scheme follows the **Hamilton Topics for Key Stage 2**.

Three main topics will be covered throughout the year. All work completed will have a cross curricular theme.

#### **Autumn Term**

##### **World War Two**

- How did the War start?
- What were the reasons for the start of the war?
- Who were the world leaders involved? Look at Stalin, Hitler, Churchill, Hirohito and Mussolini
- Key events of the war in chronological order
- The Blitz
  - look at first hand evidence and films at the time
  - how were people's lives changed?
  - listen to the stories of survivors

- Write a Blitz diary
- Anne Frank and the story of the Jews in World War 2
- Evacuation – why were children evacuated? What was the process and how did the children fee? Look at letters from evacuated children
- The role of the Home Guard and ARP Wardens
- Rationing

### **Spring Term**

#### **Local and European Geography/History**

- What is Europe? – find it on a World map
- How has Europe changed throughout history?
- Which countries have joined the European Union and when
- How did their joining affect Europe – what do they contribute?
- What is our local history in Stone? Relate to the church, chapel, school.
- What is the industry in our area? What has the pottery industry brought to Stoke on Trent?
- Transport links for the potteries.
- Economic demographic of Stoke on Trent today.

### **Summer term**

#### **Global Geography**

- Name and locate the continents, being able to describe various climates within those continents.
- Know capital cities and major landmarks, including natural features such as mountain ranges and rivers from around the world.
- Map reading skills at OS level, 6 figure grid reference.
- Know the seas and oceans surrounding the continents.
- Individual research on one country, looking at culture, traditions, food, clothes, homes, education, etc
- Be able to spot comparisons and differences between the UK and another locality.
- To find out about developing countries, and the indicators used to define them.



## PRIMARY 5

### INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

#### **Two lessons per fortnight**

ICT capability is 'characterised by an ability to effectively use ICT tools and information sources to analyse, process and present information to model, measure and control external events. Our aim in the primary school is to ensure that each pupil can confidently utilise a wide range of software packages to meet their needs, both in school and beyond.

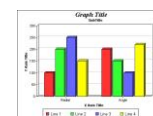


Pupils entering Year 5 do so with a wide variety of knowledge depending on their educational and home backgrounds. Therefore, this subject is taught in such a way as to engage and challenge each pupil at their own level of competence from the outset.

#### **Autumn Term**

##### **Creating Spreadsheets and Graphs and Computer Programming**

Primary 5 will begin the Autumn term by collecting data, they will input the data into Microsoft Excel and use this to generate graphs. During the second half of the term they will be introduced to programming using Scratch software.



#### **Spring Term**

##### **Desktop Publishing, Simulation, Internet Research and E-Communication**



During the Spring term pupils will create a CD cover using Microsoft Publisher and they will investigate the value of computer simulation. The remainder of this term will focus on the Internet, in particular looking at digital research, map work and e-Communications.

#### **Summer Term**

##### **Desktop Publishing, Internet Safety and Databases**

During the Summer term pupils will learn how to produce professional newsletters using Microsoft Publisher. They will then revisit the issue of Internet Safety and complete the year with an introduction to database work using Microsoft Access as preparation for the OCR examination in Year 6.



## **PRIMARY 5**

### **LITERACY**

#### **Ten 1 hour lessons per fortnight including 1 library session**

Primary 5 will be following the National Primary Framework guidelines throughout this academic year and will cover the following areas:

#### **Autumn Term**

Classic Fiction – – The Iron Man, A Medal for Leroy  
Classic Poetry – The Lady of Shalott  
Non fiction - Instructions

#### **Spring Term**

Fiction – Kensukes Kingdom  
Autobiography  
Drama – Shakespeare, Romeo and Juliet  
Poetic Style

#### **Summer Term**

Classic Novels – Selection of texts  
Non-fiction - Recounts  
Non-chronological reports  
Classic poetry

The children will be covering the objectives outlined in the following strands:

- Speaking
- Listening and Responding
- Group Discussion – Interaction
- Drama
- Word recognition
- Word Structure and Spelling
- Understand and Interpret Texts
- Engage with and respond to texts
- Creating and shaping texts
- Text structure and organization
- Sentence structure and organization
- Presentation and handwriting

There will be numerous opportunities for ICT throughout the year including working with word-processing software, e-mail, web based resources, DVDs and video. Regular timetabled sessions in the IT Suite will provide opportunities for drafting work on the computer and hard copies will be kept in pupil books and files. Topic research will be encouraged on the Internet and used in class. Film and music will be used as starting points for writing tasks such as Reviews and Creative Writing.

