



ST. ANTHONY'S SCHOOL
FOR BOYS

YEAR 5

CURRICULUM INFORMATION

2018-2019

This booklet complements the introduction given at the beginning of term and provides an outline and general overview of the intended work programme for the year. Given the nature of teaching and learning, there will inevitably be some changes of timing and sequence, but we hope that this gives you a good sense of what the pupils are doing. The curriculum followed and that in following years is, as you would anticipate, configured to best prepare the pupils for the plethora of tests and exams they will face in future years and especially the ISEB Pre-Test and other 11+ screening exams. It also designed to enrich the pupils across the curriculum; we wish to preserve an appropriate balance between the realities of examinations and the need to enrich and stimulate pupils.

Below is a link to the ISEB website. Significant influences on the syllabi, are not just the prerequisites for Year 5 and 6, but also the Common Entrance and scholarship requirements pupils may face in the next few years.

<https://www.iseb.co.uk/Parents>

Below, is a table providing links to the admission sites to key schools to which our pupils have applied and are likely to apply. Over the next years, we will be meeting with you to help you steer through these waters of information and guide you and your sons through what often appears to be a maze. We are happy to meet with you to discuss your ideas and to clarify the evolving landscape of senior school entry. Since the beginning of this term, major changes, and possible changes, have already been announced which will affect this cohort. We will update on this as soon as the senior schools have decided their positions.

School	Link to Admissions
ACS Cobham International School	https://www.acs-schools.com/admissions-acs-cobham
Aldenham School	https://aldenham.com/admissions
Ampleforth College	https://www.ampleforth.org.uk/college/admissions
Bedales School	https://www.bedales.org.uk/home/admissions
Belmont	https://www.millhill.org.uk/belmont/admissions
Brighton College	https://www.brightoncollege.org.uk/admissions
Cardinal Vaughan	https://www.cvms.co.uk/Admissions
Charterhouse	https://www.charterhouse.org.uk/admissions/welcome
City of London School	https://www.cityoflondonschool.org.uk/apply/admissions
Dulwich College	https://www.dulwich.org.uk/admissions
Eltham College	https://www.elthamcollege.london/admissions
Eton College	https://www.etoncollege.com/registration.aspx
Forest School	https://www.forest.org.uk/senior-school/admissions/admissions-welcome

Harrow School	https://www.harrowschool.org.uk/Admissions-Home
Haileybury	https://www.haileybury.com/admissions/welcome
Highgate School	https://www.highgateschool.org.uk/admissions
King's School Canterbury	https://www.kings-school.co.uk/admissions/
King's College Wimbledon	https://www.kcs.org.uk/admissions
Lancing College	https://www.lancingcollege.co.uk/admissions
Latymer Upper School	http://www.latymer-upper.org/admissions
Merchant Taylors' School	https://www.mtsn.org.uk/admissions
Mill Hill School	https://www.millhill.org.uk/admissions/
Northbridge House Canonbury	https://www.northbridgehouse.com/senior-canonbury/admissions
Rugby School	https://www.rugbyschool.co.uk/admissions/welcome
Sevenoaks School	https://www.sevenoaksschool.org/admissions/introduction
Sherborne School	https://www.sherborne.org/admissions/welcome
Shrewsbury School	https://www.shrewsbury.org.uk/admissions
St. Albans School	https://www.st-albans.herts.sch.uk/about-us/admissions
St. Benedict's School	https://www.stbenedicts.org.uk/admission-senior-school
St. Paul's	https://www.stpaulsschool.org.uk/admissions
Stonyhurst	https://www.stonyhurst.ac.uk/contact-admissions
Sylvia Young Theatre School	http://www.syts.co.uk/page/?title=Admissions&pid=43
The American School in London	https://www.asl.org/admissions
The Haberdashers' Aske's Boys' School	https://www.habsboys.org.uk/Main-School-Admissions-Overview
The London Oratory School	http://www.london-oratory.org/school-admissions/88.html
Tonbridge School	https://www.tonbridge-school.co.uk/admissions
University College School	https://www.ucs.org.uk/admissions
Westminster	https://www.westminster.org.uk/admissions
Wetherby Senior School	https://www.wetherbysenior.co.uk/admissions
Winchester College	http://www.winchestercollege.org/admissions
Worth School	http://www.worthschool.org.uk/admissions.php

English

During Year 5, English teachers will continue to emphasise boys' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Boys' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.

By the beginning of Year 5, St. Anthony's boys should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. The boys should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.

