Year 5				*Online Safety threads through every topic	
Science & Foundation Curriculum					
Topic →	**Frozen Kingdom**	**Stargazer**	**A Child's War**	**Allotment**	**Anglo Saxons & Scots**	**Beast Creator**
Local Links	British Antarctic Survey	Institute of Astronomy	Henry Moore Foundation Stibbington: Evacuees	Map our school grounds	West Stow Anglo Saxon Village, Bury St Edmunds	Village garden survey
Science	Living things and their habitats, Food chains	Earth & Space Forces	Properties and changes of materials	Living things and their habitats	Forces and magnets	Animals including humans
Art & Design	Wire sculpture, Recycled art, Papier maché	Drawing and designing	Observational drawing Clay	Still life: painting & pastels	Illuminated letters	Photography, drawing & painting
Computing*	Understanding technology	Programming	Digital Literacy	Digital Literacy	Digital Literacy Programming	Programming
D&T	Investigation structures	Computers to control Textiles	Cooking & nutrition	Cooking and nutrition	Model making	Design and make
Geography	Locational knowledge	Physical and human features; rivers & mountains	England v Europe	North and South America Make comparisons	Locate states and cities on a map, make comparisons	Rainforests, deforestation, rainfall
History	Significant figure: Ernest Shackleton	Significant figure: Sir Isaac Newton	British History World War II	British History World War II	Britain's settlement by the Anglo Saxons & Scots	Local history study
Music	Compose, improvise and perform soundscapes	Compose, improvise and perform	Listen to, sing and perform songs	Improvise, compose and perform	Learn staff notation, play and perform	Compose, improvise and perform
PE	OAA: Co-operation, communication & consideration Dance: Cold climates	Gymnastics: Press & Go Games: Football	Games: Dodgeball Gymnastics: Pair composition	Games: Netball Dance: Dance styles	Athletics: Heptathlon Games: Cricket	Athletics: Heptathlon Games: Badminton
PSHE	How can friends communicate safely?	What makes up our identity?	How can we help in an accident for emergency?	How can drugs common to everyday life affect health?	What decisions can people make with money?	What jobs would we like?
RE	What can stories and images of deities tell us about Hindu beliefs?	What happens when we die?	Is religion what you say and what you do?	Why is Jesus an inspiration to some people?	Jesus – who do people say I am?	What can we learn from stories shared by Christians, Jews and Muslims?
Spanish	Around my school	Food, drink and special occasions	Healthy lifestyles	Healthy lifestyles	Holidays	Holidays

Year 5 Curriculum

Character Education - Year 5

Every Caldecote pupil will:

- Be responsible for the upkeep of a raised bed in the 'garden' along with their class
- Have a chance to 'dress up' for a special occasion at least once every year
- Prepare some food and then eat it as part of a celebration
- Perform in front of your class at least once every year
- Tell your class about your favourite character from a book
- Take part in a performance in the hall
- Compete in a whole school sporting competition at least once a year

"10 by 10" by the age of 10 years each Year 5 pupil will:

- Take part in a debate
- Make papier mache
- Use an OS map and go orienteering
- Do a blind folded taste test
- Write a story for Reception class
- Visit a science laboratory
- Write a speech
- Learn how to knit
- Go camping
- Experience intolerance or what it is like to be a minority group

Reading - Year 5			
Decoding	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	**Inference**	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Range of Reading	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	**Prediction**	Can make developed predictions that are securely rooted in the text.
Familiarity of texts.	Increase 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 Identify and discuss themes and conventions in and across a wide range of writing.	**Authorial Intent**	Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Poetry and Performance	Is familiar with different types of poetry e.g free verse, haiku, limerick, acrostic, personification etc.	**Non-Fiction**	Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction.
Word Meanings	Can read and understand the meaning of words with prefixes from the Year 5/6 curriculum. Can read and understand the meaning of words with suffixes from the Year 5/6 curriculum.	**Discussing Reading**	Recommend books that they have read to their peers, giving reasons for their choices. Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Provide reasoned justifications for their views.
Understanding	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Ask questions to improve understanding Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	**Accelerated Reader**	Star reader test termly to set book range and targets which are monitored weekly

Year 5 Curriculum

Year 5 Reading Assessment

Decoding	☐ I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words. ☐ I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list	Inference	☐ I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Range of Reading	☐ I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Prediction	☐ I can make developed predictions that are securely rooted in the text. ☐ I can explain characters' feelings, thoughts or reasons for their actions. ☐ I can predict what might happen in increasingly complex texts by using evidence from the text.
Familiarity of texts.	☐ I can continue to increase my knowledge and familiarity of 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 ☐ I can identify and discuss themes and conventions in and across a wide range of writing.	Authorial Intent	☐ I can identify how language, structure and presentation contribute to meaning. ☐ I can talk about how authors use language, including figurative language, and the impact it has on the reader. ☐ I can find extracts of evidence to show how an author uses cohesive techniques.
Poetry and Performance	☐ I know that there are different types of poetry e.g free verse, haiku, limerick, acrostic, personification etc. ☐ I can prepare poems and plays to read aloud and perform. ☐ I can change my voice to make them sound more interesting to listen to and to make the meaning clear.	Non-Fiction	☐ I can distinguish between statements of fact and opinion. ☐ I can retrieve, record and present information from non-fiction
Word Meanings	☐ I can read and understand the meaning of words with prefixes from the Year 5/6 curriculum. ☐ I can read and understand the meaning of words with suffixes from the Year 5/6 curriculum. ☐ I can understand what I am reading by checking the book makes sense and finding the meaning of new words. ☐ I can ask sensible and interesting questions about the texts to help me understand them more.	Discussing Reading	☐ I can recommend books I have read to my peers, giving reasons for my choices. ☐ I can participate in discussions about books, building on my own and others' ideas and challenging views courteously. ☐ I can explain and discuss my understanding of what I have read, including through formal presentations and debates. ☐ I can provide reasoned justifications for my views. ☐ I can write or give a detailed book review including reasons why I would recommend the book.
Understanding	☐ I can check that the book makes sense discussing my understanding and exploring the meaning of words in context. ☐ I can ask questions to improve understanding. ☐ I can summerise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	AR	Pupils in KS2 use the accelerated reader programme. They have star reader tests followed by close monitoring of the AR numbered books.

