

Year 5 Curriculum Overview

AUTUMN TERM: ARTS AND HUMANITIES

ENGLISH

Reading

Evaluate how authors use language, including figurative language, considering the impact on the reader. Draw inferences about characters' thoughts, feelings and motives from their actions, justifying these with evidence. Participate in discussions, building on others' ideas. Learn the conventions of different types of writing. Prepare poems to perform, showing understanding through intonation, tone and volume. Identify how language, structure and presentation contribute to meaning. Use technical terminology for discussing what has been read. Use knowledge of organisational devices to retrieve and record information from non-fiction. Make comparisons between texts.

Writing

Write legibly, fluently and with increasing speed. Plan by identifying the audience for and purpose of the writing and using similar writing as models. Note and develop initial ideas, drawing on reading and research. Consider how authors have developed characters and settings in narratives. Draft and write by selecting appropriate grammar and vocabulary. Describe settings, characters and atmosphere, and begin to integrate dialogue in narrative. Use devices to build cohesion across paragraphs. Use organisational devices to structure text. Evaluate by assessing the effectiveness of writing. Propose changes to vocabulary, grammar and punctuation to enhance effects. Proof-read for spelling and punctuation. Perform own compositions, using appropriate intonation, volume and movement.

Grammar and Punctuation

Understand the terminology of and identify nouns, verbs, conjunctions, pronouns, adverbs and determiners. Understand the difference between a phrase and a clause and how they are used. Identify main clauses and subordinate clauses. Use expanded noun phrases for description and specification. Expand noun phrases with adjectives, nouns and preposition phrases. Recognise that paragraphs indicate shifts in time, place or character in fiction, and different themes, subjects or topics in non-fiction. Recognise and use adverbs, adverbials and fronted adverbials to give more information about a verb. Use commas to clarify meaning or avoid ambiguity.

Spelling

Revise how prefixes (un-, re-, sub-, super-, anti-, auto-) are joined to root words and how these can alter and meaning. Revise how suffixes (-ly, -ation, -ous, -tion, -cian) are joined to root words and how these can alter spelling, function and meaning. Spell the range of words from the Y3/4 statutory list. Spell words containing the -ough letter string. Spell a selection of words from the statutory Y5/6 list. Choose the correct homophone. Modify root words with the suffix -ious and know which spelling to use. Choose and use -cial or -tial to spell words with the /sh/ sound. Revise how to spell words containing -tious, -cious, -cial and -tial suffixes.

Editing

Proof-read for spelling and punctuation errors. Proof-read for spelling errors, checking for incorrect homophones. Evaluate and edit by reordering and linking the sentences within a non-fiction paragraph for coherence and cohesion.

Handwriting

Write legibly and fluently. Choose which shape of letter to use and whether to join or print.

ART AND DESIGN

Native American Art

Work from a variety of sources including close first-hand observation, photographs and digital images. Select a style of drawing suitable for the work. Plan a sculpture through drawing and other preparatory work. Experiment with ways to solve problems independently. Create original pieces that show a range of influences and styles. Develop and extend ideas from given starting points. Collect information, inspiration and resources and present ideas imaginatively in sketchbooks. Understand the cultural significance of an art form.

MUSIC

Composition notation (Theme: Ancient Egypt)

Sing in time and in tune with other people and the backing track. Remember the lyrics to a song. Improvise own pieces of music. Play a melody with reasonable accuracy. Perform with confidence and in time with others. Compose and play a melody using stave notation. Contribute meaningfully to the group performance and composition. Use hieroglyphic notation to show the structure of their piece.

SPANISH

Phonetics

Accurately pronounce the third set of phonics sounds / phonemes in Spanish: ga, ge, gi, go, gu.

Do You Have a Pet?

Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in Spanish. Develop understanding of gender and changing indefinite article to definite article. Tell somebody in Spanish if they have or do not have a pet. Ask somebody else in Spanish if they have a pet. Tell somebody in Spanish the name of their pet. Create a longer phrase using the connectives y ("and") or pero ("but").

HISTORY

Why did Britain once rule the largest empire the world has ever seen?