Year 5 Reading

Boys will be taught to maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;
- reading books that are structured in different ways and reading for a range of purposes;
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions;
- recommending books that they have read to their peers, giving reasons for their choices;
- identifying and discussing themes and conventions in and across a wide range of writing;
- making comparisons within and across books;
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context;
- asking questions to improve their understanding;
- predicting what might happen from details stated and implied;
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;
- identifying how language, structure and presentation contribute to meaning;
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader;
- distinguish between statements of fact and opinion;
- retrieve, record and present information from non-fiction;
- provide reasoned justifications for their views.

Writing: Spelling

Boys will be taught to:

- use further prefixes and suffixes and understand the guidance for adding them;
- spell some words with 'silent' letters (for example, knight, psalm, solemn);

- continue to distinguish between homophones and other words which are often confused;
- use dictionaries to check the spelling and meaning of words;
- use the first three or four letters of a word to check spelling, meaning or both of the in a dictionary and use a thesaurus.

Writing: Handwriting and Presentation

Boys will be taught to write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.

Year 5 Writing Composition

Boys will be taught to plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;
- noting and developing initial ideas, drawing on reading and research where necessary;
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages;
- using a wide range of devices to build cohesion within and across paragraphs;
- using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).

Boys will be encouraged to evaluate and edit by:

- ensuring the consistent and correct use of tense throughout a piece of writing;
- ensuring correct subject and verb agreement when using singular and plural.

Writing – vocabulary, grammar and punctuation

Boys will be taught to develop their understanding of concepts by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms;
- using the perfect form of verbs to mark relationships of time and cause;
- using expanded noun phrases to convey complicated information concisely;
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun;

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing;
- using hyphens to avoid ambiguity;
- using brackets, dashes or commas to indicate parenthesis;
- using a colon to introduce a list;
- punctuating bullet points consistently;
- use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading.

Spoken Language Study

Boys will be given the opportunity to engage in a variety of speaking and listening tasks throughout each scheme of work in English. In English lessons, the following areas will be covered during Year 5:

- listen and respond appropriately to adults and their peers;
- ask relevant questions to extend their understanding and knowledge;
- use relevant strategies to build their vocabulary;
- articulate and justify answers, arguments and opinions;
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings;
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;
- speak audibly and fluently with an increasing command of Standard English;
- participate in discussions, presentations, performances, role play, improvisations and debates.

Mathematics

Teachers strive to ensure that the school's syllabus is delivered with the most suitable and varied resources available and seek ways to motivate boys to take responsibility for their learning appropriate to their age. Through robust written work, with emphasis on good mathematical structure and presentation, regular exercise of mental skills and exciting online work, adapted to each boy's ability, the Mathematics department aims to prepare the boys for application of Mathematics wherever they may encounter it in everyday life whilst stimulating mathematical thinking and reasoning skills. We know that Mathematics is often perceived to be a difficult, theoretical pursuit, therefore, we aim on the practical application of the subject and to make it accessible to all.

The syllabus contains all topics listed in the 11+ ISEB syllabus. These include whole numbers and decimals, whole number calculations, measures, perimeter, area and volume, fractions, decimals and percentages, angles and 2-D shapes, graphs, statistics, transformation and symmetry, expressions and formulae, equations, factors and multiples, constructions of 2-D shapes including triangles, properties and nets of 3-D shapes, sequences, decimal calculations, ratio and proportion. In addition to basic algebraic concepts boys are gently introduced to more advanced algebraic thinking with work on algebraic expressions, formulae, graphs and simple equations. Boys also study probability and apply their mathematical skills to everyday situations.

Further to this, boys are actively encouraged to attempt to solve unfamiliar mathematical problems where they need to apply novel thought to synthesise what they may know, e.g., in the Primary Mathematics Challenge.

Your son will notice the changes involved when moving through to Year 5 and so will you. Up to Year 4, the emphasis in Mathematics is very much on getting the very basics up to a high standard, particularly basic number skills such as knowledge of times tables (\times/\div) and number bonds ($+/-$). It is vital that your son has developed fluency in these areas or he will find it a struggle as we move on. The pace increases in Year 5, as does the difficulty. However, provided that your son asks for help when the going gets tough, we should manage. If your son is absent and misses work, then he ought to find what work he has missed and, if necessary, make an appointment to go through new concepts.