Year 5 Curriculum

Writing - Year 5			
Transcription		**Composition**	
Handwriting	**Spelling**	**Vocabulary, grammar and punctuation**	**Structure and purpose**
Evidence: -Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.) -Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.	Sufficient evidence shows the ability to… -Write from memory, dictated sentences which include words from the ks2 curriculum. -Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5- 6 e.g. cious, cial, ant, ent, ance, ence. -Spell correctly words with letters which are not sounded e.g. knight, solemn. -Use a hyphen to join a prefix to a root e.g. re-enters. -Spell some homophones from the YR 5-6 spelling appendix. -Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6.	Sufficient evidence shows the ability to… -Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose. -Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes. -Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must. -Usually maintain correct tense. -Begin to recognise active and passive voice. -Identify and select determiners. -Choose vocabulary and grammar to suit formal and informal writing, with guidance. -Use vocabulary which is becoming more precise. Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.	Sufficient evidence shows the ability to… -Discuss and develop initial ideas in order to plan and draft before writing. -Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense. -Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.) -Use a range of presentational devices, including use of title, subheadings and bullet points. -Use dialogue to indicate character and event. -Describe characters, settings and plot, with growing precision. -Find key words and ideas; begin to write a summary. -Evaluate own and others' writing; with direction, proof read, edit and revise

Year 5 Curriculum

	Year 5 writers should be able to		
Aspect	**Autumn**	**Spring**	**Summer**
Handwriting	Choose which shape of letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters Choose the writing implement that is best suited for a task eg notes, letters etc		
Composition	Show that their writing aims for a range of audiences and the purpose of their writing is to inform, entertain or persuade Organise writing into paragraphs to show different information or events	Link ideas within paragraphs – connecting adverbs and adverbial for time (when), place (where) how (as/with) Develop characters through action, description and dialogue Add well-chosen detail to interest the reader	Show their settings are used to not only create atmosphere but also to indicate a change Models from their own reading are often used or integrated into their own writing Manage shifts in time and place effectively and guide the reader through these
Grammar	Ensure correct and consistent use of tense throughout a piece of writing Start sentences in different ways Use a thesaurus for alternative word choices	Use stylistic devices to create effects in writing Use modal verbs or adverbs to indicate degrees of possibility Use relative clauses beginning with who, which, where, when, whose that or an implied form Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Use the perfect form of verbs to mark relationships of time and cause Choose words for deliberate effect and use them thoughtfully and with precision
Punctuation	Use commas to clarify meaning or avoid ambiguity in writing	Use colons to introduce a list Use inverted commas and other punctuation to accurately indicate direct speech	Use brackets, dashes or commas to indicate parenthesis

Year 5 Curriculum

Spelling	Form verbs, with prefixes for example dis- de- mis- over- and re- Use the first three or four letters of a word to check spelling, meaning or both in a dictionary Proof read work for spelling and punctuation errors	Spell some complex words with silent letters Convert nouns and adjectives into verbs by adding a suffix eg –ate –ise-ify Distinguish between homophones and other words which are often confused	Spell identified commonly misspelt words from Y5 & 6 list

Maths - Year 5

Number and place value	• Numbers to at least a million • Negative numbers • Roman numerals to 1,000 (M) • Rounding	Addition & subtraction	• Addition and subtraction of numbers with more than 4 digits • Four operations with decimals	**Calculation** **Pupils consolidate these strategies and choose the most efficient methods for their calculation in Y5**
Multiplication and Division	• All X tables • Count in 10s, 100s, 1000s... • Combining addition, subtraction, multiplication and division	Fractions and decimals	• Compare, order and simplify fractions • Compare, order and find equivalent fractions	• Column addition and subtraction

Year 5 Curriculum

	• Factors, multiples, prime numbers, prime factors and composite numbers • Square² numbers • Cube³ numbers • Multiply 4 digit by 1 or 2 digit numbers • Divide 4 digit by 1 digit including remainders			• Introduction to adding and subtracting fractions with different denominations • Multiply proper fractions and mixed numbers by whole numbers • Rates and scaling by fractions • Introduction to Percentages • Thousandths	• Bar modelling • Short multiplication • Short division 'bus stop' method • Grid method multiplication • Rounding, estimation and inverse to check calculations
Measurement	• Converting metric and simple imperial units • Further converting between units of time • Perimeter and area • Exploring capacity and volume • Use approximate equivalences and estimation	**Geometry**	• Exploring 2D representations of 3D shapes • Drawing, measuring, comparing and finding angles • Acute, obtuse and reflex angles • Angles around a point 360ᵖ and on a straight line 180ᵖ • Regular and irregular polygons • Reflection and translation • Coordinates in 2 quadrants
Statistics	• Line graphs and tables and timetables

Year 5 Curriculum

Our Year 5 mathematicians should be able to

Number and place value
- Count forward and backwards in steps of powers of 10 for any given number up to 1,000,000
- Interpret negative numbers in context, count forwards and backwards with positive and negative numbers, including through zero
- Read Roman numerals to 1000 and recognise years written in Roman numerals
- Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000