The children will be given suggestions for private reading, aimed at developing their reading level while extending their reading experience and encouraging independence and confidence.

*Differentiated learning*, where appropriate, will encourage individual progress. For example, spelling tests can be geared to individual pupils' needs and abilities. Comprehension answers are usually differentiated in 3 levels of ability, and in essay planning, pupils are encouraged to stretch and challenge their own skills and to learn from their own corrections.

#### *Assessment*

Pupils are examined at the end of the year by NFER Tests, which provide National Curriculum Levels and Spelling and Reading ages. These provide clear information from year to year about pupil progress.

Homework is set regularly and all written work is marked using the school Marking Policy, which is displayed in the front of the children's books. Weekly spelling tests, reading homework and Speaking and Listening practice all contribute to ways of assessing pupil progress. Self and Peer Assessment will also take place in lessons, for example when pupils share their own poems with the class.

There are many ways in which parents can help with their children's learning in literacy; tips and ideas can be found on the following website:

<http://www.bbc.co.uk/schools/parents/work/primary/literacy/index.shtml>

## **PRIMARY 5**

### **MUSIC**

#### **Three 1 hour lessons per fortnight**

In upper key stage 2 pupils sing and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise and develop their own compositions, in response to a variety of different stimuli with increasing independence and creativity.

#### **Singing**

- Songs in two parts, rounds and unison with descants.
- Develop a sense of phrase and musical expression.
- Practise, rehearse and present performances with an awareness of the audience.

All pupils are encouraged to join the choir, which meet at lunch time.  
All wind players are encouraged to join the Wind Band.

#### **Instruments**

- Read music in treble clef with complete fluency
- Produce good tone and control
- Play wide variety of styles
- Try out a variety of instruments.
- Play and follow music for two three or more parts.

Pupils are encouraged to bring their instruments to the music lessons.

#### **Instruments (playing and composing)**

- Tuned and untuned instruments are used, pupils are expected to be able to follow percussion music easily, fully understanding time values of both notes and rests.
- Compose using both rhythmic and melodic ideas, working in groups or alone.
- Working together and listening carefully to produce a cohesive sound.
- Recognise how different musical elements are combined and be able to improve own work.
- Learn to use musical vocabulary

The music department has a wide range of percussion instruments both tuned and untuned.

## **Learning and Listening**

- Recognition of instruments
- Introduction to the History of Music.
- Explore the context of musical genres and styles
- Compare and evaluate how music reflects the contexts in which it is created

We use CD's DVD's, videos and recording equipment. ICT Link

## **Movement and Dance**

- To move in time with the music.
- To improvise to set piece of music
- To work in small groups to design, rehearse and perform an improvisation.

## **Performing**

There are many opportunities during the school year for performance. These include religious celebrations (Harvest, Christmas and Easter), end of year concerts and concerts during the school year, assemblies and school productions. Informal performance is part of all music lessons, when pupils are expected to perform to each other, working in small groups and sometimes on their own. Solo work is encouraged.

Instrumental lessons are available (extra cost – bills sent by individual visiting teachers). These lessons are arranged to be before the school day, during break times, lunchtimes and after school if possible. However, due to the large number of girls playing instruments, some lessons do occur during the academic timetable. Where this happens it is either on a rota system or during Art, Music or PE lessons. Girls are expected to catch up on any missed work.

## **How you can help**

By taking an interest in the subject and encourage your child to do their best, and to enjoy all aspects of music, whether at home, at the theatre or concert hall.

Please check on homework and instrumental practice.

