



MERCHANT TAYLORS'  
Prep

## MTP Year 5 curriculum

### ENGLISH

#### Autumn Term

This term, the pupils progress through a variety of writing activities - both fiction and non-fiction. They also develop comprehension skills, as well as continuing to improve the accuracy of their spelling, punctuation and grammar. These efforts expand their capabilities as writers and heighten their appreciation and understanding of literature.

#### Spring Term

This term, the pupils continue to work on comprehension skills, concentrating on inference and the structuring of answers. We continue to look at a variety of key skills each week and all pupils take part in a debate every half term. Pupils continue to tackle a range of written tasks, including descriptive writing, poetry and a formal report. Furthermore, we cover a genre specific module aimed at developing the pupils' ability to explore, understand and enjoy a variety of different genres of writing. Towards the end of term, the pupils take part in the 'MTP500', a school-wide short story writing competition.

#### Summer Term

This term, the pupils focus on three main areas: comprehension skills, creative writing and grammar. Each week we practise each section of the upcoming assessments in order to ensure that the pupils are as well-prepared as possible. Towards the end of term, the pupils investigate all things espionage.



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### **MATHEMATICS**

#### **Autumn Term**

Pupils continue to follow the Singapore Maths scheme. They study number to 10 million, place value, comparison, rounding and estimation, and various aspects related to fractions.

Pupils use manipulatives and online apps to ensure that they develop a deep, conceptual understanding, thus insuring mastery. There will be plenty of opportunity for pupils to engage in solving complex and challenging word problems in most of the topics studied. Lesson time will be given over to developing the pupils' problem-solving skills using various methods including the bar model. Mastery of mental arithmetic will continue to be of importance and regular practice and testing will help to identify any pupils who need to do extra work in this area.

Later in the term pupils participate in the Primary Maths Challenge with the chance to progress to the Bonus Round if they do well.

#### **Spring Term**

The pupils continue to follow the Singapore Maths Scheme. They start the term by looking at multiplying and dividing fractions, followed by area and perimeter, and move on to calculating areas of triangles, finding ratios and then decimals. In order to reflect the changes already being seen in Maths papers at 13+ and at GCSE, a problem-solving approach continues to be central to the way in which the material will be covered. Pupils continue to use manipulatives to support them in developing conceptual mastery alongside procedural mastery.

Pupils are given every opportunity to engage in mathematical reasoning, as opposed to merely repeating well-rehearsed procedures. IXL continues to be used to help reinforce learning.

#### **Summer Term**

We complete the Year 5 Singapore Maths scheme this term. Specifically, we focus on mean average, percentages, geometry and investigating volumes of shapes. We continue to develop methods for problem solving.



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## SCIENCE

### Autumn Term

Our first unit of work in the Autumn is on adaptation and habitat. The pupils learn about the different plants and animals found in different habitats; how animals and plants in two different habitats are suited to their environment.

Following this, the pupils go on to study life cycles, to describe the differences in life cycles between a mammal, an amphibian, an insect and a bird and to learn, in greater detail, about the main stages of the human life cycle, including adolescence and conception.

### Spring Term

The focus of work in the spring term is upon materials; their properties, mixing them together, separating them and how they change chemically. Following this we begin a unit of work on Earth and space which will conclude at the beginning of the summer term. In this unit the pupils learn about our solar system, with a particular focus on the Earth, Moon and Sun and how their relative movements cause, for example, shadows to change their shape and direction throughout the day, phases of the moon and solar eclipses.

### Summer Term

Following the completion of the unit of work on Earth and space, the pupils, in the summer term, complete a period of revision before sitting their summer examinations. After this, they will complete their final unit of the year on forces. Building on previous learning, they will learn about different forces, including gravity, how to measure forces and investigate the effects of air resistance and friction.



