



Year 5

** Online Safety threads through every topic*

Science & Foundation Curriculum

Topic →	WWII	Rainforests	Scots and Anglo-Saxons	Earth and Space	It's a Revolution	Amazing Americas
Local Links	Henry Moore Foundation	Village garden survey	West Stowe: Anglo-Saxon village	Institute of Astronomy	Burwell House	Linton Zoo
Science	Forces	Living things and their habitats, Food chains	Properties of materials	Earth & Space	Changes of materials	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*	Computer systems and networks – systems and searching	Creating media - video	Programming – selection in physical computing	Data and Information	Creating media – vector graphics	Programming – selection in quizzes
D&T	Cooking and nutrition	Computers to control Textiles	Textiles	Investigate & construct structures	Electronics & Construction	
Geography		Rainforests, deforestation, rainfall		Earth: World map work		North and South America
History	British History World War II		Britain's settlement by the Anglo Saxons & Scots		Industrial revolution in Britain	
Music	Blues	Musical Theatre	South and West Africa	Composition to represent the festival of colour	Composition notation	Looping and Remixing
PE	OAA: Co-operation, communication & consideration Dance: WW2 dances	Gymnastics: Press & Go Games: Football	Games: Dodgeball / benchball 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 can stories and images of deities tell us about Hindu beliefs?	Is religion what you say and what you do?	Why is Jesus an inspiration to some people?	What can we learn from stories shared by Christians, Jews and Muslims?	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



Character Education – Year 5

Every Caldecote pupil will:

- Celebrate the diverse culture represented within 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
- Have the chance to meet someone from their community
- Perform in front of their class at least once every year
- Tell their class about their 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 readers should			
	Autumn	Spring	Summer



Applying phonics	<p>Apply knowledge of root words, prefixes, suffixes to read aloud and to understand the meaning of unfamiliar words</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word</p> <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</p>		
Reading for pleasure – positive attitude	<p>Know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts and that these are structured in different ways</p> <p>Know that non-fiction texts are structured to guide the reader to information and explain how</p> <p>Find words and language that are used for effect and explain how they create the precise effect</p>	<p>Discuss and explain how and why different books have different structures</p> <p>Explain why they enjoyed a book or poem and who else might enjoy</p> <p>Evaluate the usefulness of a non-fiction book to research questions raised</p> <p>Understand that a writer moves events forward through a balance of dialogue, action and description</p> <p>Use words and language from reading in own writing</p>	<p>Explain how dialogue is used to develop character</p> <p>Explore how actions are added to dialogue to move events forward</p> <p>Understand that writers use language for precise effect and it may include nouns phrases, similes, metaphors etc</p> <p>Understanding that a writer uses different sentence structures and techniques to create effects eg short sentences, rhetorical questions, ellipsis, flashbacks</p> <p>Use these techniques in own writing</p>
Reading for pleasure - comprehension	<p>Understand there will be unfamiliar words in texts and use dictionaries to check meaning</p> <p>Ask questions to improve understanding; re-read to check text is meaningful</p> <p>Draw inferences such as characters' feeling, thoughts and motives from their actions at different points in the text</p>	<p>Use meaning-seeking strategies to explore the meaning of words in context</p> <p>Understand that inferences can be drawn from different parts of the text and justify with evidence</p> <p>Make predictions from evidence found and implied</p> <p>Summarise the main ideas drawn from a text</p>	<p>Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language</p> <p>Understand that inferences can be made by reading between and beyond the lines</p> <p>Know that the context in which it was written can affect a text eg a classic text will reflect how an audience of that time will react</p> <p>Explain how the context of a text reflects the reason of the audience it was written for</p>
Reading for pleasure – justification for views	<p>Give a personal opinion about a text and explain viewpoint using evidence</p> <p>Listen to other's ideas and opinions</p> <p>Make connections between other similar texts, prior knowledge & experience, explain & show evidence</p> <p>Compare books with similar themes</p>	<p>Build on others' ideas and opinions in a discussion and ask questions</p> <p>Compare different versions of a text and explain similarities and differences</p> <p>Explain how books written in different contexts can have similar themes</p>	<p>Evaluate the effectiveness of different versions of texts</p>
Retrieving information from texts	<p>Identify and summarise key information</p> <p>Understand the difference between fact and opinion and find examples explaining why</p>	<p>Use skimming and scanning to find information and make and organise notes for presentation</p> <p>Summarise key information from different parts of text</p> <p>Present an oral overview of summary</p> <p>Understand that a narrative can be told from different point of view – narrator and character and identify points of view; understand the writer may have a point of view</p>	<p>Explore how events are viewed from another perspective</p> <p>Explain the writer's viewpoint with evidence</p> <p>Identify the writer's viewpoint, eg how different character are presented</p>