Addition & subtraction
- Add and subtract numbers mentally with increasingly large numbers
- Add and subtract whole numbers with more than 4 digits, including using formal column methods
- Use rounding to check answers and determine, in the context of the problem, levels of accuracy
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Multiplication and Division
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- Multiply and divide numbers mentally drawing upon known facts
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers and establish whether a number up to 100 is prime and recall prime numbers to 19
- Multiply numbers up to 4-digits by a 1-digit or 2-digit number using a formal written method, including short multiplication for 2-digit numbers
- Divide numbers up to 4-digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context
- Multiply and divide whole numbers and those involving decimals by 10,100 and 1000
- Solve problems involving addition, subtraction, multiplication and a combination of these, including understanding of the equals sign
- Solve problems involving multiplication and division using knowledge of factors and multiples, squares and cubes
- Recognise and use square and cube numbers and use notation squared² and cubed³
- Solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates

Fractions and decimals
- Count up and down in thousandths and recognise that thousandths arise from dividing an object, number or quantity into 1000 equal parts
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- Read and write decimal numbers as fractions eg, 0.71 = 71/100
- Recognise mixed numbers and improper fractions and convert from one form to the other
- Compare and order fractions whose denominators are all multiples of the same number
- Round decimals with two decimal places to the nearest whole number and to one decimal place
- Read, write, order and compare numbers with up to three decimal places
- Recognise the percent symbol (%) and understand that percent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal

Statistics
- Complete, read and interpret information in tables, including timetables
- Solve comparison, addition and difference problems using information presented in a line graph

Measurement
- Measure and calculate the perimeter of composite rectangular shapes in cm and m
- Calculate and compare the area of rectangles (including squares), and including using standard units, square cm (cm²) and square m (m²) and estimate the area of irregular shapes
- Estimate volume (eg, using 1cm³ blocks to build cuboids) and capacity (eg, using water)
- Convert between different units of metric measure – km/m, cm/m, cm/mm, g/kg, l/ml
- Solve problems involving converting between units of time
- Use approximate equivalences between metric units and common imperial units such as inches, pounds and pints

Geometry
- Know angles are measured in degrees
- Estimate and compare acute, obtuse and reflex angles
- Identify angles at a point on a straight line and ½ a turn as 180º
- Identify angles at a point and one whole turn as 360º
- Identify multiples of 90º
- Draw given angles and measure them in degrees
- Identify, describe and represent the position of a shape following a reflection or translation using the appropriate language and know that the shape has not changed
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles
- Identify 3D shapes, including cubes and other cuboids, from their 2D representations
- Use the properties of rectangles to deduce related facts and find missing lengths and angles

Year 5 Curriculum

Science – Year 5

Area of science		Key question	Big idea	Key Vocabulary	Enquiry type	Working Scientifically
Biology	Living things	If life has existed for billions of years, why are there still people alive today?	Living things are special collections of matter that make copies of themselves One of the results of sexual reproduction is that offspring are never exactly like their parents	**Fertilisation** **Stamen** **Reproduction** **Stigma** **Style** **Asexual** **Ovary** **Metamorphis** **Pistil**	Finding out using a wide variety of secondary sources Noticing patterns Grouping and classifying	☐ **Plan and set up** an investigation ☐ Understand the difference between **comparative** (discrete data) and **fair tests** (continuous data) ☐ Know what **variables** are in a given enquiry and **isolate** them ☐ Use all **measurements** set out in **Year 5 mathematics** which includes converting different units of metric measure ☐ Use **scientific instruments** accurately e.g. thermometer, rain gauge, spring scales, lux meter ☐ **Record and present** data in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs ☐ Use **data** generated to help **make sense of the investigation** ☐ Use information gleaned from investigations to make **predictions** for further comparative and fair tests ☐ Create **new investigations** which take into account what has been learned previously ☐ **Present** information using IT such as power-point and iMovie ☐ Use written methods to **report findings** and include diagrams where appropriate ☐ **Orally present** findings to other students in the class ☐ Clear about what has been found ☐ **Evaluate** investigation ☐ Identify **causal relationships** ☐ Aware that the outcome from an enquiry needs to be supported with **scientific knowledge** and state whether the evidence **supports or refutes** an argument or theory ☐ Give an example of something that has been focused on e.g. how much easier it is the lift a heavy object using pulleys using **scientific theories to support this theory**
	Animals including humans	What is it like to be old in the UK? (C4L link)	All living things will at some stage carry out the life processes of respiration, reproduction, feeding, excretion, growth and developments and will eventually die	**Foetus** **Fertilised** **Embryo** **Adolescent** **Womb** **Development** **Gestation** **Puberty** **Life expectancy**	Finding out using a wide variety of secondary sources Recognising changes over different periods of time	
Chemistry	Materials	Is it possible to separate even very small things like sand, salt and stones?	Matter can change if the arrangement of their building blocks changes. (In this case, dissolving, breaks the bonds between building blocks.)	**Solution** **Conductivity** **Sediment** **Spencer Silver** **Acid** **Ruth Benerito** **Thermal** **Soluble/Insoluble** **Irreversible/Reversible**	Noticing patterns Comparative and fair tests Identify and classify	
Earth Science	Earth and space	What shape is the moon and does it change?	The Earth rotates on an axis lying north to south and this motion makes it appear that the Sun, Moon and stars are moving round the Earth. Rotation causes day and night and the axis varies day length and seasons	**Rotation** **Spherical** **Celestial** **Geocentric** **Orbit** **Heliocentric** **Solar system** **Weight/Mass**	Observing changes over periods of time Noticing patterns Finding out using secondary sources	
Physics	Forces	How do parachutes work? Does the shape of a boat matter?	A force acting on an object is not perceived directly but is detected by its effect on the object's motion or shape	**Air resistance** **Springs** **Water resistance** **Pulleys** **Levers** **Gravity** **Gears** **Magnetic force** **Mechanisms** **Displacement**	Comparative and fair tests Grouping and classifying	