The school makes available to boys an array of online resources. These include:

- Mathletics.com
- MyMaths.co.uk
- Kerboodle.com
- Mangahigh.com
- Mathsworkout.co.uk
- Keystone.com (for 11+ practice)

These serve both as a good introduction to a new topic and for consolidation when some learning has taken place. However, nothing replaces the effort put in grappling with mathematical problems using pencil and paper, expressing solutions in a clear and concise way. Other helpful maths websites include:

- Multiplication.com
- Mathsonline.org
- Brainpop.com
- Coolmath.com - lots of games, problems and puzzles
- bbc.co.uk/bitesize

SCHEME OF WORK – YEAR 5 – OVERVIEW

Term	Week	Unit	Topic	Reference	Review & Practice					Completion		
					F A	My R	My P	My C	S A			
Christmas 1	C01-05.09	R	Warm-up									
	C02-10.09	A	Whole numbers and decimals – CAT4	1B-1								
	C03-17.09	A	Whole numbers and decimals	1B-1								
	C04-24.09	B	Whole number calculations	1B-7								
	C05-01.10	C	Measures, perimeter and area	1B-2								
	C06-08.10	C	Measures, perimeter and area	1B-2								
	C07-15.10	R	Revision – Assessment 5.1	1B: A-C				5.1:	PUM A			
Half-term												
Christmas 2	C08-29.10	D	Fractions, decimals and percentages – Exam Week	1B-4								
	C09-05.11	D	Fractions, decimals and percentages	1B-4								
	C10-12.11	E - W	Angles and 2D shapes – Primary Maths Challenge	1B-5					PMC			
	C11-19.11	E	Angles and 2D shapes	1B-5								
	C12-26.11	F	Graphs	1B-6								
	C13-03.12	F	Graphs	1B-6								
	C14-10.12	R	Revision – Assessment 5.2	1B: D-F				5.2:				
Christmas Holidays												
Easter 1	E01-08.01	G	Statistics	1B-8								
	E02-14.01	G	Statistics	1B-8								
	E03-21.01	H	Transformations and symmetry	1B-9								
	E04-28.01	I	Expressions and formulae	1B-3								
	E05-04.02	J	Equations	1B-10								
	E06-11.02	R	Revision – Assessment 5.3	1B: G-J				5.3:	PUM A			
Half-term												

Easter 2	E07-25.02	K	Factors and multiples	1B-11									
	E08-04.03	L	Constructions and 3D shapes	1B-12									
	E09-11.03	L	Constructions and 3D shapes	1B-12									
	E10-18.03	M	Sequences	1B-13									
	E11-25.03	N	Decimal calculations	1B-14									
	E12-01.04	R	Revision – Assessment 5.4	1B: K-N				5.4:					
Easter Holidays													
Summer 1	S01-24.04	O	Ratio and proportion	1B-15									
	S02-29.04	P	Probability	1B-16									
	S03-06.05	R	Revision	1B-1-16	MyA1	MyA2	MyA3	MyA4	1B				
	S04-13.05	Q	EOY Examination – ISEB 11+/SAT	ISEB	11+	SAT1	SAT2	SAT3	PUM A				
	S05-20.05	Q	Feedback and improvement	1B-1-16	MyA1	MyA2	MyA3	MyA4	1B				
Half-term													
Summer 2	S06-03.06	S	Case Studies 1-3	1B-1-9									
	S07-10.06	S	Case Studies 4-6	1B-10-16									
	S08-17.06	T	Everyday Maths: The Swimming Gala	1B-17									
	S09-24.06	U	Fun Maths: Quizzes – Games – Puzzles	Booklet									
	S10-01.07	V	St. Anthony's Maths Marathon – PTM	Booklet									
All Year	Weekly	W	Challenges	Booklets									
	Weekly	X	Homework	Booklets									
	Weekly	Y	Mental Arithmetic – Non-verbal reasoning	S&S, Bond									
	Weekly	Z	Glossary	Booklet									

Science

In Year 5, pupils continue to develop their knowledge, skills and understanding in the disciplines of Biology, Chemistry and Physics. Pupils follow the Independent Schools Examination Board (ISEB) curriculum for science, the content of which is divided into theme-based topics.

The topics for Year 5 are:

Earth and Space;

Materials;

Forces;

Types of Change;

Life Cycles;

Separating Mixtures.