Identify and describe the extent of the British Empire in 1921 and explain what it meant to be a colony. Describe and explain the main reasons why Britain wanted an empire and evaluate and justify their choice of those factors that they consider were most significant. Interpret a range of evidence to reach a conclusion and make a judgment as to why the British Empire has all but disappeared. Interpret a wide range of sources to evaluate the causes and effects of the Falkland Islands war with Argentina in 1982 and reach a judgment about the actions taken by Britain, justifying their views. Identify and describe the countries that currently belong to the Commonwealth and explain the purposes and benefits of being part of this organisation.

The story of the Trojan horse: historical fact, legend or classical myth?

Describe and explain the main events in the siege of the city of Troy during the Trojan War in Ancient Greece. Evaluate and critique the visual, written and archaeological evidence which presently exists regarding the Trojan Horse, and begin to formulate conclusions. Reach a conclusion and make a judgment regarding whether the story of the Trojan Horse is (in their opinion) fact, legend or myth, and justify their decision. Review and evaluate the 'historical' evidence regarding the existence of the lost Kingdom of Atlantis and reach a judgment as to its reliability and trustworthiness.



Year 5 Curriculum Overview

AUTUMN TERM: STEM

COMPUTING

Create and Search Database

Use Excel to create and search a database.

Using Variables

Identify different types of variables, what conditionals are and understand how variables are used in computer programming.

E-Safety: Passwords

Understand the importance of keeping passwords safe · Understand the importance of creating strong passwords.

DESIGN AND TECHNOLOGY

Structures: Bridges

Design a stable structure that is able to support weight · Create a frame structure with a focus on triangulation · Make a range of different shaped beam bridges · Use triangles to create truss bridges that span a given distance and support a load · Build a wooden bridge structure · Independently measure and mark wood accurately · Select appropriate tools and equipment for particular tasks · Use the correct techniques to saw safely · Identify where a structure needs reinforcement · Suggest points of improvement for own bridges and those designed by others.

MATHEMATICS

Number and Place Value: Numbers to 1 Million

Read and write numbers to 1 000 000 · Compare numbers to 1 000 000 using place value; pictorial representation and proportionality; lists and number lines · Make and identify patterns in numbers using knowledge of place value · Make number patterns that decrease in multiples of 10 000 or 100 000 · Round numbers to the nearest 100, 1 000, 10 000 and 100 000.

Calculations: Addition and Subtraction

Add using the 'counting on' strategy with concrete materials and number lines · Subtract using the 'counting backwards' strategy with concrete materials · Add numbers within 1 000 000 using rounding and concrete materials · Use addition and subtraction to solve comparison problems with numbers to 1 000 000 · Add numbers within 1 000 000 using the column method · Subtract using the column method, number bonds and number discs · Consolidate and refine addition and subtraction skills and place-value knowledge to solve addition problems.

Calculations: Multiplication and Division

Consolidate and review multiplication tables · Find common factors of numbers to 100 · Define and determine prime numbers to 100 · Create and determine square and cubed numbers · Multiply 1- and 2-digit numbers by 10, 100 and 1000 · Multiply up to 4-digit numbers by a single-digit number with regrouping from the ones, tens and hundreds · Multiply 2-digit numbers by 2-digit numbers using multiple methods, including the grid method, number bonds and column method, with regrouping · Multiply a 3-digit number by a 2-digit number with regrouping, using the column method as the key strategy · Divide 4-digit numbers by single-digit numbers, where number bonds and long division are the key strategies · Divide 3-digit numbers by single-digit numbers using long division, short division and mental methods.

Calculations: Word Problems

Solve word problems by identifying the operation needed to carry out the plan · Solve word problems involving multiplication and division using bar models as the main heuristic · Solve word problems involving multiple operations, identifying key information and representing information using model diagrams · Solve word problems involving multiple operations, using bar models as they key heuristic to represent key information.

SCIENCE

Earth and Space

Tell you about how the planets in our solar system move in relation to the Sun · Tell you about how the Moon moves relative to the Earth · Tell you the shape of the Moon, Sun and Earth · Explain how day turns into night.