Year 5 Curriculum

Area of science		Year 5 Scientists should be able to
Biology	Living things	☐ Present their understanding of the life cycle of a range of animals and plants in different ways e.g. drama, pictorially, chronological reports, creating a game ☐ Identify patterns in life cycles ☐ Compare two or more animal life cycles (mammal, amphibian, insect and bird) ☐ Explain the difference between sexual and asexual reproduction and give examples of how plants reproduce in both way
Biology	Animals including humans	☐ Create a timeline to indicate the stages of growth in humans ☐ Explain the changes that takes place in boys and girls during puberty ☐ Describe how a baby changes physically as it grows and also what it is able to do ☐ Use the office for national statistics information to discuss some of the challenges that face older citizens of the UK.
Chemistry	Materials	☐ Create a chart or table grouping/comparing everyday materials by different properties e.g. conductivity, response to magnets, solubility and transparency ☐ Can use test evidence gathered about different properties to suggest an appropriate material for a particular purpose ☐ Explain what dissolving means, giving examples and group solids based on their observations when mixing them with water ☐ Name equipment used for filtering, sieving and evaporating ☐ Use knowledge of liquids, gases and solids to suggest how materials can be recovered from solutions or mixtures by evaporation, filtering or sieving ☐ Explain the results from their investigations involving dissolving and irreversible change ☐ Provide examples of changes which result in the formation of new materials and understand that these are usually irreversible (burning and the reaction of acid on bicarbonate of soda)
Physics	Earth and space	☐ Show using diagrams the movement of the Earth in relation to the Sun and the Moon relative to the Earth ☐ Describe the Sun as approximately spherical bodies ☐ Explain how day and night occur and the apparent movement of the Sun across the sky ☐ Can explain how a sundial works ☐ Describe, using a model, why we have time zones ☐ Can describe the arguments and evidence used by scientists in the past
Physics	Forces	☐ Demonstrate the effect of gravity acting on an unsupported object ☐ Explain how gravity impacts our lives ☐ Give examples of friction, water resistance and air resistance and explain results from investigation ☐ Provide examples of when it is beneficial to have high or low friction, water resistance and air resistance ☐ Create parachutes, changing a variable to try to isolate what is needed for an effective parachute (e.g. changing parachute material, size, shape, etc) ☐ Create paper boats, testing different sizes while keeping other variables the same (or testing different shapes). ☐ Demonstrate how pulleys, levers and gears work ☐ Explain how levers, pulleys and gears allow a smaller force to have a greater effect

Year 5 Curriculum

Art & Design - Year 5

Year 5

Area of Computing		Key Understanding and skills	Vocabulary	Implementation					Online Safety
Computer Science/ IT /Digital Literacy	Understanding Technology	To understand how search results are ranked, including an understanding of the relevance and importance in finding and presenting results. To understand and explain how networks work. To understand the range and use of the services offered by the Internet (as well as, e.g. email and VoIP services such as Skype)	Intranet LAN (local area network) WAN (wider area network) Server Relevance Fact/opinion Authenticity Reliability	Use topic based plugged and unplugged activities to support learning. Explore how networks work to solve problems such as comparing and sorting data. Think about observing or exploring sorting Algorithms before moving onto sorting techniques					**Core Objectives**: To understand the need to make choices when using technology, and to understand that not everything is reliable. **Year 5 Understanding and skills**: I follow the schools safer internet agreement, understand the need for these rules and make safe choices. I know what to do if I discover/ receive something inappropriate/ malicious. I understand what a digital footprint is and know that anything that I put online can be difficult to remove. I can make and manage strong passwords. I understand the risks involved with putting personal information online. I know not to meet someone that I have only met online. I understand that some websites/ pop ups can be for commercial gain. I understand that some online material is copyrighted and I reference sources. I confidently and competently use the internet as a search tool.
	Digital Literacy	To plan and create in a sustained way, a piece of art using a paint program. Explain what does/ doesn't work well. To collect, evaluate & present information in different ways. To use audio to enhance a piece of work. To digitally manipulate audio to create a desired effect. To create and edit a film.	Function key names for Paint Package Screen effect Thumb nail Screen draft Editing Digitally Manipulating Impact audio/video	Create a piece of art using a paint program; plan and develop ideas, in a sustained way, experiment with shade, shape, pattern, screen effects, marks and lines and put into some finished works of art; start with screen drafts/ jottings and work towards tangible works of art. Give opportunities to explain what works well digitally, what doesn't and how technology can support artistic expression/ learning. Put finished work into their choice of PPT/film. Learn how to digitally manipulate audio to create a desired effect, including editing unwanted sections of a recording, copying and pasting sections and digitally manipulating volume. Use a selection of apps / tools to create and record their own music tracks and embed them into other kinds of presentations or films. Eg use Garageband APP to create music to accompany their own film linked to their topic, thinking carefully about the impact on the audience.					**Key Vocabulary:** **Malicious** **Remove** **Secure** **Online material** **Reference**
	Programming	To plan and carry out their own programming project. To use decomposition. To use technology to control an external device/system. To design algorithms that use sequence, selection and repetition. To use forms of input and output. To develop programs that has specific variables. To analyse and evaluate a project using information learned to inform future designs.	Simulation External Device Physical System Input Output Design Brief Decomposition	**Scratch:** Open ended Scratch project to develop a program with a given brief. It should also include the use of a physical system eg a Makey Makey board, LED lights and forms of input & output. Use decomposition to break up and solve problems.					