Topics are covered in a hands-on and investigative manner throughout the school, through which students will develop the following skills:

- paying attention to objectivity and concern for accuracy, precision, repeatability and reproducibility;
- understanding that scientific methods and theories develop as scientists modify earlier explanations to take account of new evidence and ideas, together with the importance of publishing results and peer review;
- evaluating risks;
- asking questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience;
- making predictions using scientific knowledge and understanding;
- selecting, planning and carrying out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, where appropriate;
- using appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety;
- making and recording observations and measurements using a range of methods for different investigations; evaluate the reliability of methods and suggest possible improvements or further investigations;
- applying mathematical concepts and calculating results;
- undertaking basic data analysis including simple statistical techniques;
- using and deriving simple equations and carrying out appropriate calculations;
- presenting observations and data, using appropriate methods, including tables and graphs; carrying out and representing mathematical and simple statistical analysis;
- interpreting observations and data, including identifying patterns and using observations, measurements and data to draw conclusions;
- presenting reasoned explanations, including explaining data in relation to predictions and hypotheses;
- evaluating data, showing awareness of potential sources of random and systematic error;
- identifying further questions arising from their results.

All pupils will be given online access to Dynamic Learning to access Galore Park eTextbooks specifically designed for the content of the ISEB Science Examinations.

Useful websites:

<https://www.bbc.co.uk/education/subjects>

<http://www.sciencekids.co.nz/>

<https://www.natgeokids.com/uk/category/discover/science/>

French

Following the earlier years of KS2, French aimed at establishing a grounding in good pronunciation and development of basic language communication skills; in Year 5, the emphasis will be on building Listening and Speaking skills alongside careful transferral to the Writing skill. This is done with plenty of opportunity for repetition and practice through varied activities including role-play, pair-work and significant cultural input. There will be particular importance on accurate reproduction of spellings and accents, and continued attention to accuracy in writing at word and phrase level after much exposure to reading texts and scaffolded exercises.

All pupils will have online access to VocabExpress to support vocabulary work through independent learning. Pupils will follow the Expo 1 textbook. Regular homework tasks will form an important part of the learning cycle.

Vocabulary topics and grammar items will be taught in parallel. The themes will involve basic self-presentation, family and home-life.

	Term 1		Term 2		Term 3	
Y5	<u>Topic</u>	<u>Grammar</u>	<u>Topic</u>	<u>Grammar</u>	<u>Topic</u>	<u>Grammar</u>
	Greetings	Masc/Fem nouns & Pl	Family	Possessive adjectives	Saying where you live	Revision of regular –er verbs: habiter
	Classroom items	Introduction of present tense	Animals	Adjectival agreements	House & Bedroom	Il y a 'On'
	Basic self-presentation	Subject pronouns	Physical descriptions	Être	Leisure activities	Prepositions
	Colours Numbers to 70	Avoir	Time		Numbers to 100	The Negative

Useful websites:

<https://www.bbc.co.uk/education/subjects>

<http://www.languagesonline.org.uk>

<https://www.quia.com/shared/french>

<https://www.vocabexpress.com>

Geography

Children are naturally inquisitive about the world. At St. Anthony's' School for Boys, we provide the boys with the tools of enquiry that they need to investigate geographical questions and reach robust conclusions. Much use is made of contemporary technology, the extensive school grounds and a variety of field trips to help bring geography to life: the effectiveness and immediacy of tangible, first hand experiences cannot be matched.

Throughout the five years, **LOCATION KNOWLEDGE** is constantly reinforced in all the topics, and throughout the lessons as well as an appreciation of the changing environment in which we live.

There are also a number of interactive online resources to improve Location Knowledge.

YEAR GROUP	CHRISTMAS TERM	EASTER TERM	SUMMER TERM
Year 5	Antarctica	Population and Settlement	Tropical Rainforests

Year 5

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> To continue to develop an understanding of the ways in which we find out about our world <input type="checkbox"/> To continue to develop the skills of using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <input type="checkbox"/> To use a variety of other sources to support geographical development e.g. photographs, newspaper articles & Newsround <input type="checkbox"/> To collect information about a place and use it in a report e.g. a project individual PowerPoint presentations <input type="checkbox"/> To experience both overview and depth studies 	<ul style="list-style-type: none"> <input type="checkbox"/> To show an understanding of the world's climate zones <input type="checkbox"/> To understand why many cities of the world are situated by rivers <input type="checkbox"/> To locate a number of the world's major mountains and rivers on a map 	<ul style="list-style-type: none"> <input type="checkbox"/> To recognise how humans and animals adapt to weather conditions <input type="checkbox"/> To be able to explain why people live by rivers <input type="checkbox"/> To be able to report on ways in which humans have both improved and damaged the environment e.g. river development and pollution 	<ul style="list-style-type: none"> <input type="checkbox"/> To continue to develop knowledge, skills and understanding necessary to become informed, active and responsible global citizens <input type="checkbox"/> To continue to develop an understanding of the local area, nearby places, distant places and the wider world <input type="checkbox"/> To continue to develop location knowledge e.g. naming and locating counties and cities around the world along with key physical and human characteristics of regions <input type="checkbox"/> To extend use of geographical vocabulary e.g. developing/developed countries, urban, rural
Enrichment <ul style="list-style-type: none"> <input type="checkbox"/> To continue to develop and follow their own interests in Geography <input type="checkbox"/> To make good use of relevant books, images and articles to help research and plan individual mini projects and presentations <input type="checkbox"/> To begin to develop the skills required for successful group leadership and debate <input type="checkbox"/> To successfully use a growth mind-set within their learning 			