Materials

Classify materials by: transparency; hardness; solubility; electrical conductivity; thermal conductivity; response to magnets · Explain how some materials dissolve to form a solution · Know how to separate materials in a solution · Decide how best to separate mixtures · Explain using evidence why some materials are best suited to different uses · Explain why some state changes are reversible, and some state changes aren't.

Working scientifically

Plan different kinds of fair experiments · Explain how to control variables in experiments · Take accurate measurements using lots of different scientific equipment · Explain why it's important to take repeated measurements · Record data using labelled scientific diagrams, classification keys, tables, bar charts, line charts · Make predictions about how other tests will work using existing results · Draw conclusions from results and describe causal relationships in results · Present findings in a written report with an introduction, results and conclusion · Present findings in an oral presentation with an introduction, conclusion and results · Know about other experiments that have been done to support or disprove ideas.



Year 5 Curriculum Overview

AUTUMN TERM: PERSONAL DEVELOPMENT

RE

KEY THEMES:

Family
Belonging
Love

TOPICS:

Ourselves (Domestic Church)
Hinduism (Other Faiths)
Life Choices (Baptism/Confirmation)
Judaism (Other Faiths)
Hope (Advent/Christmas)

STANDARDS:

Begin to show knowledge and understanding of: a range of religious beliefs; those actions of believers which arise as a consequence of their beliefs; the life and work of key figures in the history of the People of God; what it means to belong to a church community; religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.

Begin to show understanding of, by making links between: beliefs and sources; beliefs and worship; beliefs and life.

Begin to use religious vocabulary accurately and appropriately.

Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose.

Begin to show understanding of how their own and other's decisions are informed by beliefs and moral values.

Use given sources to support a point of view. Express a point of view and give reasons for it. Begin to arrive at judgements. Recognise difference, comparing and contrasting different points of view.

PSHE/RSHE

Me and My Relationships

Explain what collaboration means. Describe the attributes needed to work collaboratively.

Explain what is meant by negotiation and compromise. Describe strategies for resolving difficult issues or situations.

Demonstrate how to respond to a wide range of feelings in others. Give examples of some key qualities of friendship.

Show how knowledge and understanding of emotional relationship changes as we grow and develop.

Recognise basic emotional needs and understand that they change according to circumstance. Identify risk factors in a given situation and consider outcomes of risk-taking in this situation, including emotional risks.

Identify characteristics of passive, aggressive and assertive behaviours. Understand and rehearse assertiveness skills.

Justify own actions.

Valuing Difference

Define some key qualities of friendship. Describe ways of making a friendship last. Explain why friendships sometimes end.

Develop an understanding of discrimination and its injustice, and describe this using examples. Consider how discriminatory behaviour can be challenged.

Identify and describe the different groups that make up the school and wider community and other parts of the UK. Describe the benefits of living in a diverse society. Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.

Accept people who are different from ourselves.

Recognise that some people can get bullied because of the way they express their gender. Give examples of how bullying behaviours can be stopped.

PE

Hockey: Use attacking skills to beat a defender. Send and receive under pressure. Communicate with teammates, move into space and take the ball towards the goal. Learn defensive techniques to gain possession. Apply rules, skills and principles to play in a tournament.

Tag Rugby: Develop attacking principles, understanding when to run and when to pass. Use the 'forward pass' and 'offside' rules. Play games using tagging rules. Develop dodging skills to lose a defender.

Gymnastics: Perform symmetrical and asymmetrical balances. Develop the straight, forward, straddle and backward roll. Explore different methods of travelling, linking actions in both canon and synchronisation. Perform progressions of inverted movements. Explore matching and mirroring using actions both on the floor and on apparatus. Create a partner sequence using apparatus.

Swimming: Develop gliding, front crawl and backstroke. Develop rotation, sculling and treading water. Develop the front crawl stroke and breathing technique. Develop the technique for backstroke arms and legs. Develop breaststroke technique. Develop basic skills of water safety and floating. Develop the dolphin kick. Learn techniques for personal survival. Increase endurance in swim challenges. Identify fastest strokes and personal bests.