When planning writing always refer to:

Writing Document Number	What it is	Details
1	Genres – whole school map	An overview of what genres are taught in each year group
2	Sentence progression skills	What type of sentences are taught in each year group
3	Composition, transcription, spelling & handwriting overview	Outline of what is taught year by year
4	Grammar & punctuation overview	Outline of grammar and punctuation taught in each year group
5	Genre progression documents	Outlines of key features taught in all genres: 5a: Discussion writing (Years 5 & 6 only) 5b: Explanations 5c: Instructions 5d: Narrative 5e: Non-chronological reports 5f: Playscripts (key stage 2 only) 5g: Persuasion 5h: Poetry performance and writing 5i: Recounts



The writing process must always include the following components

INTRODUCTION

Always plan time to:

- Explore different types of texts by looking at real life examples
- Identify the purpose of the genre
- Identify the key features and structure so pupils understand each genre
- Agree the audience and why you are writing it for them

MODELLING

This component must be well planned as the teacher must be the **‘expert’**. This step must include:

- **Direct instruction:**
 - from the sentence progression ladder for your year group
 - main features of the genre
 - vocabulary that is specifically chosen for the genre
 - grammar, punctuation and spelling (linked to what has been taught in your short sessions)
 - drafting (including oral rehearsal) and editing

This is a crucial part of the modelling process that must not be left to the end

TIME TO WRITE & EDIT

Pupils need adequate time to write for all stages of the writing process. During this time pupils should:

- practice specific elements that have been modelled
- have opportunities to work with a teacher, in a small group, where they will be guided and given feedback about their writing
- edit their work

pupils will need guidance from teachers for this element

PRESENTATION



All writing should be presented to a high standard in all books, written for a purpose and celebrated.

Annually, pupils should have the opportunity to present their writing creatively through art & DT.



WRITING DOCUMENT 1: GENRES – WHOLE SCHOOL MAP

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narrative	Story writing based on traditional tales	Fantasy writing linked to another culture	Historical narrative	Fables	Myths	Legends	Narratives to include: - Classic - Detective /crime - Flashbacks - link to different culture
	Story writing based on traditional tales with repeating patterns	Fiction within a familiar setting	Adventure writing linked to another culture	Fantasy writing linked to history including humour	Historical narrative including mystery	Narrative linked to another culture	
				Playscript including a dilemma	Playscript linked to another culture	Film script	Film/TV script linked to sci-fi
Non-fiction	Recount of a shared, recent event	Recount of shared event in a letter	Recount – diary writing	Recount – autobiography	Recount – newspaper report	Recount – autobiography or biography	Recount autobiography or biography or in role of character
			Persuasion in adverts		Persuasion in letters		Persuasion in a formal letter
	Instructions linked to science	Instructions linked to history		Instructions linked to science		Instructions linked to Art &	



						DT or computing	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Non-chronological report: labels or sentences about drawings, models etc.	Non-chronological report linked to geography	Non-chronological report linked to history			Non-chronological report linked to science that compares and contrasts	Report writing
			Explanation linked to science	Explanation linked to another culture	Explanation		Explanation
						Discussion writing linked to PSHCE	Discussion writing
Poetry	Poems based on nursery rhymes with rhyming words	Poems based on traditional rhymes with rhyming couplets	Riddles and calligrams	Poems as couplets, Kennings and Cinquains	Poems with figurative language	Narrative poems in a classic styles linked to history	Poems such as Haikus and limericks and with figurative language