Christmas Term	Easter Term	Summer Term
<p>Population and Settlement - British Isles/ London</p> <ul style="list-style-type: none"> i. Boys learn the reasons for the location, growth and nature of settlements ii. Boys know basic Geography of the British Isles iii. Boys understand the Geography of London iv. Boys can gather data to compare different environments in their school/home area <p>OS Map skills</p> <ul style="list-style-type: none"> i. Eight point compass 	<p>Antarctica</p> <ul style="list-style-type: none"> i. Boys learn the location of the Arctic and Antarctica ii. Boys learn about the landscape, wildlife and climate of Antarctica iii. Boys learn why Antarctica needs to be protected iv. Boys understand the different viewpoints on protecting Antarctica <p>Antarctica Sustainable tourist destination Antarctica is a fragile ecosystem which is becoming increasingly under threat. You are working for Greenpeace to help design a</p>	<p>Tropical Rainforests</p> <ul style="list-style-type: none"> i. Boys learn where hot and cold places are found around the world ii. Boys know the global location of tropical rainforests iii. Boys know what kind of climate affects a tropical rainforest iv. Boys can find out the human and physical features of the tropical rainforest v. Boys understand the issues that affect the tropical rainforest

<ul style="list-style-type: none"> ii. Measuring distance/scale iii. Identification of basic map symbols iv. Awareness of longitude and latitude. <p>(ii) Atlas Skills</p> <ul style="list-style-type: none"> i. Countries of the U.K. ii. Sea areas surrounding U.K iii. Islands surrounding U.K. iv. Rivers (Severn, Trent, Thames) v. Major highland areas of the U.K. vi. Major towns of the U.K. vii. Continents <p>Major world deserts, mountain ranges, seas and oceans</p>	<p>sustainable holiday package which combines education with conservation.</p>	<p>Tropical Rainforests</p>
<p>LOCATION KNOWLEDGE - Mountains and seas of the World</p>	<p>By answering the questions 1-13 below, you will be able to complete the challenge. You can answer this through designing a travel brochure.</p> <ol style="list-style-type: none"> 1) How will tourists arrive and travel around Antarctica? 2) How long will they stay? 3) Where will they stay? 4) How many tourists will you allow at any one time? 5) How will you reduce sewage, heat, litter, plastic and oil pollution? 6) How will the Tourists be educated about Antarctica? Why should they be? 7) Which areas can they visit? 8) How will you reduce disturbance to the birds? Seals? Plants? Ice? 9) Interview someone who is in favour of tourists visiting and say why 10) Interview someone who is against tourists visiting and say why 11) How perfect is your plan to minimise damage? 12) How can your plan be improved? 13) What would you say to an expert who says all tourists should be banned, forever? 	<ul style="list-style-type: none"> i. To learn where hot and cold places on the planet ii. To locate global location of tropical rainforests iii. To learn tropical rainforest climate iv. Human and physical features of the tropical rainforest v. Issues affecting the tropical rainforest <p>LOCATION KNOWLEDGE -Asia</p>
<p>London Eye</p>		<p>Kew Gardens Fieldtrip Rainforest Inc Speaker</p>
<p>Fieldwork in Hampstead (local area)</p>	<p>LOCATION KNOWLEDGE -Africa</p>	

Suggested websites

<https://www.seterra.com/>

<https://www.youtube.com/watch?v=WCKz8ykyI2E>

<https://www.youtube.com/watch?v=PSTh80Aybj8>

<http://www.youtube.com/watch?v=C1Ib0-BIBKU>

http://www.bbc.co.uk/nature/habitats/Tropical_and_subtropical_moist_broadleaf_forests