Year 5 Curriculum

Computing - Year 5

Area of Computing		Key Understanding and skills	Vocabulary	Implementation	Online Safety
Computer Science/ IT /Digital Literacy	Understanding Technology	To understand how search results are ranked, including an understanding of the role of 'relevance' and 'importance' in finding and presenting results. To understand and explain how networks work. To understand that the web is just one of the services offered by the Internet (as well as, e.g. email and VoIP services such as Skype)	**Intranet** **LAN (local area network)** **WAN (wider area network)** **Server** **Relevance** **Fact/opinion** **Authenticity** **Reliability**	Use topic based plugged and unplugged activities to support learning. Explore in more detail how networks work to efficiently solve problems such as comparing and sorting data. Think about observing or exploring sorting Algorithms before moving onto simulating this kind of process.	**Core Objectives**: To understand the need to make choices when using technology and to understand that not everything is safe. **Year 5 understanding and skills**: I follow the schools safer internet agreement, understand the need for these rules and make safe choices. I know what to do if I discover/ receive something inappropriate/ malicious. I understand what a digital footprint is and know that anything that I put online can be difficult to remove. I can make and manage strong passwords. I understand the risks involved with putting personal information online. I know not to meet someone that I have only met online. I understand that some websites/ pop ups can be for commercial gain. I understand that some online material is copyrighted and I reference sources. I confidently and competently use the internet as a search tool. **Key Vocabulary:** **Malicious** **Remove** **Secure** **Online material** **Reference**
	Digital Literacy	To plan and create in a sustained way, a piece of art using a paint program. Explain what does/ doesn't work well. To collect, evaluate & present information in different ways. To use audio to enhance a piece of work. To digitally manipulate audio to create a desired effect. To create and edit a film.	**Function key names for Paint Package** **Screen effect** **Thumb nail** **Screen draft** **Editing** **Digitally Manipulating** **Impact audience**	Create a piece of art using a paint program; plan and develop ideas, in a sustained way, experiment with shade, shape, pattern, screen effects, marks and lines and put into some finished works of art; start with screen drafts/ jottings and work towards tangible works of art. Give opportunities to explain what works well digitally, what doesn't and how technology can support artistic expression/ learning. Put finished work into their choice of PPT/film. Learn how to digitally manipulate audio to create a desired effect, including editing unwanted sections of a recording, copying and pasting sections and digitally manipulating volume. Use a selection of apps / tools to create and record their own music tracks and embed them into other projects such as presentations or films. Eg use Garageband APP to create music to accompany their own film linked to their topic, thinking carefully about the impact on the audience.	
	Programming	To plan and carry out their own programming project. To use decomposition. To use technology to control an external device/ system. To design algorithms that use sequence, selection and repetition. To use forms of input and output. To develop a program that has specific variables. To analyse and evaluate a project using information learned to inform future choices.	**Simulation** **External Device** **Physical System** **Input** **Output** **Design Brief** **Decomposition**	**Scratch:** Open ended Scratch project to develop a program with a given brief. It should also include the use of a physical system eg a Makey Makey board, LED lights and forms of input & output. Use decomposition to break up and solve problems.	

Year 5 Curriculum

Our Year 5 computer users should be able to

Programming:
- Combine sequences of instructions and procedures to turn devices on and off
- Use technology to control an external device
- Design algorithms that use repetition & 2-way Selection
- Use understanding to inform future choices

Understanding Technology
- Analyse & evaluate information
- Understand how search results are selected and ranked

Digital Literacy
- Understand that you have to make choices when using technology and that not everything will work or is appropriate
- Plan, create and evaluate digital art work
- Edit a film and add audio to enhance work

A safe computer user in Year 5

Knowledge and Understanding
- Discuss the positive and negative impact of the use of ICT in own life, with friends and family
- Understand the potential risk of providing personal information online
- Recognise why people may publish content that is not accurate
- Understand that some of the material on the internet is copyrighted and may not be copied or downloaded
- Understand that some messages may be malicious and know how to deal with this
- Understand that online environments have security settings, which can be altered, to protect the user
- Know how to report any suspicions in school, at home and in the wider community.

Skills
- Make safe choices about the use of technology
- Create strong passwords and manage them so that they remain strong
- Competently use the internet as a search tool
- Reference information sources

Year 5 Curriculum

Design & Technology -Year 5

Design, make, evaluate and use technical knowledge

Food	Materials	Textiles	Electrical and Electronics	Construction	Mechanics	Computing	Key Vocab / Learning Concepts
Understand the importance of correct storage and handling of ingredients Measure accurately Demonstrate a range of baking and cooking techniques Create and refine recipes, including ingredients, methods, cooking times and temperature	Cut materials with precision and refine the finish with appropriate tools such as sanding wood after cutting Show an understanding of the qualities of materials to choose appropriate tools to cut and shape such as the nature of fabric may require sharper scissors than would be used to cut paper	Create objects such as a cushion that employ a seam allowance Use qualities of materials to create suitable and tactile effects in the decoration of textiles such as soft decoration for comfort on a cushion	Create circuits using electronic kits that employ a number of components such as LEDs, resistors, transistors and chips	Develop a range of practical skills to create products such as cutting, drilling and screwing, nailing, gluing and sanding	Use innovative combinations of electronics or computing and mechanics in product design	Write code to control and monitor models of products	**Insulation** **Shelter** **Theme, Pattern, Embroidery thread** **Nutrition, Balance** **Shortage, Substitute** **Eye-holes, Rushes, Thatch** **Junior hacksaw, Block, Corner** **Triangular support** **Cutting, shaping, joining, finishing** **Diagrams, annotations** **Back stitch, cross stitch, daisy stitch etc**