## PRIMARY 5

### NUMERACY

#### **Ten 1 hour lessons per fortnight**

*“Mathematical skills are like any other kind.... If you are learning to play the piano, you usually start by practising under supervision; you don't begin with theoretical lectures on acoustical vibrations and the internal structure of the instrument. Similarly for mathematical skills...”*

**Ralph Boas** (Past President of the Mathematical Association of America)

This academic year we shall be following the new Framework for Numeracy. The children shall be covering the seven objectives/strands outlined in the following blocks:

- Counting, Partitioning and Calculating – solving one or two step problems involving numbers, money or measure - ordering, partitioning and rounding decimals to 2d.p. - addition, subtraction, multiplication and division (including ‘long’ multiplication and division), using a calculator - explaining, reasoning and forming mathematical conclusions using words, diagrams and symbols
- Securing Number Facts, Understanding Shape – patterns, relationships and properties of number and shape – mental methods and recall, sums, differences, doubles and halves – common multiples and factors, square numbers – visualising 2D and 3D shapes – properties of 2D and 3D shape – nets of solid shapes - representing a problem using calculations or diagrams
- Handling Data and Measures – collecting, organising, presenting and interpreting data – constructing frequency tables, pictograms, bar charts and line graphs and finding the mode– language of probability–estimating and measuring, metric units and conversion, reading scales – explaining reasoning using diagrams, graphs and texts – using ICT
- Calculating, Measuring and Understanding Shape - solving multi-step word problems using a calculator, estimating and checking results – estimating and measuring weight, length and capacity – multiplication/division by 10, 100 and 100 – area and perimeter of polygons, formula for area of rectangle – co-ordinates, two lines of symmetry, reflection, translation – estimating, measuring and drawing angles, angles in a straight line, parallel and perpendicular lines
- Securing Number Facts, Relationships and Calculating - solving one and two step problems with integers and decimals – interpreting solutions and explaining reasoning – mental and written calculation methods with whole numbers – scaling numbers up /down and finding proportion of quantities – fractions; equivalence – percentages and fractions and percentages of amounts – using a calculator

There will be numerous opportunities for ICT throughout the year including working with Microsoft Excel software, web-based resources other Maths software. Reinforcement games can be played on the Abacus maths website.

It is very important that your child is encouraged to practise times tables and number bonds as being able to use these accurately will increase their confidence when tackling more complex mathematical problems.

There are many ways in which parents can help with their child's learning in numeracy – you can find a lot of tips and ideas on the following website:

[http://www.bbc.co.uk/schools/parents/work/primary/numeracy\\_and\\_science/index.shtml](http://www.bbc.co.uk/schools/parents/work/primary/numeracy_and_science/index.shtml)

**Resources:**

- Abacus Maths Scheme
- Bond Books
- Additional support and extension workbooks

## PRIMARY 5

### PHYSICAL EDUCATION

#### Four lessons per fortnight

#### GAMES

- To play small-sided invasion, striking/fielding and net/wall games
- To develop an understanding of how to invade the opponents' territory in invasion games
- To consolidate the principles behind attack and defence of a target in each game
- An understanding of how to spread attackers, support each other and penetrate defenders in invasion games
- Knowledge of the rules associated with small-sided recognised games
- To demonstrate increasing control and accuracy in the skills of sending, receiving, striking and travelling with a ball.
- To practise and improve the skills associated with each game type
- Continued development of mobility and spatial awareness
- Use a wide range of throwing, catching and hitting skills on both sides of the body
- An ability to work with others in a team situation

#### **Invasion** 2 v 1 ; 3 v 1 ; 2 v 2 ; 3 v 2 ; 4 v 2 ; 3 v 3 ; 4 v 4 ; 5 v 5

Using line (open) and cone/hoop/goal ring (focused) goal types, consolidate practices of scoring and defending the target

Practise drawing the defender, moving forward, spreading out in attack

Link to recognised games, e.g. mini netball, cricket, pop lacrosse etc with rules of play

Practise the related skills, especially passing the ball, receiving and controlling, and scoring

Play 5 v 5 ; 6 v 6 ; 7 v 7 games

#### **Striking/Fielding** 3 v 2 ; 3 v 3 ; larger uneven teams with fewer batters and more fielders

Consolidate scoring and defending in cricket and rounders-type games using a variety of line and point scoring systems

Practise the techniques of striking using light cricket bats, rackets and rounders bats

Running and scoring, recognised games with rules of play

Practise the overarm throw and the basic overarm bowling action when appropriate

Introduce competitive underarm and overarm bowling when appropriate

#### **Net/wall** 1 v 1 ; 2 v 2 ;

Consolidate attacking opponent's court area and defending own court in a structured game

