



LCA

Strand	Subject	Aims and Purpose / Intent	Content Summary
English	English	<ul style="list-style-type: none">• To understand how to adapt writing for different purposes and audiences• To experience reading and learning about texts from a wide range of genres and cultures• To develop pupils' spelling, grammar and punctuation	<p>Writing:</p> <ul style="list-style-type: none">• studying stories from significant authors, using them as a basis for our writing• a legend story• instructions• free verse poetry• stories set in other cultures• studying older literature to use as an impetus for writing• recounts• studying classical and narrative poetry to use as an impetus to writing• reviewing and writing film narrative and how dramatic conventions are used in fictional text <p>Handwriting practice:</p> <ul style="list-style-type: none">• focusing on letter formation and joining <p>Reading:</p> <ul style="list-style-type: none">• various myths and legends• whole class reader, as well as Guided Reading and comprehension exercises relating to our writing topics. <p>Spelling:</p> <ul style="list-style-type: none">• reviewing Year 4 skills, <i>-ough</i> letter strings and <i>-cious</i> endings• <i>'-tious'</i> endings, <i>'-cial</i> and <i>-tial'</i> endings and homophones• reviewing some spelling rules (such as <i>-ough</i>, <i>-tious</i>, <i>-cious</i> and <i>-tial</i>) as well as studying words ending in <i>-able/-ably</i>• words ending in <i>-ible</i> and <i>-ibly</i> as well as homophones and near homophones

			<ul style="list-style-type: none"> • review of patterns studied, words ending in <i>-ate</i>, <i>-ise</i>, <i>-ify</i> and <i>-en</i>, verb prefixes
<p>Technology, Enterprise & Sport</p>	<p>Computing</p>	<ul style="list-style-type: none"> • To understand how information technology impacts on every facet of life in Britain • To experience using various software packages to achieve focused outcomes using information technology • To develop an appreciation of the potential and disadvantages of information technology and the skills to use it confidently and appropriately 	<ul style="list-style-type: none"> • PowerPoint: Presentation skills • iPad: Keynote • Spreadsheets • Excel: Graphing and formulae • Microbits • Advert/Jingles • iPad: Garage band • Sensors • LegoWedo • Web Developers • (Google, Bing,,Comiclfe) • Blogging. • We are Artists (Inkscape, Paint, Adobe, ordpress) • Kodu • FLOWOL • iPad: Movie Maker
	<p>DT</p>	<ul style="list-style-type: none"> • To understand how to design, construct, evaluate and market an idea • To experience working with a range of a materials and working on a project from inception to completion including the research and marketing of the product as well as compiling the views of others • To develop and understanding of working with textiles, construction, sheet materials and understanding cooking and nutrition 	<ul style="list-style-type: none"> • Design a balanced meal to serve on a flight: pupils select a long-haul flight destination and choose a meal that reflects the culture of their destination country. Pupils think about what features are typical of an airline meal and what would constitute a balanced diet. They will design a logo for their catering company. They will create a 'mock up' of the airline tray and utensils from recyclable materials and produce a presentation on the mock-up of their meal -explaining why they made their decisions. • Design and make a battery powered emergency vehicle: pupils look at photos and models of radio controlled cars and discuss how they function and what they're made of. Pupils



			<p>discuss what identifies an emergency vehicle and design their own model emergency vehicle to be used for potential final design ideas. Pupils will then design and decorate the chassis of their vehicle and a circuit with a switch in order to power the vehicle. Pupils evaluate their models with a view to how they would improve them.</p>
	<p>PE & Games</p>	<ul style="list-style-type: none"> • To understand the skills and techniques needed in a variety of sports including netball, hockey, football, rugby, gymnastics and swimming • To experience working individually, in pairs and as part of a team • To develop resilience, teamwork skills, good sportsmanship and appreciation for the dedication required to win. 	<ul style="list-style-type: none"> • Indoor athletics: developing agility and explosive abilities • Gymnastics: focusing on the topic of flight, primarily investigating different jumping techniques and performing routines where their bodies are off the ground. Pupils will demonstrate floor work as well as working with apparatus. They will also be focusing on the topic of spinning and turning, and will be exploring different techniques of jumping and moving their bodies. • Orienteering: pupils will learn how to use a map, identify landmarks and symbols on a map as well as working together to find checkpoints around the school grounds. Each course will also require the children to combine their maths and English skills. • Athletics: pupils will participate in a variety of events which include sprinting, jumping and throwing activities. They will compete competitively and aim to improve their techniques in order to achieve their personal best. • Cross Country • Games: girls will be learning hockey, netball and rounders while the boys will be developing their knowledge of rugby and cricket. There will be opportunities for competitive fixtures against other schools.