WRITING DOCUMENT 2: SENTENCE PROGRESSION SKILLS

Autumn		Sentence Progression skills		Summer
	Autumn Term	Summer Term		
YR	Know what a sentence and clause is and that a sentence can be a single clause The dog barked .	Capital letters and full stops Subject & verbs identified in a clause/sentence (In EYFS – Y2 explain that a verb is an action word) The bird ate the worm.		
Y1	Write subject & verb clause The dog waited . Simple sentence The dog waited for his food.	Add adjective to a clause/sentence The hungry bird ate the worm. Question mark Phrase The tiny mouse , was reading, very tall , only occasionally		
Y2	Subject verb clause/sentence The dog waited for his food. Noun phrase (emphasise that it does NOT contain a verb) A bank account, the hair brush, the dog. Verbs 'To be' and 'To have' and all forms and tenses	Exclamation marks (be explicit that exclamation sentences start with 'how' and 'what') <u>What</u> big teeth you have! <u>How</u> beautiful you look! Adverbs The hungry bird ate the worm quickly . Compound sentences The bird ate the worm and the mouse ran away .		
Y3	Subject, verb <u>object</u> The man ate a <u>cream cake</u> Main clause The dog barked at the cat. Compound sentences The bird ate the worm and the mouse ran away .	Adverbial phrases In the morning, due to the train strike, Paragraphs *see below		
Y4	Subordinate clause (dependent clause) I played out <u>until it went dark</u>	Complex sentences I took my dog to the vet <u>because he was feeling sick</u> .		



	Paragraphs *see below	
Y5	Relative clause The dog, <u>who had three legs</u> , was looking old and shabby. Modal verbs Can, could, will, would, shall, ought, should.	Adverbs for degrees of possibility Certainly, definitely, maybe, possibly, clearly, obviously, perhaps, probably.
Y6	Passive Voice: The meal was being eaten by the whole family. Active: The whole family ate the meal.	**Subjunctive form: <u>If I were</u> a millionaire, I'd buy a mansion.

Brief glossary – for more detailed definitions follow link

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf

Sentence	A sentence is a group of words that contain a complete thought. It contains a subject and a verb. A sentence can be a single clause or several clauses. A sentence begins with a capital letter and ends with a full stop.
Clause	A clause is a group of words that contains a LINKED subject and a verb that have a relationship
Subject	The subject of the clause or sentence is normally the noun or pronoun that is doing the action (performing the verb). It can be a person, place, thing or idea - <i>Thomas enjoyed the film.</i>
Noun	A person a place or a thing. There are common, proper, concrete, abstract and collective nouns.
Verb	A verb is a word that generally conveys an action, an occurrence, or a state of being. They make the nouns/pronouns act and interact with each other
Adjective	A word that describes a noun
Adverb:	A word that describes a verb
Phrase	A group of two or more words that work as a meaningful unit of writing within a sentence or clause. If the most important part of the phrase is an adjective, the phrase is an Adjective Phrase; if the most important part of the phrase is a noun, the phrase is a Noun Phrase, and so on
Noun Phrase	Includes one noun and adjectives used to describe it
Adverbial Phrase	A group of words that functions as an adverb. It does not contain a verb.
Object	An object is normally a noun, pronoun, or noun phrase which is involved in the action, but does not do the action eg Marie wrote a poem .
Determiner	A modifying word that introduces a noun: one dog, my dog
Article	A sub-set of determiners: a, an, the



Compound sentence	A sentence containing 2 or more independent clauses that are linked by a co-ordinating conjunction
Co-ordination conjunction	Link parts of a sentence together e.g. and, but, or
*Paragraph	A section of writing which consists of one or more sentences grouped together, which deal with one subject or element of the writing as a whole.
Subordinate Clause	Typically introduced by a subordinating conjunction – Therefore, Because, Although - that forms part of and is dependent on a main clause
Complex sentence	A sentence containing one independent clause and at least one dependent clause
Relative clause	A special type of subordinate clause that modifies a noun often using the pronouns ' that ', ' which ', ' who ', ' whose ', ' where ' and ' when '.
Modal Verbs	Verbs used to express ideas such as possibility, intention, obligation and necessity: can/could, may/might, shall/should
Passive Voice	When the subject of the sentence has something done to it by someone or something
Active Voice	When the subject of the sentence is performing the action
Subjunctive:	The subjunctive is a verb form or mood used to express things that could or should happen. It is used to express wishes, hopes, commands, demands or suggestions <i>Top teaching tip on https://www.teachwire.net/news/how-to-teach-the-subjunctive-form/</i>