Year 5 Curriculum Overview

SPRING TERM: ARTS AND HUMANITIES

ENGLISH

Reading

Discuss viewpoints on structure. Predict what might happen from details stated and implied. Participate in discussions about books, building on ideas and challenging views courteously. Discuss and compare themes and conventions across texts. Use organisational devices to help to retrieve and record information from non-fiction. Identify how language, structure and presentation contribute to meaning. Prepare poems to read aloud and perform, showing understanding through intonation, tone and volume.

Writing

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. Plan writing by identifying the audience for and purpose of the writing and using similar writing as models. Note and develop initial ideas, drawing on reading and research. Consider how authors have developed characters and settings in narratives. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can enhance meaning. Describe settings, characters and atmosphere, and begin to integrate dialogue in narrative. Use a range of devices to build cohesion across paragraphs. Use some organisational devices to structure text. Evaluate and edit by assessing the effectiveness of own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects. Proof-read for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

Grammar and Punctuation

Understand that a singular subject takes a singular verb and a plural subject takes a plural verb. Know and understand how to make the choice between the personal pronouns 'I' and 'me'. Understand how relative pronouns work within a relative clause. Understand that apostrophes are used to mark where letters are missing in spelling. Use apostrophes to mark singular and plural possession in nouns. Use brackets, dashes or commas to indicate parenthesis. Understand and use the terminology 'modal verb' and 'modal adverb', and indicate degrees of possibility using modal verbs.

Spelling

Revise previously taught rules. Spell words containing -able and -ible, and know which suffix to choose. Spell words containing -ably and -ibly, and know which suffix to choose. Choose the correct homophone. Spell a selection of words from the statutory Y5/6 list. Identify and spell a range of words with silent letters. Spell words ending in -ant and -ent, and know which suffix to choose. Spell words ending in -ance/-ancy and -ence/-ency, and know which suffix to choose.

Editing

Evaluate and edit by organising and regrouping sentences into logical paragraphs. Evaluate and edit by proposing changes to sentence structures to enhance effects. Edit by inserting adverbials and relative clauses to add detail and enhance effects.

Handwriting

Decide whether to join specific letters. Write with increased speed, maintaining quality of handwriting.

ART AND DESIGN

Out of this World

Select a style of drawing that is suitable for the work. Control the types of marks made using a range of implements and painting techniques. Use mixed media to paint on different surfaces. Mix paint confidently, creating a colour palette based upon colours in the natural or built world. Experiment with a range of media to overlap and layer creating interesting textures and effects. Use a variety of techniques e.g. printing, dyeing, weaving and stitching, fraying, fringing, pulling threads, twisting, plaiting to create different textural effects. Give details (including own sketches) about the style of a notable artist. Comment on artworks with a growing visual language.

MUSIC

Blues

Name three key features of blues music. Sing in tune, using vocal expression to convey meaning. Explain what a chord is and play the chord of C sixteen times. Play the 12-bar blues correctly. Play the notes of the blues scale in the correct order, ascending and descending. Play a selection of blues scale notes out of order in their own improvisation.

SPANISH

Weather

Repeat and recognise the vocabulary for weather in Spanish. Ask what the weather is like today. Say what the weather is like today. Create a Spanish weather map and write a weather report. Speak clearly to describe the weather in different regions of Spain.

GEOGRAPHY

What is a river?

Describe how physical features of rivers change from source to mouth. Explain why the course of a river changes. Use OS maps, aerial photographs and GIS to compare and contrast how physical features change along the course of a river. Use a range of fieldwork techniques to measure, record and present changes along a section of a local river. Describe the features of river estuaries and explain why they are important ecosystems for wildlife. Describe the water cycle and explain the role that rivers play. Explain why the Isle of Dogs developed to become part of the busiest river port in the world and evaluate the evidence linked to the causes of its sudden decline. Interpret a range of evidence to reach a conclusion as to why Bangladesh is at such risk of serious flooding. Understand what the 'Little Ice Age' refers to and how occasional severe winters impacted upon the River Thames. Explain why China built the Three Gorges Dam and evaluate some of its geographical impacts.

Why are mountains so important?