<http://www.youtube.com/watch?v=FyghLnbp20U>

<http://www.youtube.com/watch?v=NIaz61zpLfs>

<http://www.youtube.com/watch?v=CfEimQb9gNw>

www.discoveringantarctica.org.uk

http://www.bbc.co.uk/schools/gcsebitesize/geography/weather_climate/climate_video.shtml

Suggested Apps for Geography

1. **Google Earth:** A to view every town, city or country in the world from the air. Street View allows you to get ground-level and see anywhere in the world close-up
2. **Globe:** Really useful geography app providing a 3D globe with relevant information on each country
3. **World Fact Book:** Geographical-based reference book with tons of diverse information on all countries
4. **Country Quiz:** Simple but effective geography quiz using the continents
5. **World Atlas:** Atlas from National Geographic which also has extra info on individual countries including national flags
6. **123 World Geography:** Colouring app which helps learners to identify continents and countries
7. **Accu Weather:** Nicely put together location-based weather app which has some useful features - paid app loses ads
8. **GB Road Atlas 250K:** Ordnance Survey road map of UK - great for looking in detail at the road system
9. **Easy Globe:** Geography quiz based on continents, countries and rivers
10. **Earth Observer:** Excellent app which has so many uses for geography related learning in schools
11. **Beautiful Planet:** Wonderful collection of 570 photographs from all over the planet - good for any number of projects
12. **WeatherBug:** Global weather forecasting app which can use iPad's location for local analysis
13. **Barefoot World Atlas:** Fabulous and immersive atlas app which explores selected aspects of the globe
14. **Distance Tool:** One of a growing number of useful apps which use map data for a range of calculations
15. **Geogame:** Geography quiz app which splits world into zones & test knowledge of countries - paid unlocks all zones
16. **Ansel & Clair's Adventures in Africa:** Immersive adventure game for KS1 & 2 children which explores the continent of Africa
17. **Fragile Earth:** Excellent app highlighting how the planet is changing over time through both human & natural causes

History

Year	Autumn	Spring	Summer
5	Norman Conquest	Feudal System & Domesday Book	Crown vs Church The Crusades

In Year 5, pupils are given a clear chronological framework of the Medieval era in England that will cover in Year 5 and Year 6 and that begins in 1066 with the Battle of Hastings and the Normans. This covers various topics taking them up to the Crusades, stopping before the reign of King John. There is more of a social and religious focus this year, such as the competition for power between Crown and Church, though key political features are also covered.

Aims:

- To help pupils understand the ways in which life today has been shaped by Medieval History: for example, pupils are taught the importance of key developments in History, such as the impact of the Norman Conquest, which have had lasting effect on the country and upon us today.
- Develop the rigorous background contextual knowledge of the Medieval era needed in order to start the Common Entrance course in 7.

In Year 5, we really step up our focus upon conceptual understanding. Pupils are taught more about what concepts are used: for example, long term and short term causation and the causes of the crusades. Where appropriate, they are taught how other disciplines affect History, such as Geography and Theology. Increasingly, evidence in the form of sources, is examined and pupils are taught to think about and question this evidence and to ask themselves how we know the truth about the past and how to distinguish this from interpretations.

Resources:

<http://spartacus-educational.com/Medieval.htm>

<https://www.bbc.com/bitesize/topics/zfphvcw>

<https://www.bbc.com/bitesize/topics/zfphvcw>

<https://schoolshistory.org.uk/topics/british-history/normans/battle-of-hastings/>

<https://www.historylearningsite.co.uk/medieval-england/castles/>



Music in the Senior House is divided into several key areas including:

- Great Composers;
- Instruments of the Orchestra;
- Music Genres;
- Music Theory;
- Singing and Vocal Development;

- Musical of the Term;
- Composition using Sibelius and Audacity;
- Aural Skills;
- Performing and Keyboard Skills.



Great Composers

From Bach to Beethoven, Mozart to Mendelssohn and Schumann to Schubert; the history of Music is populated by Great Composers who have influenced one another and performers throughout the ages. Pupils discover the relevance of these incredible musicians and how their music has shaped cultural development.



Instruments of the Orchestra

Strings, Woodwind, Brass and Percussion instruments all combine to create the unique sound of the orchestra. In this topic pupils will explore each of the four families of instruments, researching famous musicians and composers relevant to each instrument.



Music Genres

Classical, Jazz, Popular, World and Folk, just some of the Music Genres that will be covered in this topic; pupils will develop an appreciation of the vast array of different musical styles and how these have influenced cultures, countries and continents.