Year 5 Designers should be able to

- Come up with a range of ideas after collecting information from different sources
- Produce a detailed, step-by-step plan
- Suggest alternative plans; outlining the positive features and draw backs
- Explain how a product will appeal to a specific audience
- Evaluate appearance and function against original criteria

Year 5 Curriculum

| ▪ Use a range of tools and equipment competently | - Show that they can be both hygienic and safe in the kitchen |

Year 5 Curriculum

Geography - Year 5

A Year 5 Geographer should be able to

1. Know, name and locate the capital cities of neighbouring European countries
2. Know the countries that make up the European union
3. Know about, name and locate many of the world's most famous mountainous regions
4. Know why most cities are situated by rivers
5. Know about the course of a river
6. Name and locate many of the world's most famous rivers
7. Know why ports are Important and the role I play In distributing goods around the world
8. Know what Is meant by a biome and what are the features of a specific biome
9. Know the names of a number of, and locate, a number of South and North american countries
10. Label layers of a rainforest
11. Know what deforestation means
12. Know how to use graphs to record features such as temperature or rainfall across the world

Topic →	Locational Knowledge	Rainforests (compare with other biomes)	Mountains, rivers and ports	North and South america
Skills Covered	1, 2, 9, 12	8,10, 11, 12	3, 4, 5, 6	9
Activity Ideas/ Context	Locate the countries and capitals of Europe on maps, atlases and globes	Locate and label the world's rainforests What does deforestation mean? Rainfall study	Locate the world's mountains, rivers and ports on maps, atlases and globes	Locate states and cities on a map Make comparisons
Vocabulary	**Arctic circle** **Antarctica** **Longitude / latitude** **Northern / Southern hemisphere** **Equator** **Tropic of capricorn** **Tropic of Cancer** **Prime/greenwich meridian – time zones** **Climate change** **Global warming**	**Biome** **Landscape** **Rainforest** **Deforestation** **Biodiversity** **Climate** **Camouflage** **Tropical** **Extinct** **Development** **Human Impact**	**Mountainous** **Mountain range** **Summit** **Foot** **Contour** **Face** **Ridge** **Plateau** **Names of world's mountains** **Names of world's rivers** **Port** **Distribute (goods)**	**Key countries of North and South america** **Land use** **Settlement** **Trade** **Natural Resources** **Energy, food, minerals**

Year 5 Curriculum

History - Year 5		
Key Content	British History: World War II 1939-1945	Britain's settlement by the Anglo Saxons and Scots
Topic	A Child's War	
Key Vocab	Blitz, Blackout, Air raid, Anderson/Morrison/ air raid shelters, Kinder transport Jewish, Evacuee, Concentration camp, Holocaust, Nazi, Star of David	Conflict, Conqueror, Opponent, Oppression, Succession, Invaders, Raiders, Paganism, Conversion Monastery

Historical skills		
	Investigating & Interpreting	- Compare accounts of events from a fiction source and a non-fiction source. Discuss the similarities and differences between two and express reasons for these. - Begin to identify primary and secondary sources. - When using evidence to build a picture of a period of time, select sources appropriate to the theme being studied e.g. a newspaper report about factory expansion when studying the industrial revolution. - Understand what constitutes an 'economic', 'cultural', 'social', 'religious', 'technological' and 'political' change. **See source work guidelines**
	Chronology	- Know and sequence key event of time studied. - Make comparisons between different times in the past. - Study different aspects of different people, such as the differing ideas, beliefs, attitudes and experiences of men, women and children within a time period. - Examine causes and results of great events and confidently articulate the impact on people. - Compare life in 'early' and 'late' times studied. - Compare an aspect of life with the same aspect in another historic period. - Identify periods of rapid change and contrast with times of relatively little change.
	Communicating & Presenting	- Use the following vocabulary: **Names of time periods** **Era** **Primary source** **Secondary source** **Early modern** **Social** **Cultural** **Political** **Technological** **Economic** - Communicate their knowledge through a variety of mediums such as discussion, pictures, drama, model-making, extended writing pieces, whole-class presentations and debates.

Significant People /Events	Anne Frank, Winston Churchill, Neville Chamberlain, Adolf Hitler	King Raedwald (probable identity of person buried at Sutton Hoo)

Year 5 Curriculum

Year 5 Historians should

Anglo Saxons and Scots
- Know where the Anglo-Saxons came from
- Know at least two famous Anglo-Saxons
- Use a time line to show when the Anglo-Saxons were in England
- Know the link between Anglo-Saxons and Christianity
- Know that many Anglo-Saxons were farmers
- Know that the Anglo-Saxons gave us many of the words we use today

General
- Describe events from the past using dates when things happened
- Know how an event or events from the past has shaped our life today
- Draw a timeline with different historical periods showing key historical events or lives of significant people
- Know how crime and punishment has changed over a period of time
- Know how Britain has had a major influence on the world
- Know how the lives of wealthy people were different from the lives of poorer people

Year 5 Curriculum

Spanish - Year 5

Listening	Speaking	Reading	Writing	Intercultural understanding
Understand the main points from a spoken passage made up of familiar language eg: • short rhyme or song • basic telephone message • weather forecast	Know how to pronounce all single letter sounds. Show an awareness of sound patterns. Be clearly understood. Ask and answer simple questions eg: • taking part in an interview/survey about pets/favourite food • talking to a friend about hobbies Talk about personal interests	Understands the main point(s) from a short written text eg: • simple messages on a postcard/in an email Match sound to print by reading aloud familiar words and phrases. Use a book or glossary to find out the meanings of new words.	Write a few short sentences with support using language already learnt eg: • postcard • simple note or message • identity card Spell words that are readily understandable.	Respect and understand cultural diversity. Understand how symbols, objects and pictures can represent a country.