<p>Science</p>	<p>Science</p>	<ul style="list-style-type: none"> • To understand more about the scientific processes and to ensure pupils have a better understanding of both the world around them now as well as the scientists who have impacted upon our way of living today • To experience practical science and have the opportunity to answer their own scientific questions • To develop pupils' investigative and scientific skills 	<ul style="list-style-type: none"> • Out of this world: pupils learn about space. Starting with the Solar System, they look next at how ideas about space have changed over time, before finally exploring what causes us to experience night and day on Earth. • Circle of Life: pupils look at life cycles of various species – including mammals, amphibians and birds. They also look at and describe the life process of reproduction in plants and animals. • Material world: pupils learn about materials and how they change. First they test properties of materials, before looking at how materials dissolve, what a solution is, and evaporation. Finally the children compare reversible and irreversible changes. • Let's get moving: pupils learn about forces and machines. Starting with the force of gravity, they then study friction forces, including air and water resistance, before investigating how simple machines work. • Growing up and growing old: pupils look at and describe the changes as humans develop to old age. Pupils draw a timeline to indicate stages in the growth and development of humans and learn about the changes experienced in puberty. • Super Scientists: pupils look at the discoveries of famous scientists, the methods forensic scientists use and the various ways scientists tell others about new discoveries.
<p>Expressive Arts</p>	<p>Art</p>	<ul style="list-style-type: none"> • To understand the impact of Art and Artists on our lives and the world around us • To experience and learn more about a range of Artists, which will then enable the pupils to develop their own ideas and techniques • To develop the skills required to work with a range of media 	<ul style="list-style-type: none"> • Salvador Dali – recurring images in surrealist artwork • Salvador Dali – work based on the Persistence of Memory

	<p>Music</p>	<ul style="list-style-type: none"> • To understand how music is composed, developed and interpreted. • To experience a wide range of musical genres from different cultures, traditions, times and experiences. • To develop creativity and expression through musical performance, composition and interpretation. 	<ul style="list-style-type: none"> • The elements of music • Christmas performance • Pitch notation • Introduction to • Keyboard skills • Chinese music and the pentatonic scale • Music and the media
<p>Maths</p>	<p>Maths</p>	<ul style="list-style-type: none"> • To understand how important mathematics is within the world around us • To experience a concrete, pictorial and abstract approach to Mathematics • To develop a deeper understanding of the topics covered so children are more equipped and have a better understanding when tackling more complex problems 	<ul style="list-style-type: none"> • reasoning with large whole numbers • problem solving with integer addition and subtraction • line graphs and timetables • multiplication and division • interpreting and presenting data • fractions and decimals • angles • fractions • decimals and percentages • transformations • converting units of measure • calculating with whole numbers and decimals • 2-D and 3-D shape • volume • problem solving
<p>Languages</p>	<p>Spanish</p>	<ul style="list-style-type: none"> • To understand that the acquisition of a foreign language promotes important language learning skills and enables pupils to gain an invaluable insight into other countries and their cultures. From an early age, pupils develop the confidence to use languages other than their own and learn to embrace and accept cultural differences • To experience an international dimension within the curriculum. Practical communication with the country studied 	<p>Language learning includes the four skill areas: listening, speaking, reading and writing. Lessons aim to enable pupils to understand and communicate ideas, facts and feelings in speech and writing.</p> <p>The topics studied are:</p> <ul style="list-style-type: none"> • Los Números y La Hora • La Comida • En el Café