Music Theory

An integral part of any musician's vocabulary, Music Theory is the essential tool which lays the foundation of all we do in Music. Pupils will cover aspects of the Grade 2 ABRSM Music Theory syllabus with options for more advanced pupils to prepare for Grade 5 Theory examinations. Topics will include simple time signatures, ledger lines, minor scales and musical terms and signs. There is also a Music Theory Club for pupils who wish to develop their knowledge and skills further.

dynamics		
Term:	Symbol:	Effect:
piano	<i>p</i>	soft
pianissimo	<i>pp</i>	very soft
mezzo piano	<i>mp</i>	slightly soft
forte	<i>f</i>	loud
fortissimo	<i>ff</i>	very loud
mezzo forte	<i>mf</i>	slightly loud
fortepiano	<i>fp</i>	loud then soft
sforzando	<i>sfz</i>	sudden accent
crescendo		gradually louder
diminuendo		gradually softer

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Singing and Vocal Development

There is no instrument quite like the human voice; singing can move the soul and regular training of the voice is essential for emotional and musical development. Pupils in Year 5 have the option of singing in the Senior Choir and can audition for Chamber Choir with opportunities to sing and perform in concerts, carol services and Mass.

There are also links in the local community including carol singing at the Spring Grove Residential Home.



Musical of the Term

Each term there is a musical focus where pupils learn the stories and sing the songs behind some of the world's greatest musicals. Recent musicals have included The Wizard of Oz, Willy Wonka and the Chocolate Factory, Oliver, Annie and Joseph and the Amazing Technicolour Dreamcoat. In the Summer Term, Year 5 pupils perform an entire musical and loyal members of the choir are treated to a West End musical trip. There will also be cross-curricular collaborations involving the Music, Art and Drama departments.



Composition using Sibelius and Audacity

The Music Room is equipped with ten computers which include a number of music technology programs. Pupils have the opportunity to use their composition skills using the latest updated Sibelius software. Composition using music technology in a more contemporary way is highly encouraged. Pupils use the open-source program Audacity in the classroom supported by a website (freesounds) that provides samples to use. Pupils use the program to import audio files, edit files and add effects.



Aural Skills

From the very beginning years at St. Anthony's, pupils are encouraged to recognise pitch and rhythm, sing intervals and rhythmic patterns accurately and sing both in unison and parts. All practical ABRSM exams have an aural section and boys are assessed in the following areas:

- Responding to the pulse of the music, identifying whether a piece is in 2 or 3 time
- Echo singing
- Identifying differences in rhythm or pitch
- Identifying expressive qualities in performance



Performing and keyboard skills

St. Anthony's offers a number of excellent performing opportunities for pupils, including regular concerts and performances; Senior and Junior House concerts, concerts for advanced performers and opportunities for the many ensembles to perform including String Group, Jazz Band, Rock Band, Recorder Ensemble, Cello Ensemble, Singing Group, Senior and Chamber Choir. The Music Room is also equipped with ten electronic keyboards for pupils to develop their keyboard skills.

Drama in Year 5

Year 5 begin the Autumn term, studying the characters from Alexandre Dumas's novel, *“The Three Musketeers”*. As they become familiar with the genre, characters and historical context we will then begin creating our own original musketeers, who will form part of Captain Treville’s New Musketeer Guard. Using their imagination, role-play and a number of dramatic devices, the boys will be fully immersed into the world of 17th century Paris. The work will allow them to develop character language, practise their improvisational skills, and to develop their understanding of body language, movement and voice. Working in regiments of fours and fives, the newly formed Musketeers will need to work as teams, drawing on each other’s strengths to problem solve and ensure France, and it’s King, survive!

In the Spring term, Year 5 will begin devising scenes and songs from Victor Hugo’s French historical novel *“Les Misérables”*. Working with Niyazi, each class will be given an act within the play and two musical numbers that they will need to transform from the page to the stage. This performance will showcase to the Senior House students, staff and parents at the end of the Summer term.

	Autumn	Spring	Summer
Year 5	<p>The Musketeers</p> <p>Freeze Frames Thoughts Aloud Creating Character Origins Improvisation with T in R</p>	<p>Les Misérables <i>(Cross-Curricular Project with Music)</i></p> <p>Working with Script Voice (Pace, Tone, Volume) Exploring Status on Stage Character Development Staging & Blocking</p> <p><i>*End of Project Showcase Performance</i></p>	

Religious Education

The religious education curriculum is informed by the *Religious Education Curriculum Directory for Catholic Schools* of the Bishops' Conference of England and Wales (2012) and, in doing so, makes specific use of the programme *The Way, the Truth and the Life* published by the CTS. Resources such as: *Evangelium* and TERE inform our curriculum and teaching

Pupils use the pupil textbook: *The Way, The Truth and The Life* and follow the syllabus below.

