

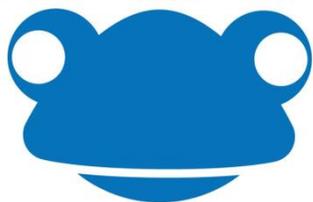
## SCIENCE

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**Year 5** Science focuses on experimental and investigative work. This includes making and recording observations and measurements; drawing conclusions from these observations and suggesting explanations. The boys will use a variety of resources including '*Science @ School*' as a reference resource.

We aim for the boys to obtain a sound knowledge of the below topics in preparation for Common Entrance:

<b>Biology Topics</b>	<b>Chemistry Topics</b>	<b>Physics Topics</b>
Keeping Healthy; Life Cycles; Earth and Space	Dissolving; Properties of Materials;	Measurement; Changing Materials;



*Click on the FROG*

**All coursework and homework will be posted on [FROG](#)**

This resource acts as a backup for any lost sheets, or for pupils who have been absent during lessons.



## MATHS

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The **Year 5** Mathematics syllabus and teaching build carefully upon the foundations of Year 4. From 2015, boys will be triple set in Mathematics which we hope will provide extra support for all levels of ability and enable all pupils to develop their potential.

We use the ST (P) series, but also produce many of our own resources. It is important that your son copies down examples neatly, as he will be expected to revise from his exercise book for tests and assessments.

Emphasis in Year 5 will be placed on:

- **Number Skills**
- **Times Tables**
- **Number Bonds**

### Useful resources:

<http://www.multiplication.com>

<http://www.coolmath.com/>

<http://www.bbc.co.uk/skillswise/>

## ADT

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In **Year 5** we will explore primary, secondary and tertiary colours and study methods in which artists including Claude Monet, Georges Seurat and Van Gogh have applied paint.

The boys will investigate and experiment with a variety of mark making techniques and they will compose their own paintings. We will explore patterns in nature and how these have influenced the work of artists such as Antoni Gaudi; and in response the boys will produce their own collage and mosaic work.

Boys in Year 5 will also develop their observational skills through still life drawing.

### **Design and Technology**

In Design and Technology, the boys will have the opportunity to design and make a board game and a 'marble run'. The final topic will involve the boys exploring structures, in particular bridge design.





## ENGLISH

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The English curriculum in **Year 5** is not markedly different from that in Year 4 in terms of content. The intention is to provide continuity and progression. However, there are one or two areas in which the emphasis changes. Literature is more central to the course. The boys will read up to eight set novels during the year.

Creative writing is a key aspect of the course. The boys are encouraged to think carefully about their writing. They are given a lot of guidance with, for example, teacher led discussion. They are encouraged to express their opinions clearly and confidently. We try to encourage 'genuine' writing based on experiences and feelings. We do not give artificial templates to be slavishly adhered to.

Young children need to experiment with writing and language. They will write a range of compositions for a variety of audiences, for example dialogues, short stories, a story from a different culture, a creation story, a diary and other types of writing. They will be given the opportunity for role play in their work, writing from different points of view. Comprehension work is clearly important. They will do some formal comprehension passages but the skills required can be developed in a range of ways, for example in discussions of the set novels. They will write reports, learn to summarise, evaluate written texts and be given other tasks which will encourage them to think about what they have read.

There will be formal teaching of punctuation, and spelling will be taught every week. Aspects of grammar will be revisited, and some new areas taught. Spelling, grammar and punctuation will be corrected in accordance with the school's marking policy. The boys will be given plenty of opportunities to speak in class and will be encouraged to listen carefully and to respond constructively to the

### Useful resources:

[http://stanthonysprep.org.uk/docs/Poetry for Yr 5-6.pdf](http://stanthonysprep.org.uk/docs/Poetry_for_Yr_5-6.pdf)

<http://www.guardian.co.uk/childrens-bookssite/series/the-book-doctor>



## FRENCH

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In class the emphasis is on **listening and speaking** with reading recognition.

**Writing** is confined initially to copywriting tasks; however, there is an expectation of *accuracy* and an understanding of simple grammar.

In class, the pace is age-appropriate, with plenty of opportunities for repetition and practise throughout various activities: role-play; drama; games and computing.