Revise and apply rules of the game



Practise striking the ball after the bounce (drives) and before the bounce (volley) in co-operative practices

Play competitive games against different opponents

In different sizes of court areas (e.g. long/thin; short/wide) practise moving (up/back; side to side) and hitting the ball into spaces at the front or back of the court to find spaces and win a point

Play running around games and simple team competitions for variety and mobility

Cardio tennis

Table tennis

## **ATHLETICS**

- Continue to refine and consolidate skills of running, jumping and throwing
- To develop and improve the broader physical attributes which include precision, speed, power and stamina
- To give opportunities for pupils to work both co-operatively and competitively
- To time, measure and record self-improvement in performance
- To gain a sense of personal achievement
- To encourage healthy competition against self and others
- To design challenges and competitions
- To recognise and follow relevant rules, laws, etiquette and safety procedures for different activities or events, in practice and during competition

### **Running:**

Short distances - sprints

Longer distances

Hurdling

Shuttles

Relays – short and long, down sweep

### **Jumping:**

Standing long jumps

High jump activities

Co-ordinated jumps using variations

Step and run

Short run and jump

### **Throwing: for accuracy**

Large target

Small target

Throwing close to the target

Throwing from further away

### **Throwing: for distance**

One-handed

Throwing underarm

Throwing overarm

Run up step

Two handed

Throwing overhead

Pushing from chest

Slinging

### **GYMNASTICS**

- To further develop basic gymnastic actions
- To perform actions, shapes and balances clearly, consistently and fluently in specific activities with good body tension and extension
- To choose and apply basic compositional ideas to the sequences they create, and to adapt them to new situations
- To know and understand the basic principles of warming up and why it is important for good quality performance
- To understand why physical activity is good for their health
- To choose and use information and basic criteria to evaluate their own and others' work
- To perform combinations of actions and agilities that show clear differences between levels, speeds and directions.
- Repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction.
- Adapt sequences to include a partner or a small group.

Symmetric and asymmetric actions, shapes and balances

To control actions and to combine them fluently

Moving from floor to apparatus, to change levels on apparatus, and to move safely from apparatus to the floor

Group matching and mirroring movements

Performance

Make up phrases and short sequences with symmetric and asymmetric actions. Include changes of direction, speed, level and rotation

Progress to longer, more complex sequences

Warm up activities – raise body temperature gradually, controlled stretching

Strength and suppleness

Watch a performance and evaluate its success. Identify aspects that were performed well, and those that need improving.

## OUTDOOR AND ADVENTUROUS ACTIVITIES

- To develop and refine orienteering skills when working in groups and on their own
- To decide what approach to use to meet the challenge set
- To adapt their skills and understanding as they move from familiar to unfamiliar environments
- To understand how the challenge of outdoor and adventurous activities can help their fitness, health and well-being
- To see the importance of a group or team plan, and the value of pooling ideas
- To improve their performance by changing or adapting their approaches as needed
- To read a variety of maps and plans accurately, recognising symbols and features
- Use physical and teamwork skills well in a variety of different challenges
- Successfully apply their skills and understanding to new challenges and environments
- Simple co-operative group activities
- Orientate themselves and move with increasing confidence and accuracy when following trails and simple orienteering courses.

Follow simple routes in the school grounds using basic maps

How to recognise symbols and features on the maps used for orienteering tasks

How to orientate the maps

Help the children to understand the conditions, rules and regulations for a task

Practice and discuss strategies with others. Use their experience of similar challenges

Teach the children how to plan their strategies and approaches carefully, considering a range of factors, e.g. the route, time constraints and fitness of group members

How to work co-operatively and allocate and share roles and responsibilities

Review their performance as they work through a task

How do they make sure everyone gets a chance to contribute, plan and lead

Identify strategies and skills that have worked well. Recognise different approaches to solving a problem

Recognise when how strong or tired they are feeling at a particular time has changed the way they approach a challenge

Blindfold activities with partners or groups.

Communication variations e.g. clapping

Parachute games

Shuffle pack

Trails

Scavenge hunt

Rescues

Swamps

Photo orienteering

Orienteering activities

## **PRIMARY 5**

### **PSHE – PERSONAL, SOCIAL, HEALTH EDUCATION**

**Half an hour session a week**

This academic year we are starting to follow SEAL (Social Emotional Aspects of Learning) program designed by the Department for Education and Skills.