Recognise what geographers define as mountains and how this causes disagreements. Locate the largest mountain ranges in the world and the countries that they cover. Explain how movement of plates of the Earth's crust forms ranges of fold mountains. Reflect upon the expedition of Mallory and Irvine to climb Mount Everest in 1924. Demonstrate how fossils form and explain why fossils of sea animals were found on the summit of Mount Everest. Explain the differences between the Cambrian Mountains and the Himalaya Mountains. Measure, record, compare and contrast climate data. Reach a conclusion as to why the mountains of the north and west of the United Kingdom are generally wetter and cooler than places in the south and east. Describe the tourist attractions of the Cambrian Mountains using evidence presented on Ordnance Survey maps. Make a judgement as to why reservoirs were constructed by the City of Birmingham in the mountains of central Wales over one hundred years ago.



Year 5 Curriculum Overview

SPRING TERM: STEM

COMPUTING

Coding using Micro:Bits

Program Micro:Bit to make a variety of practical and usable devices.

Stop Motion Animation

Describe all aspects of stop frame animation. Use a software package to create own stop frame animations.

E-Safety: Gaming

Understand the importance playing games which are age appropriate.

DESIGN AND TECHNOLOGY

Food: Developing a recipe

Adapt a traditional recipe, understanding that its nutritional value alters if you remove, substitute or add ingredients. • Write an amended method for a recipe. • Design appealing packaging to reflect a recipe. • Research existing recipes to inform choices. • Cut and prepare vegetables safely. • Use knives, hot pans and hobs safely. • Know how to avoid cross-contamination. • Follow a method carefully. • Understand where meat comes from. • Describe the health benefits of different food groups.

SCIENCE

Living things and their habitats

Describe the differences between the life cycles of a mammal, a bird, an insect and an amphibian. • Describe the reproductive cycle of a plant. • Describe the reproductive cycle of an animal.

Working scientifically

Record data using labelled scientific diagrams and bar charts. • Draw conclusions from results and describe causal relationships in results.

MATHEMATICS

Statistics: Graphs

Read the information presented in a table and interpret its meaning. • Read and respond to tables that have a variety of data sets. • Read and interpret information provided in a line graph where a single line represents the data. • Read and interpret the information presented in a line graph where the data is represented by more than one line. • Read and interpret information presented in a table and turn it into a line graph; determine relationships between data sets.

Fractions, Decimals and Percentages: Fractions

Divide whole numbers to create fractions; create mixed numbers and improper fractions when dividing whole numbers. • Write improper fractions and mixed numbers using a number line and pictorial methods. • Find equivalent fractions using pictorial methods. • Compare and order fractions and improper fractions using the pictorial method. • Compare mixed numbers using pictorial representations. • Find common denominators where one fraction is already the common denominator for all fractions in the question. • Make number pairs (number bonds) with fractions of different denominators. • Add unlike fractions by finding a common denominator. • Add together unlike fractions where the sum is greater than 1, creating mixed numbers or improper fractions. • Add unlike fractions which create improper fractions and mixed numbers that give rise to simplification. • Subtract fractions with different denominators. • Subtract fractions from whole numbers. • Subtract fractions and mixed numbers from mixed numbers with different denominators. • Multiply fractions by whole numbers creating other fractions, mixed numbers or improper fractions. • Multiply mixed numbers by whole numbers in multi-step word problems.

Fractions, Decimals and Percentages: Decimals

Read and write decimals. • Compare tenths and hundredths written as decimals. • Order and compare decimals. • Write fractions as decimals. • Add and subtract decimals. • Add and subtract amounts in pounds and pence. • Find decimal number pairs that make a total of 1. • Add and subtract the perimeter of an object using decimals. • Round decimals to the nearest whole number. • Round decimal numbers to nearest tenth.

Fractions, Decimals and Percentages: Percentage

Compare quantities. • Compare fractions, decimals and percentages. • Convert fractions to decimals and percentages. • Convert values of an amount into percentages.

Properties and Shapes: Geometry

Know the names and qualities of acute, right, obtuse and reflex angles. • Measure angles using a protractor. • Draw, measure and add angles using a protractor. • Identify two angles which add up to a straight line. • Investigate angles that, when combined, make 360 degrees. • Draw angles using a protractor. • Draw lines and angles with a high level of accuracy. • Describe the sides and angles of both rectangles and squares. • Investigate the angles of various quadrilaterals. • Solve problems involving angles in rectangles. • Use understanding of angles to solve problems. • Investigate regular polygons.