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## **MODERN FOREIGN LANGUAGES**

### **Autumn Term**

Pupils begin to use the Studio 1 textbook and continue with it until the end of Year 6. This term's topics include greetings, opinions, physical and personality descriptions as well as Christmas celebrations in France. Lessons build on previous knowledge but a greater emphasis is placed on high-frequency words (see grid in exercise books) and grammatical aspects such as the spelling of words and the present tense of common verbs.

### **Spring Term**

Pupils continue their study of the Studio 1 course. This term's topics include life at school, expressing opinions + reasons, time and food & drink. Lessons consider new vocabulary and build on previous knowledge. Greater emphasis is placed on grammatical aspects such as the present tense of regular verbs/avoir/être, formulae for asking questions, the use of the pronoun "on", adjectival agreement and partitive articles.

### **Summer Term**

The new topic this term is hobbies. In terms of grammar, this includes the present tense of the verbs jouer (to play), faire (to do) and aller (to go) as well as the different ways of saying to, in various contexts. Pupils will be encouraged to build on previous knowledge to create extended sentences. There will also be in-class revision for the May school exam.

## **GEOGRAPHY**

### **Autumn Term**

This term we work with maps and plans. We look at a wide range of different maps and scales and will build new skills as well as revisiting work from Year 4.

### **Spring Term**

We look at rivers and the landforms they create, as well as investigating the ways in which the surface of the planet is broken down and the processes involved in this.

### **Summer Term**

This term, we look in detail at the causes and effects of flooding, and the origins and growth of settlements.



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### **HISTORY**

#### **Autumn Term**

This term, pupils begin their year-long assessment of the power of medieval kings. They focus in depth on the reasons why 1066 is so significant a date in English historical consciousness, and then move on to thinking about the efficiency and morality of the methods used by William the Conqueror to retain control of and exploit his new kingdom. Throughout the term they develop their ability to draw inferences from sources and work collaboratively to write organised historical arguments in paragraphs.

#### **Spring Term**

This term, pupils continue to assess medieval kings by focusing on the factors which prevented their becoming all-powerful. They focus in particular on the death of Thomas Becket in 1170 and on the myths and reality surrounding the reign of King John. They are introduced to the major constitutional document Magna Carta thinking if it changed how political power is structured. They focus on the key historical areas of causation and interpretations and begin to work more independently to produce well-structured historical arguments.

#### **Summer Term**

This term, the pupils investigate how the lives of ordinary people in the fourteenth century changed. They begin by examining the Black Death, thinking about what happened, how people at the time responded and what that tells us about medieval society. They then consider the causes and consequences of the Peasants' Revolt of 1381, thinking about whether this was a significant event. The pupils will secure their ability to write argument paragraphs independently and to explain their analysis of the reliability of an historical source.



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### **LATIN**

#### **Autumn Term**

In Latin, there is an introduction to the language and culture of the Romans using the fourth edition of Cambridge Latin Course, Book I, the book we use throughout Years 5 and 6.

#### **Spring Term**

We learn about Roman cities and the functions of a Roman forum. We also study the Jason myth.

#### **Summer Term**

The pupils study further developments in Latin grammar, including the introduction of the imperfect and perfect verb tenses. These studies are set in the cultural context of the theatre and slavery, and the Greek hero Theseus.

### **THEOLOGY, PHILOSOPHY, RELIGION & ETHICS**

#### **Autumn Term**

In theology, we study the two Creation accounts in Genesis 1 & 2, and the story of the Fall in Genesis 3. We compare and contrast these narratives with modern scientific theories such as the big bang and evolution. We also discuss our responsibilities towards the environment, marriage, as well as rules, temptation and consequences.

In religion, we begin our study of religious rites to do with birth, focusing on 6 world religions (Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism).

#### **Spring Term**

We complete our study of religious rites to do with birth.

In philosophy, after a brief introduction, we examine the lives and thought of three ancient philosophers (Socrates, Plato and Aristotle).

#### **Summer Term**

We complete our study of the lives and thoughts of Socrates, Plato and Aristotle.

In ethics, after a brief introduction, we explore the functions of rules and punishments in society.