Half-Termly Coverage

Suggested Activities	Around my school School subjects, equipment, rooms round the school, clothes: uniform, numbers.	Food and drink and special occasions likes and dislikes, instructions, Christmas	Healthy Lifestyles Sports, hobbies, likes and dislikes, frequency words	Holidays: Places to go on holiday, holiday activities, things to take on holiday, transport, weather
Key Vocabulary	aula la clas biblioteca la cafeteria el pupitre la sala de profesores la pizarra el despacho del director / de la directora La ropa un jersey una sudadera un vestido una falda una camisa una camiseta unos pantalones unos vaqueros unos zapatos unas zapatillas deportivas una gorra un sombrero unos calcetines una chaqueta	me gusta me encanta no me gusta no me encanta ¿Qué te gusta comer y beber? Espagueti el queso el jamón el pan los bocadillos la pasta la ensalada la fruta las hamburguesas las patatas fritas	¿Qué deportes te gustan? me encanta me gusta mucho me gusta bastante no me gusta odio el ciclismo el atletismo la gymnasia la natación el fútbol el tenis el hockey el rounders ¿Qué instrumentos te gustan? ¿Qué intrumentos sabes practicar? Sé tocar el piano el violín el teclado el tambor el cajón la guitarra la trompeta la flauta la zampoña	Cuando estás de vacaciones,¿Qué prefieres? la playa las montañas el verano el invierno un hotel un camping relajarte ser activo practicar deportes ¿Quétiempohace? El tiempo El pronóstico del tiempo Hace … buen tiempo Calor fresco Frío mal tiempo Sol viento Niebla buen tiempo Hay… Niebla tormenta Llueve Nieva Cuando hace buen tiempo…

Year 5 Curriculum

A Year 5 international speaker can
- hold a simple conversation with at least 4 exchanges   - use their knowledge of grammar to speak correctly   - understand a short story or factual text and note the main points   - use the context to work out unfamiliar words   - write a paragraph of 4-5 sentences   - substitute words and phrases

Music - Year 5

Featured Composers: Gustav Holst (1874-1934) & Mason Bates (1977-)

	Performing	Improvising and Composing	Listening and reviewing	History of Music
Skills – What?	Confidently sing part songs with control and dynamics Play percussion instruments with an understanding of pitch, 2, 3, 4 metre and syncopated rhythms Accurately maintain an independent part within a group, instrumental and vocal performance Read and play at least 5 notes on an instrument	Represent sounds on a graphic score with symbols for group performance with an awareness of balance, tempo and dynamics. Group soundscape composition with instruments, vocals and conductor Compose 4 bars of music using up to 5 notes with an understanding of note value, time signature and melody Staff notation- recognise notes on the stave and note values – semi quaver, quaver, crotchet, minim and semibreve	Describe and give opinions of the music heard and with confident use of an extended range of musical terminology Discuss ways to improve the compositions of others using musical dimensions as a guide.	Recognise the work of at least one composer Contrast the work of a famous composer with another and explain preferences e.g. Holst/Mason Bates Place different compositions listened to on a timeline
Inter-related dimensions	- Pitch – identify steps, leaps and repeated notes. Identify a major scale pattern and use pitch knowledge to recreate a piece on tuned instruments - Duration – understand 2. 3. 4 metre and how rhythms fit in to a steady beat. Recognise and use a syncopated rhythm. - Dynamics – understand how a wider range of dynamics can be used for expressive effect - Tempo – understand how a wider range of tempi can be used for expletive effect - Timbre – discuss the quality of voice of vocal and instrumental pieces. Identify families of instruments and ensemble combinations e.g. choir, samba - Texture – begin to understand different types of harmonies –simple parts, use of chords - Structure – develop an understanding of conventional musical structure e.g. repeat signs, coda, drone ostinato, theme and variations			
Possible Coverage	Warms ups. Copy, follow and play rhythms using semi quavers, quavers, crotchets, minims, semibreves Play rhythm games with 2, 3, 4 metre and syncopated rhythms. Learn and perform World War 2 songs Learn and play recorder using notation Perform group compositions inspired by Mason Bart – Anthology of Fantastic Zoology On-going singing assemblies Key Stage Performance	Northern Lights inspired soundscapes with instruments, vocals and conductor Create graphic score Create Space inspired music and lyrics using tuned and un tuned instruments Blitz composition – create and notate at least 4 bars. Composition inspired by Mason Bart – Anthology of Fantastic Zoology	Aut 2 - Listen to and review Holst 'The Planets – Mars' (BBC Ten Pieces) Spring -Listen to a range of WW2 songs and music – compare and contrast Summer – Extended piece - Listen to and study Mason Bart – Anthology of Fantastic Zoology (BBC Ten Pieces)	Link listening to previous learning e.g. Holst Place different compositions listened to on a timeline Learn about the historical importance of WW2 songs and music
Key Vocabulary	**Syncopation** **Canon** **Phrasing** **Expression** **Articulation** **Ensemble**	**Treble clef/bass clef** **Semiquaver** **Time signature** **Coda** **Motif** **Accent**	**Ensemble** **Palindrome** **Retrograde** **Faster/slower – accelerando/ritardando**	**Musical periods – classical, modern** **Timeline**