Year 5 Curriculum Overview

SPRING TERM: PERSONAL DEVELOPMENT

RE

KEY THEMES:

Community
Relating
Giving

TOPICS:

Mission (Local Church)
Memorial Sacrifice (Eucharist)
Sacrifice (Lent/Easter)

STANDARDS:

Begin to show knowledge and understanding of: a range of religious beliefs; those actions of believers which arise as a consequence of their beliefs; the life and work of key figures in the history of the People of God; what it means to belong to a church community; religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.

Begin to show understanding of, by making links between: beliefs and sources; beliefs and worship; beliefs and life.

Begin to use religious vocabulary accurately and appropriately.

Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose.

Begin to show understanding of how their own and other's decisions are informed by beliefs and moral values.

Use given sources to support a point of view. Express a point of view and give reasons for it. Begin to arrive at judgements. Recognise difference, comparing and contrasting different points of view.

PSHE/RSHE

Rights and Respect

Understand the difference between a fact and an opinion. Understand what biased reporting is and the need to think critically about things we read.

Recognise when someone needs help.

Explain what we mean by voluntary, community and pressure (action) groups. Give examples of voluntary groups, the kind of work they do and its value.

Define the differences between responsibilities, rights and duties. Discuss what can make these difficult to follow. Identify the impact on individuals and the wider community if responsibilities are not carried out.

State the costs involved in producing and selling an item. Suggest questions a consumer should ask before buying a product.

Define the terms loan, credit, debt and interest. Suggest advice for a range of situations involving personal finance.

Growing and Changing

Show knowledge and understanding of the physical changes in puberty.

Use a range of words and phrases to describe the intensity of different feelings. Distinguish between good and not so good feelings, using appropriate vocabulary to describe these.

Explain strategies they can use to build resilience.

Explain the difference between a safe and an unsafe secret. Identify situations where someone might need to break a confidence in order to keep someone safe.

Learn from the past.

PE

Dance: Create a dance using a random structure and perform the actions showing quality and control. Understand how changing the dynamics of an action changes the appearance of the performance. Use relationships and space to change how a performance looks. Work with a group to create poses and link them together using transitions. Copy and repeat movements in the style of Rock 'n' Roll, keeping in time with the music.

Tennis: Develop returning the ball using a forehand and backhand groundstroke. Work cooperatively with a partner to keep a continuous rally. Develop the underarm serve and understand the rules of serving. Develop the volley and understand when to use it. Use a variety of strokes to outwit an opponent.

Basketball: Develop protective dribbling against an opponent. Move into a space to support a teammate. Choose when to pass and when to dribble. Track an opponent and use defensive techniques to win the ball. Perform a set shot and a jump shot.

Drumba (Mind Craft): Accurately demonstrate safe movements and motions. Describe musical and physical skills such as dynamics and stretching. Describe how to build healthy habits and a positive mindset.



Year 5 Curriculum Overview

SUMMER TERM: ARTS AND HUMANITIES

ENGLISH

Reading

Use knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction. Distinguish between statements of fact and opinion. Locate information using contents pages and indexes. Identify and discuss themes and conventions across a wide range of writing. Make comparisons within and across texts. Explain and discuss understanding through formal presentations and debates. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Writing

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. Plan writing by identifying the audience for and purpose of the writing and using similar writing as models. Note and develop initial ideas, drawing on reading and research. Consider how authors have developed characters and settings in narratives. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can enhance meaning. Describe settings, characters and atmosphere, and begin to integrate dialogue in narrative. Use a range of devices to build cohesion across paragraphs. Use some organisational devices to structure text. Evaluate and edit by assessing the effectiveness of own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects. Proof-read for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

Grammar and Punctuation

Revise how to convert between the simple past and simple present tense. Use the present perfect form and past perfect tense of verbs. Use a hyphen to join some prefixes to root words and to join two or more words together in order to avoid confusion over meaning. Understand that antonyms are words that mean the opposite and know how to construct antonyms using prefixes and suffixes. Understand what an idiom is and how they are used in informal speech and language.