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### **ART & DESIGN AND TECHNOLOGY**

#### **Autumn Term**

This term the pupils focus on abstract art. We learn about how famous artists such as Piet Mondrian and Paul Klee used colour and symbolism to express emotion and hidden meaning in their work. Pupils create their own abstract artwork in a range of media including drawing and printmaking.

#### **Spring Term**

The pupils design a printing tile and experiment with the reduction print technique. We then design a 3-D printed keyring using Tinkercad before working in groups to build the most environmentally friendly eco-house from recycled materials to present at our eco-auction.

#### **Summer Term**

This term pupils work in teams to build and decorate their eco-house using as many environmentally friendly features as possible. When the houses are complete they are presented and marketed at our eco-auction!

### **DRAMA**

#### **Autumn Term**

This term the pupils focus on character and exploring the central relationships in their class reader, *The Sign of the Beaver*.

#### **Spring Term**

This term the pupils explore the use of mask technique before devising and rehearsing scenes for presentation using the school's collection of Trestle Theatre Company masks.

#### **Summer Term**

This term the pupils conclude their mask technique project with a presentation of devised mask theatre scenes during a morning assembly, to which parents are welcome. We then explore the use of play scripts and dramatic text via *The Boy Who Fell into a Book* by Alan Ayckbourn.



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### **COMPUTING**

#### **Autumn Term**

The pupils build on their knowledge about how to be safe online. A key focus is the importance of communicating kindly and respectfully in digital domains. They undertake a three-week touch typing course, and prepare for the Bebras Computational Thinking Challenge in November. They also develop their ability to use Microsoft Teams.

#### **Spring Term**

The pupils analyse data gathered in their science lessons about space. They use Excel to represent numerical data in appropriate visual formats. The pupils also program, using Scratch 3, to create a range of multimedia interactive programs.

#### **Summer Term**

The pupils explore climate change and weather reporting. Using multimedia tools, and a green screen, they create their own radio and TV reports. They explore some of the newer features of Scratch 2, that allow real-world interactions.





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### **MUSIC**

#### **Autumn Term**

Pupils spend this term developing their ability to play the keyboard and their understanding of staff notation. They explore: how the keyboard works, and the possibilities it presents; playing simple melodies on the white notes of the keyboard, using correct fingering in the right hand; and playing scales and melodies that span a whole octave, including how to fluently shift hand position. They become familiar with; the full range of treble clef staff notation, and how this relates to notes on the keyboard; unison ensemble performance using keyboards; and notation and terminology relating to musical metre.

#### **Spring Term**

During the spring term, pupils explore Folk music, and will develop knowledge, understanding and skills associated with what Folk music is, its properties and definitions, and the similarities and differences between Folk music from different global cultures. They investigate pentatonic scales and their properties, and their use in Folk music around the world, and they perform by singing Folk songs, performing Folk melodies on keyboards and tuned percussion, and improvising Folk-style phrases on the pentatonic scale. They also learn: how British and Irish Folk music influenced English classical music at the turn of the 20<sup>th</sup> century; what chords are, and how to construct and notate triads; and performing Folk music as part of a mixed-instrument ensemble.

#### **Summer Term**

Pupils spend the summer term exploring Gamelan. New skills and knowledge they are introduced to include: the origins, traditions and historical/social context of Gamelan music; the different instruments used in Gamelan and their properties; their roles within the ensemble; and the effect their construction has on the sounds they make; and instrumental playing techniques specific to Gamelan, and how to replicate these on classroom tuned percussion instruments. They investigate musical features of Gamelan, including melodic, structural and textural devices specific to the tradition, and Gamelan scales and their relationships with other scales, such as the pentatonic. Finally they compose and perform an ensemble Gamelan piece, incorporating the musical features about which they have learned.



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**PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION, and RSE**

**Autumn Term**

The pupils begin the year by considering how to manage friendships and peer influence and move on to feeling safe in a relationship. We end the term with the theme of growing and changing when we learn about personal and physical changes that occur during puberty and hygiene routines.