		<p>enables pupils to practise language skills through visits to Spain and penpal links</p> <ul style="list-style-type: none"> • To develop linguistic competence at an early stage. Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for young learners, particularly in the early stage of their development. 	<ul style="list-style-type: none"> • El Deporte y La Música <p>In Year 5, pupils also have the opportunity to enter the Eurotalk National Languages Challenge, a language learning competition which promotes language learning skills.</p>
<p>Humanities</p>	<p>Geography</p>	<ul style="list-style-type: none"> • To understand the World around us • To experience other cultures • To develop geographical skills 	<ul style="list-style-type: none"> • ‘How is our country changing?’: pupils learn about the regions of the United Kingdom, discovering how some of these areas have changed over time. • ‘Where should we go on holiday?’: pupils learn about the Alpine region of Europe, how the Alps were formed and how homes are adapted to the climate. • ‘What is it like in the Amazon?’: pupils find out about the Amazon region of South America, considering what it is like to live in the region, as well as how it is being damaged and how it can be protected.
	<p>History</p>	<ul style="list-style-type: none"> • To understand that History is the search for evidence and the process of enquiry • To experience primary and secondary sources and be able to evaluate them • To develop the ability to imagine what life might have been like in the past and fill in the gaps left by the evidence 	<ul style="list-style-type: none"> • Ancient Greece: pupils study Ancient Greece, including Citizenship, what life was like for women and the Olympic Games, comparing the modern and the ancient. • Tudors: pupils then study what life was like in Tudor times for rich and poor, looking at the difference in a range of contexts: clothes, food, education and crime and punishment. • Aztecs: in the summer term, the Aztecs are studied, looking at evidence of how they lived from artefacts and their customs and how we know about this.
		<ul style="list-style-type: none"> • To understand more about a variety of religions including 	<ul style="list-style-type: none"> • Jesus – Teacher



	RS	<p>Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism</p> <ul style="list-style-type: none"> • To experience and enhance children’s critical thinking and reflection • To develop their spirituality and equip children for a world of diversity 	<ul style="list-style-type: none"> • Christmas in the Gospels • The Bible • Other faiths – Holy Books • Easter – victory • Women in the Bible • Stories with meaning
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Strand	Aims and Purpose / Intent	Content Summary
Games & Competitions	<ul style="list-style-type: none"> • To understand how teamwork and competition in a variety of settings and fields develops character and skills and how competitions can lead to improvement and excellence. • To experience competing individually and as a team and winning and losing gracefully. • To develop resilience, teamwork skills, good sportsmanship and appreciation for the dedication required to win. 	<ul style="list-style-type: none"> • Through PE lessons – competitive sports (Netball, hockey, rugby, football, tennis, rounders, cricket, athletics) • Through interhouse sporting competitions • Sports’ Day • House Pancake race • Fixtures with other schools
Artistic Expression	<ul style="list-style-type: none"> • To understand how creativity and the arts enrich their lives and our works. • To experience a variety of creative and artistic expression both as a participant and audience. • To develop the confidence and skills to create and engage in creative expression both individually and as a part of a group. 	<p><u>Art</u></p> <ul style="list-style-type: none"> • Participation in the Art Competition as part of House Events (October) • Eyeline Art available afterschool • Activity session – Comic drawing, Arts & crafts <p><u>Music</u></p> <ul style="list-style-type: none"> • Weekly Whole School Singing and worship • Opportunity to learn an instrument • Guitar Group • Choir open to all Prep School • College Orchestra open to all who play a musical instrument • Performances during Founders Day, Christingles, Carol Concert,