Year 5 Curriculum

Year 5 Musicians should know how to
▪ Breathe in the correct place when singing
▪ Maintain their part whilst others are performing their part
▪ Improvise within a group using melodic and rhythmic phrases
▪ Change sounds or organise them differently to change the effect
▪ Compose music which meets specific criteria
▪ Use notation to record groups of pitches (chords)
▪ Use their music diary to record aspects of the composition process
▪ Choose the most appropriate tempo for a piece of music
▪ Describe, compare and evaluate music using musical vocabulary
▪ Explain why they think music is successful or unsuccessful
▪ Suggest improvement to their own work and that of others
▪ Contract the work of a famous composer with another, and explain their preferences

PSHE - Year 5		
Relationships	**Health & Well-Being**	**Living in the Wider World**
How can friends communicate safely? Friendships; relationships; becoming independent; online safety.	**What makes up our identity?** Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes. **How can we help in an accident or emergency?** Basic first aid, accidents, dealing with emergencies. **How can drugs common to everyday life affect health?** Drugs, alcohol and tobacco; healthy habits.	**What decisions can people make with money?** Money; making decisions; spending and saving. **What jobs would we like?** Careers; aspirations; role models; the future.
SMSC (spiritual, moral, social and cultural) development throughout the year		
On- going- Mindfulness / Calming - Reflection time to be included within the weekly timetable of all year groups		
Possible Evidence		
Managing friendships and peer influence. Physical contact and feeling safe. Responding respectfully to a wide range of people; recognising prejudice and discrimination.	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies. Personal identity; recognising individuality and different qualities; mental wellbeing. Keeping safe in different situations, including responding in emergencies, first aid and FGM.	Protecting the environment; compassion towards others. How information online is targeted; different media types, their role and impact. Identifying job interests and aspirations; what influences career choices; workplace stereotypes.
Key Vocabulary		
Polite **Respect** **Love** **Similar** **Different** **(Correct Terminology for body parts)**	**Healthy** **Hygiene** **Medicine** **Accident** **Emergency**	**Spending** **Saving** **Needs** **Wants** **Local & Global Environment**

Year 5 Curriculum

PE - Year 5

Themes	Skills	Key Vocabulary
Dance		
Cold climates *	To improvise and create own choreography	**Stillness** **Formation**
	Can time my movements in line with a piece of music	**Expression**
Dance Styles *	To dance fluently with clear and precise movements, the correct posture and range of technique	**Relationship**
		Posture
Gymnastics		
Press and Go*	To develop sequences when working with a group.	**Floor**
	To increase the complexity of performances.	**Jumps – straddle Spin**
Pair composition*	To use core strength to make movements extended, pointed, fluent and controlled.	**Roll (teddy bear and dish)**
	To make use of all available space.	
	To ensure performances use previously taught and new skills (canon, mirror, unison, floor, apparatus, jumps, rolls, shapes and balances)	
Games		
Football *	To identify tactics to gain possession	**Football Dodgeball / Benchball**
Netball *	To develop team communication and dynamics to paly effectively.	Tackle Catcher
Dodgeball / benchball	To develop speed of passing.	Opposition Middle line
Cricket	To develop techniques to pass, dribble and shoot.	Retriever
Badminton	To identify spaces to move into and call from when attacking	
	To mark players effectively and defend a space	
Athletics		
Heptathlon*	To triple jump	**Refine / Develop**
	To refine and further develop a variety of running, jumping and throwing techniques	**Take off / Landing**
	To set targets and monitor progress	
Outdoor and Adventurous Activities		
Co-operation, communication and consideration*	To follow a map in an unfamiliar location	**Direction**
	To use clues and a compass to navigate a map	**Compass**
	To build shelters using natural and basic resources	
Knowledge and understanding of health, fitness and the body		
To understand and explain the impact of a good warm up on their performance and sporting ability		**Injury**
To understand and explain the risk of not completing a warm up and cool down		**Stamina**
To explain which muscles they need to stretch and focus on during warm up and cool downs		

Year 5 Curriculum

A Year 5 sports person should be able to

Dance:
- Compose own dances in a creative way
- Perform to an accompaniment
- Dances show clarity, fluency, accuracy and consistency

Gymnastics:
- Make complex extended sequences
- Combine action, balance and shape
- Perform consistently to different audiences

Games:
- Gain possession by working as a team
- Pass in different way
- Use forehand and backhand with a racket
- Field
- Choose a tactic for defending and attacking
- Use of number of techniques to pass, dribble and shoot
-

Athletics:
- Show control when taking off and landing
- Throw with accuracy
- Combine running and jumping

Outdoor and Adventurous:
- Follow a map into an unknown location
- Use clues and a compass to navigate a route
- Change route to overcome a problem using new information

Year 5 Curriculum

RE - Year 5			
Big Question	What can stories and images of deities tell us about Hindu beliefs?	What can we learn from stories shared by Christians, Jews and Muslims?	Is religion what you say and what you do?	Why is Jesus an inspiration to some people?
Key Learning	Religious stories and symbols Hinduism	Religious stories and symbols	Demonstrations of faith	Important people in religion
Key Vocabulary	**Aum or Om, Brahman** **Diwali** **Ganesh** **Offering** **Rama** **Shiva** **Shrine** **Sita** **Vishnu**	**Good Samaritan** **Interpretation Siddhartha and the Swan** **The Monkey King** **Rama and Sita** **The prophet and the ants** **Moses** **Milk and the jasmine flower**	**New Testament** **Old Testament** **Ten Commandments**	**Prophet** **Martyr** **Heroes** **Miracles**

Year 5 Curriculum