Spelling

Choose the correct homophone. Spell a selection of words from the statutory Y5/6 list. Revise how prefixes (dis-, inter-, mis-, il-, im-, in-, ir-) are joined to root words and how these can alter meaning. Convert nouns and adjectives into verbs using the suffixes -ate, -ify, -ise and -en. Revise how to use the apostrophe to show plural possession or ownership. Revise how to convert adjectives into adverbs using -ly, -ily, -ly or -ally.

Editing

Evaluate and edit by restructuring or adding more to sentences with parentheses. Proof-read for punctuation errors. Edit and revise by ensuring the consistent and correct use of tense. Edit by proposing changes to vocabulary to enhance effects and intensify meaning.

Handwriting

Consolidation of Autumn and Spring objectives

ART AND DESIGN

Stained Glass

Mix colour, shades and tones with confidence building on previous knowledge. Recognise warm and cool colours. Identify and use complementary colours. Develop close observation skills using view finders. Draw complex geometric patterns. Create layered digital images from original ideas. Use filters to manipulate the colour, saturation, contrast and transparency of an image and to layer images. Explore a range of work, using an increasingly broad vocabulary to discuss similarities and differences. Create original pieces that show a range of influences and styles.

MUSIC

South and West Africa

Sing using the correct pronunciation and with increasing confidence. Play a chord with two notes, remaining in time. Maintain a part in a performance with accuracy. Play the more complicated rhythms in time with rests. Create an eight beat break and play this in the correct place.

Composition to represent the festival of colour (Theme: Holi festival)

Suggest a colour to match a piece of music. Create a graphic score and describe how this matches the general structure of a piece of music. Create a vocal composition in response to a picture and justify choices using musical terms. Create a vocal composition in response to a colour. Record compositions in written form. Work as a group to perform a piece of music.

SPANISH

Clothes

Repeat and recognise the vocabulary for a variety of clothes in Spanish. Use the appropriate genders and articles for these clothes. Describe what they and other people are wearing. Use the verb PONERSE ('to wear') in the present tense. Say what they would wear in different weather.

HISTORY

Why was winning the Battle of Britain in 1940 so important?

Evaluate a range of primary and secondary sources to explain why Britain faced the risk of an invasion in June 1940 and reach a judgment about how serious that threat was. Interpret numerical and written evidence to explain and justify why Hitler needed to defeat the British Royal Air Force before launching an invasion of Britain in 1940. Identify, describe, explain and evaluate the relative importance of the factors that contributed to Britain winning the Battle of Britain in 1940 and make a judgment as to which of these they feel were most significant. Describe and explain the reasons why King John signed the Magna Carta in 1215, and evaluate and reach a judgment about why, like the Battle of Britain, it can be considered an important turning point in British history.

A local history study

Explain how William of Normandy came to be known as William the Conqueror and give reasons for the great survey of England in 1086, which came to be known as the Domesday Book. Explore sources in order to suggest how the local area might have looked in 1086. Use a range of sources to identify when significant changes occurred in the local area. Give reasons for the Industrial Revolution of the 18th and 19th centuries and describe the changes that occurred in the local area as a result of this significant national event. Identify some key individuals from the local area and discuss the impact that they had on the area at the time. Gather evidence of the events and key individuals studied in this unit through a learning walk of the local area. Use a range of sources to establish a narrative of how the local area has changed and devise questions about the changes, in order to construct informed responses.



Year 5 Curriculum Overview

SUMMER TERM: STEM

COMPUTING

3D Modelling

Design models using online CAD software.

The Internet and the World Wide Web

Explain the difference between the WWW and the internet. Understand what is meant by IP address.

E-Safety: Cyberbullying

Identify cyberbullying and understand its consequences.

DESIGN AND TECHNOLOGY

Digital World: Monitoring Devices

Develop design criteria based on research · Understand the pros and cons of traditional and CAD modelling · Place and manoeuvre 3-D objects using CAD · Change the properties of, or combine multiple, 3-D objects using CAD · Understand the functional and aesthetic properties of plastic · Program to monitor the ambient temperature and code an alert when the temperature rises or falls outside a specified range · Explain how a product would be useful.