		<p>Harvest Festival, Music Festival, Speech Day, The Springtime Soiree in the Palm House</p> <ul style="list-style-type: none"> • Participation in the school musical. • Informal Concerts • Head and Deputy Head Chorister Roles • Basic Keyboard Skills • Advanced music technology in collaboration with the middle school • Annual International Music Tour open to members of the Choir and Orchestra <p><u>Drama</u></p> <ul style="list-style-type: none"> • Drama afterschool • Embedded in English lessons • School Play (all pupils can audition) • Performances during Christingle, Harvest etc • English Speaking Board (Summer term exams)
<p>Spiritual Formation</p>	<ul style="list-style-type: none"> • To understand more about their own spiritual tradition and that of others, to understand the spiritual roots of the College and its founders. • To experience Christian worship, in line with the founding aims of the College. • To develop as critical thinkers as they reflect on their place in the world, philosophical questions of human existence, and Christian answers to those questions. 	<ul style="list-style-type: none"> • Chapel – once per week • Founders Day service in Cathedral • Workshops on different faiths • Easter and Christmas journey at local church • Assemblies with well-known hymns
<p>PSHE</p>	<ul style="list-style-type: none"> • To understand the critical opportunities and challenges which will keep them safe and healthy and prepare them for fulfilling lives. • To experience interactions, meetings, discussions, and events which will prepare them to identify and manage opportunities and challenges that lead to healthy, safe and fulfilling lives. • To develop skills to author their own lives as citizens and 	<ul style="list-style-type: none"> • Being Me in My World: my year ahead, being me in Britain, Year 5 responsibilities, rewards and consequence, our learning charter, owning our learning charter • Celebrating difference: different cultures, racism, rumours and name-calling, types of bullying, does money matter?, celebrating difference across the world • Dreams and Goals: when I grow up (my dream lifestyle), jobs



	<p>members of a community and to make good decisions about their safety, mental and physical health and wellbeing.</p>	<p>and careers, my dream job: why I want it and the steps to get there, dreams and goals of young people in other cultures, how can we support each other?, rallying support</p> <ul style="list-style-type: none"> • Healthy Me: smoking, alcohol, emergency aid, body image, my relationship with food, healthy me • Relationships: recognising me, getting on and falling out, girlfriends and boyfriends, relationships and technology • Changing Me: self and body image, looking ahead, looking ahead to Year 6
<p>Careers & STEM</p>	<ul style="list-style-type: none"> • To understand the world of work and the skills needed to succeed in it and the way in which entrepreneurs generate wealth and opportunities. • To understand their own aptitudes and interests and how they can be developed and how they might be used in the world of work and the specific contribution STEM makes to our society and its economic flourishing. • To experience individual and independent careers advice and guidance and self-assessment and reflection about aptitude and interests. • To experience interactions with a wide variety of people and institutions form the world of work and making a clear plan which relates current efforts in school to possible future outcomes. • To develop ambitions and high expectations for their future, a positive attitude to the relevance of their current studies and a range of career management, enterprise and employability skills. 	<ul style="list-style-type: none"> • Google Computer Programmer talk • Wildlife Trust talk • Astronomy workshop • Trip to Liverpool University Chemistry Laboratories • Virtual reality Space Day • Architecture day and creative bridge building workshop • Maths restaurant workshop • Merseyside Police talk
<p>Charity & Service</p>	<ul style="list-style-type: none"> • To understand servant leadership and the moral imperative to serve and share. • To experience serving others in settings in and outside the school and promoting a better and more just society through service and charity. 	<ul style="list-style-type: none"> • Opportunity to collect for local food banks at Harvest time. • Fund raising for charity at Christingle • Charity Week – all children get the opportunity to sell cakes, hold stalls, competitions to raise money for a chosen charity



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	<ul style="list-style-type: none">• To experience sharing what we have and what we can do with those who are in need.• To develop an attitude of gratitude and a commitment to service and charity.	<p>each year.</p> <ul style="list-style-type: none">• Pupils are voted onto the school council (2 per year group) and share the views of the year group based on different topics/themes
Leadership Education	<ul style="list-style-type: none">• To understand what leadership is and what it requires and how leaders develop.• To experience challenges and activities which require leadership and in which they build resilience and accept responsibility for themselves and for others.• To develop resilience and the confidence and skills to lead effectively.	<ul style="list-style-type: none">• Half term course 'First steps in leadership' delivered by S Harper• Voted and leading as part of the school council• Positions of responsibility in class eg Computer monitor