**Spring Term**

This term the pupils learn about how a community can protect the environment and show compassion to others. They think about how information online is targeted and the role and impact of different media types as well as looking at what influences career choices and workplace stereotypes.

**Summer Term**

The pupils are challenged to think about their physical health and mental wellbeing in this term by focusing on healthy sleep habits, exploring what a habit is and considering the norms around smoking and the reasons for common misperceptions of these. They will learn about how to respond respectfully to a wide range of people and begin to recognise prejudice and discrimination. The pupils end the year by thinking about how to keep safe in different situations including responding in emergencies.



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### PHYSICAL EDUCATION (P.E.) AND GAMES

#### Important Note (all terms):

Pupils will need **football boots** (Autumn/Spring) AND **astro-trainers** as well as having their **indoor footwear** available in their P.E. bag. P.E. bags should always be brought into school on Monday morning and taken home to wash on Friday afternoon. This ensures that pupils always have correct kit whatever the weather.

#### Autumn Term

In P.E. lessons pupils continue to develop skills and principles involved in hockey. Pupils use a composite hockey stick and will require a **mouthguard** and **shin guards** for all sessions. There is a further focus on the rules of the game and an introduction to umpiring small-sided games to develop understanding.

Pupils are introduced to badminton where they learn the rules of both singles and doubles and develop a range of basic shots. There is an emphasis on match play, shot development and shot selection.

In Games the pupils play football and with an emphasis on developing both basic skills and aerobic fitness. Match understanding will form a significant part of sessions and pupils are involved in fixtures against other schools. Pupils will also begin their cross country training this term.

#### Spring Term

In P.E. lessons pupils will be involved in both net/wall games and invasion games such as basketball and team handball. There is an emphasis on gameplay and understanding with a focus on basic tactics and skills acquisition. Pupils also take part in a unit of team building activities where there is a focus on working together, the importance of listening and awareness in relation to team success. Activities are both physical and cognitive and require communication and collaboration.

In Games, pupils continue to develop the principles of rugby with a focus on tackling and rucking safely. All sessions follow the Rugby Football Union (RFU) continuum for safe practice. Pupils will require a **mouthguard** to take part in sessions. Pupils will take part in some matches against other schools. Pupils take part in cross country in and around the MTS lakes to further build general fitness and stamina.



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**Summer Term**

In P.E. the pupils will be given the opportunity to improve on the skills which they learnt in Year 4. We base our athletics programme on a combination of the English Schools Athletics Award and the National PE and School Sport Programme (TOPS). Students build on techniques previously introduced in both track and field events.

During Games, the pupils will be given the opportunity to play small sided Cricket games with a view to developing a clear understanding of the role of both fielders and batsmen in a match situation. In case of adverse weather conditions, please could you ensure that your son brings in his **school track suit**, so that a non-cricket Games lesson can take place outdoors.

Pupils will also have the opportunity to further develop their swimming strokes and personal survival skills with an option to swim at the MTS main pool, as part of the summer games programme.

After Sports Day pupils take part in summer sports such as rounders, softball and ultimate frisbee.



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## FURTHER INFORMATION

### EXAMINATIONS AND ASSESSMENTS

Year 5 pupils have formal assessments in English and Mathematics in February. Revision guidance will be provided in the first week of the Spring Term.

Year 5 pupils have formal examinations in English, Mathematics, Science and MFL (French) in late May. Revision guidance will be provided in the first week of the Summer Term.

### PARENTAL CONSULTATIONS

Year 5 tutorials will take place in-person in October, and Parents' Evenings will take place online in March. In the meantime, should you have any concerns, please do not hesitate to contact your son's Tutor via either email or telephone.

### HOMEWORK

Homework will be set on Teams.

#### Document changelog

Date	Note
2023-09-14	English, Science, History, ADT and Music updated
2023-06-13	PSHE updated
2022-09-10	Updated science
2022-09-01	Created