SCIENCE

Animals including humans

Describe how humans change as they age.

Physical processes: Forces

Explain why objects fall to Earth · Describe the effects of air resistance, water resistance and friction · Explain how mechanisms allow a smaller force to have a greater effect.

Working scientifically

Record data using labelled scientific diagrams, classification keys and tables.

MATHEMATICS

Geometry-Position and Direction: Position and Movement

Name and plot points · Describe the position of a shape following a translation · Describe movements and reflecting shapes · Describe the movement of a 2-D shape when reflected · Reflect a shape more than once.

Measurement: Measurements

Convert units of length, mass and time · Read the temperature.

Measurement: Area and Perimeter

Find the perimeter of a shape using scale diagrams · Measure the area of a shape · Estimate the area of a shape.

Measurement: Volume

Understand and find the volume of solids · Find the capacity of regular boxes · Convert units of volume · Solve word problems involving volume.

Number and Place Value: Roman Numerals

Write Roman Numerals to 1000 · Write years in Roman Numerals.



Year 5 Curriculum Overview

SUMMER TERM: PERSONAL DEVELOPMENT

RE

KEY THEMES:

Serving
Inter-relating
World

TOPICS:

Transformation (Pentecost)
Freedom and Responsibility (Reconciliation)
Stewardship (Universal Church)

STANDARDS:

Begin to show knowledge and understanding of: a range of religious beliefs; those actions of believers which arise as a consequence of their beliefs; the life and work of key figures in the history of the People of God; what it means to belong to a church community; religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.

Begin to show understanding of, by making links between: beliefs and sources; beliefs and worship; beliefs and life.

Begin to use religious vocabulary accurately and appropriately.

Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose.

Begin to show understanding of how their own and other's decisions are informed by beliefs and moral values.

Use given sources to support a point of view. Express a point of view and give reasons for it. Begin to arrive at judgements. Recognise difference, comparing and contrasting different points of view.

PSHE/RSHE

Being My Best

Identify own strengths and talents. Identify areas that need improvement and describe strategies for achieving those improvements.

Appreciate artistic freedom.

Identify people who are responsible for helping them stay healthy and safe. Identify ways to help these people.

Describe 'star' qualities of celebrities as portrayed by the media. Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life. Describe 'star' qualities that 'ordinary' people have.

Learn basic First Aid, including Sepsis awareness.

Celebrate the joy of growing physically and spiritually.

Keeping Safe

Demonstrate strategies to deal with both face-to-face and online bullying. Demonstrate strategies and skills for supporting others who are bullied.

Recognise which situations are risky. Explore and share views about decision-making when faced with a risky situation. Suggest what someone should do when faced with a risky situation.

Explain why someone might give a dare. Suggest ways of standing up to someone who gives a dare.

Describe some of the health risks caused by vaping. Understand that there are potential health risks of vaping that are not yet fully known. Use critical thinking skills when reading information. Understand that companies selling vaping products do so to make money. Describe some of the possible outcomes of taking a risk.

Identify risk factors in a given situation involving smoking and consider outcomes of risk-taking in this situation, including emotional risks. Understand the actual norms around smoking and alcohol and the reasons for common misperceptions of these.

PE

Dodgeball: Develop throwing, catching and dodging skills, and apply them appropriately to the situation. Develop blocking skills and apply these appropriately to the situation. Understand the need for tactics and identify how to create and use them. Apply rules, skills and tactics when playing in a tournament.

Cricket: Develop throwing accuracy and catching skills. Develop batting accuracy and directional batting. Develop catching skills (close/deep catching and wicket keeping). Develop overarm bowling technique and accuracy. Develop a variety of fielding techniques and to use them within a game. Develop long and short barriers and apply them to a game situation.

Rounders: Develop the bowling action and understand the role of the bowler. Develop batting technique. Make decisions about where and when to send the ball to stump a batter out. Develop a variety of fielding techniques and when to use them in a game. Develop long and short barriers in fielding and understand when to use them.

Athletics: Apply different speeds over varying distances. Develop fluency and coordination when running for speed. Develop technique in relay changeovers. Develop technique and coordination in the triple jump. Develop throwing with force for longer distances. Throw with greater control and technique.