*Boys should learn and practise the language on a frequent basis – a little regular revision is better than doing a lot in one go.*



## GEOGRAPHY

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The programme of study for **Year 5** is intended to give children the opportunity to investigate people, places and environments by studying a range of topics and issues drawn from the following: continents of the world; maps and atlases; life in India; sustainability and world resources.

The aim is to give pupils the opportunities to:

- Undertake studies that focus on geographical questions, e.g. *What is it? Where is it? What is it like? How did it get like this? How and why is it changing?*
- Develop the ability to recognise patterns, e.g. *variations in rainfall between places* and to apply their knowledge and understanding to explain them.
- Be aware of how places fit into a wider geographical context, e.g. *links within a town.*
- Learn to analyse data, make decisions and evaluate information, ideas and opinions. The boys are encouraged to 'keep in touch' with current issues relating to the topics by reading, on a regular basis, the broadsheet newspapers and listening to the news, both on the television and the radio. Videos, newspaper articles and the internet are often used to give the subject as much relevance to their lives as possible.

### Useful resources:

<http://www.sheppardsoftware.com/Geography.html>

<http://mapzone.ordnancesurvey.co.uk/mapzone/>

[http://www.actionaid.org.uk/102778/chembakolli\\_slideshows.html](http://www.actionaid.org.uk/102778/chembakolli_slideshows.html)



## HISTORY

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The programme of study for **Year 5** History is designed to inspire the boys to question and think actively about history with a view to enhancing their understanding of the present. The period of time to be studied will be *The Norman Conquest: 1066-1300*.

The aim is to treat both the learning of facts and the acquiring of skills as vital. The past has to be pieced together as if they were working on a jigsaw puzzle. As the jigsaw puzzle takes shape, it is discovered that some of the pieces are more reliable or helpful than others. The past is displayed as a tantalisingly incomplete picture, which can be looked at in many ways.

The boys are introduced to a variety of types of sources both primary and secondary. They are required to select and organise information to produce structured work, making appropriate use of dates and terms. They are encouraged to draw conclusions from the data presented as well as to make use of their own feelings and opinions.

### Useful resources:

<http://primaryhomeworkhelp.co.uk/bt/index.html>

[http://www.bbc.co.uk/history/british/normans/bayeux\\_tapestry\\_gallery.shtml](http://www.bbc.co.uk/history/british/normans/bayeux_tapestry_gallery.shtml)



## RELIGIOUS EDUCATION

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In **Year 5**, the boys begin using “*The Way, the Truth and the Life*” series. This series of books is in use in many Catholic schools in the Diocese of Westminster, and is used at St. Anthony’s from Year 5 to Year 8. These books form the basis of the syllabus, which draws from current experience, scripture and other faiths, to enable the children to develop a spiritual dimension to their thinking.

The topics for this year are:

- Term 1**      The Word of God;  
                  The Bible;  
                  Revelation/Interpretation.
- Term 2**      God’s Call;  
                  Prayer;  
                  Annunciation/Mary.
- Term 3**      Sacraments;  
                  Initiation;  
                  Ministry and Healing.

All pupils in Year 5 attend a philosophy discussion group for one hour a week. The teachers are all trained philosophy teachers:  
<http://www.philosophy-foundation.org/what-wedo/philosophers-in-schools-communities>

(In addition to the *visiting* teachers who provide the Year 5 teaching, Joe Jones and Paul Keyte (who are both graduates in Philosophy) also offer philosophy enrichment in assemblies, discussion groups, and within the RE course.)

## MANDARIN

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Pupils continue with Mandarin. As with Philosophy, this is taught by outside specialists. For more details, please see the website below:

The providers have been certified by the ISEB and a significant number of pupils will aim to achieve the recently confirmed ISEB levels as they move through the Senior House.

### Useful resources:

<http://www.dragonsineurope.com/>

[http://www.primaryschoolchinese.com/Mandarin\\_Chinese\\_Common\\_Entrance\\_Level\\_1\\_and\\_2\\_word\\_and\\_character\\_list](http://www.primaryschoolchinese.com/Mandarin_Chinese_Common_Entrance_Level_1_and_2_word_and_character_list)