The resource has been designed to develop children's social and emotional skills.

There are seven key areas to the program, these are as follows:

**Autumn 1<sup>st</sup> Half Term** – New beginnings  
**Autumn 2<sup>nd</sup> Half Term** – Getting on and falling out  
**Spring 1<sup>st</sup> Half Term** – Say no to bullying  
**Spring 2<sup>nd</sup> Half Term** - Going for goals  
Good to be me  
**Summer 1<sup>st</sup> Half Term** - Relationships  
**Summer 2<sup>nd</sup> Half Term** – Changes

The units will be introduced to the children by a whole school story read in assembly.

The units address key social and emotional aspects of learning such as:

Empathy,  
Self-awareness,  
Motivation,  
Managing feelings,  
Social Skills.

The children will have the chance to work as a whole class, in pairs, in small groups and individually, in discussion and written work.

## **PRIMARY 5**

### **RELIGIOUS EDUCATION**

#### **Four 1-hour lessons per fortnight**

Our Catholic ethos and values are manifest throughout the school and have their origins in the educational work begun by the Dominican Sisters of Stone in 1856. The Catholic faith lies at the heart of our foundation and is essential to the character of the school.

#### **RE Lessons**

Lessons include:

- prayer, discussion, written work, drama, singing, hymn practice and illustration.
- looking at other world religions celebrations and replica religious artefacts.
- building up our knowledge of the Bible and Bible references.

The work undertaken in Primary 5 uses the **Curriculum Strategy for Religious Education – “Come and See”**

The topics for the year are as follows:

#### **Autumn Term**

**Domestic Church – Ourselves** Created in the image and likeness of God  
**Baptism/Confirmation – Life choices** marriage, commitment and service  
**Local Church – Mission** Continuing Jesus’ mission in the Diocese  
**Advent/Christmas – Hope** Waiting in joyful hope for Jesus

#### **Spring Term**

**Eucharist – Memorial Sacrifice** The living memorial of Jesus’ sacrifice  
**Reconciliation – Freedom and responsibility** Commandments enable Christians to be free and responsible  
**Lent/Easter – Sacrifice** Aligning with the sacrifice already made by Jesus

#### **Summer Term**

**Pentecost – Transformation** Celebration of the spirits transforming power  
**Universal Church – Stewardship** The Church is called to the stewardship of creation.  
**Other Religions-** Including Judaism, Islam, Hinduism and Sikhism.

## **PRIMARY 5**

### **SCIENCE**

#### **Four 1 hour lessons per fortnight**

Science stimulates children's curiosity about the world around them. It also satisfies their curiosity with knowledge. "The study of science teaches us how to be good at analysis. It trains our minds in a way that industry prizes..." (Brendan O'Neill, CEO Imperial Chemical Industries PLC)

The programme of study is linked to the National Curriculum and divided into six topics which will each be approximately a half-term in duration:

#### **Keeping Healthy**

Balanced diets, food groups, heart and lungs, exercise, how muscles work, the circulatory system, the effects of tobacco and alcohol, medicines and drugs.

#### **Changing Sounds**

Sound is made when something vibrates, changing pitch and volume, materials that conduct sound, how sound travels.

#### **Earth, Sun and Moon**

The Earth, Sun and Moon are roughly spherical, rotation and orbit of the Earth, night and day, changes in day length, and apparent movement of the Sun, phases of the Moon.

#### **Changing State**

Matter can exist as a solid, liquid or a gas; changes of state (melting, freezing, evaporating and condensing); evaporation is when a liquid changes into a gas; water is not the only liquid that evaporates; air contains water vapour which condenses on cold surfaces; the boiling point of water is 100°C and the freezing point is 0°C; the Water Cycle.

#### **Gases Around Us**

Air has weight and is all around us; powders and sponges – how much air do they contain? Soil and the air trapped within it; gases are formed when liquids evaporate; changing the volume of a gas.

## **Cross Curricular Links**

Some lessons will take place in the computer room where the children will have opportunity to conduct their own Internet research and to use games and simulations to extend their understanding. Maths skills are put to practical use throughout the year as pupils learn to present and interpret data from a variety of tables and graphs. Science also links to Literacy as pupils learn to communicate their knowledge verbally and in writing.