- 5.1 Creation
- 5.2 God's covenants
- 5.3 Inspirational people
- 5.4 Reconciliation
- 5.5 Life in the Risen Jesus
- 5.6 Other Faiths

A detailed breakdown is available at the link below.

<http://tere.org/primary/syllabus/>

Sport

All boys in the Senior House have a PE/Swimming lesson each week and two Games sessions at Brondesbury. In addition, we run an extra-curricular programme that runs before and after School, giving boys the opportunity to take part in physical activity every day of the week. The major Sports at the School are Football, Rugby, Cricket and Cross-Country.

PE/Swimming

Year 5 – Swimming: Boys work through the ASA Swimming Awards Scheme and are prepared for competitive galas. They have a range of activities in swimming including speed testing, endurance testing, life-saving, water polo, synchronized swimming and more.

Games

Games lessons take place at Brondesbury Cricket Club, which is a 10 minute bus journey away from St. Anthony's. Facilities at Brondesbury include 6 x 7 a side football pitches, 2 x Rugby pitches, 2 cricket pitches, 2 squash courts, 7 tennis courts, 3 cricket nets and athletics equipment.

Year 5 – Games: Years 5&6 boys mix together to create the U11s Sports teams. The U11s fixtures take place every Monday afternoon either at Brondesbury or at the opposing School's playing fields. They also have an additional Games session on a Thursday afternoon. The boys play football during the Christmas Term. They get the choice between rugby or hockey in the Easter Term and the choice between Cricket or Athletics in the Summer Term. We also enter U11s into a variety of events including Cross-Country, Athletics, Table Tennis, Duathlon and national Football, Rugby and Hockey competitions.

School Games Kit

All Games kit can be purchased online through Uniform4Kids.

Years 5&6 – for the first two terms, all boys require a green football shirt, (Yellow Goalkeeper top for keepers) blue shorts, blue and green football socks, studded football boots, shin pads, trainers and a mouth guard for Rugby/Hockey. If the boys choose Rugby, they need to purchase the School's blue rugby shirt. OPRO are visiting the School in September to fit mouth guards for boys. During the Summer Term, boys require a white branded school PE t-shirt, blue shorts and white trainer socks. Those playing Cricket require full cricket whites and protective batting equipment if they strive to play hard ball cricket. School Sun hats are also available.

All boys in School require Swimming Trunks, Goggles, towel and flip flops for Swimming lessons.

PSHEE

Personal, Social, Health and Economic Education

The Year 5 PSHEE programme is a planned, developmental scheme through which boys acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHEE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHEE education equips boys to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and in achieving economic wellbeing. A critical component of PSHEE education is providing opportunities for boys to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

The Year 5 programme contains three core themes (the same themes run across the whole school to allow for continuity and progression):

Health and Wellbeing

For example, to understand the importance of making changes in adapting to a more healthy lifestyle.

Relationships

For example, to resolve difficulties when they occur.

Living in the Wider World

For example, know and understand the terms: Democracy, Sovereignty, Dictatorship and Government.

Year 5 will also take part in a Study Skills Programme lead by Dr Martijn van der Spoel. This will allow the boys to develop a spectrum of skills and confidence boosting exercises to help prepare them both for future senior school testing and for what lies beyond St. Anthony's.

Useful links:

<https://www.ceop.police.uk/safety-centre/>

<https://www.thinkuknow.co.uk/>

<https://parentinfo.org/>

ICT/Computer Science

Computer Science at St. Anthony's aims to bring coding and digital literacy to everybody in a fun and engaging way. Each and every interaction between humans and computers is governed by it. With technology changing every industry on the planet, computing knowledge has become part of a well-rounded skillset.

Computing is concerned with how computers and computer systems work, how they are designed and programmed, how to apply computational thinking, and how to make best use of information technology. It aims to give pupils a broad education that encourages creativity and equips them with the knowledge and skills to understand and change the world

Computing brings new challenges and opportunities that should excite and empower pupils and teachers. Some of these changes may require you to update existing skills and knowledge.

Digital literacy is the ability to effectively, responsibly, safely and critically navigate, evaluate and create digital artefacts using a range of digital technologies.”

- E-Safety
- How to change an account Password
- Being safe on the internet.
- Bebras Competition
 - <http://www.bebas.uk/>
- Microsoft Excel Formulas
- Programming using Scratch JR