WRITING DOCUMENT 3: COMPOSITION, TRANSCRIPTION, SPELLING & HANDWRITING OVERVIEW

	Composition Taught through different writing genres	Transcription Taught daily using Sentence Progression ladder	Spelling	Handwriting
YR	Compose a sentence orally individually or as a group before they write it Say aloud what they are going to write about Write simple phrases and sentences that can be read by themselves and others	Write recognisable letters, most correctly formed Spell words by identifying sounds in them and represent the sounds with letters	Little Wandle	Little Wandle
Y1	Say aloud what they are going to write about Jot down key words and new vocabulary Compose a sentence orally before writing it Sequence sentences to form short pieces of writing Re-read what they have written to check it makes sense Discuss what they have written with others	All letters correctly formed Write simple sentences that are correctly punctuated Identify and correct errors Use question marks accurately in sentences	Little Wandle	Little Wandle
Y2	Plan or say aloud what they are going to write and write down main ideas/words including new vocabulary Write a sequence of sentences for a type of genre Re-read to check writing makes sense and that verbs tenses are accurate Read aloud using intonation so that the meaning is clear	All letters, including capitals, ascenders, descenders, correctly formed Start to join letters Write compound sentences Use exclamation marks accurately in sentences Proof-read to check for errors in spelling, grammar and punctuation	Essential Spelling Y2	Teach Handwriting Y2



Y3	<p>When planning writing, look at similar texts to understand and learn from the structure; consider the vocabulary and grammar</p> <p>Check for tense consistency</p> <p>Accurate use of pronouns</p> <p>Read aloud their own writing to a group or whole class, using intonation and controlling the volume so they can heard</p>	<p>Cursive handwriting is joined</p> <p>Paragraphs – how to set them out and sentences are around one theme</p> <p>Using commas and inverted commas</p> <p>Proofread for spelling and punctuation errors</p>	Essential Spelling Y3	Teach Handwriting Y3
Y4	<p>Plan writing to fit the genre</p> <p>Assess effectiveness of own and others' writing; suggest improvements</p> <p>Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures</p> <p>Adjust how they read their writing according to the situation (eg to younger pupils, to a large audience)</p>	<p>Cursive handwriting is joined</p> <p>Write complex sentences</p> <p>Accurately spell a range of conjunctions that can be used for compound sentences</p> <p>Punctuate dialogue accurately</p>	Essential Spelling Y4	Teach Handwriting Y4
Y5	<p>Adjust writing to suit the audience</p> <p>Use a range of devices to build cohesion within and between paragraphs</p> <p>Use organisational and presentational devices to structure text and to guide the reader (eg sub-headings, diagrams)</p> <p>Assess effectiveness of their own and others' writing</p> <p>Suggest changes to enhance effects and clarify meaning</p> <p>Precis longer passages</p>	<p>Cursive handwriting is joined</p> <p>Check grammar and punctuation is accurate</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural</p>	Essential Spelling Y5	Teach Handwriting Y5



	Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear	Proof-read for spelling and punctuation errors		
Y6	Note and develop initial ideas, drawing on reading and research, where necessary Identify the audience and purpose of the writing and select the appropriate form Use a range of devices to build cohesion within and between paragraphs Use further organisational and presentational devices to structure text and to guide the reader (eg bullets, different writing styles) Assess effectiveness of their own and others' writing Suggest changes to enhance effects and clarify meaning Consider devices authors have used in different writing genres Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear	Cursive handwriting is joined Check all grammar and punctuation is accurate Ensure the consistent and correct use of tense throughout writing Ensure correct subject and verb agreement when using singular and plural Proof-read for spelling and punctuation errors	Essential Spelling Y6	Teach Handwriting Y6



WRITING DOCUMENT 4: GRAMMAR & PUNCTUATION OVERVIEW

Reception	
Grammar	Punctuation
Sentence Clause	Capital letter Full stop Finger spaces Letter Capital letter for personal pronoun I

Year 1	
Grammar	Punctuation
Simple sentence Subject Verb Subject & verb clause Phrase Adjective Simile Noun Proper Noun	Question mark

Year 2	
Grammar	Punctuation
Subject & verb sentence Noun phrase Verbs 'to be' and 'to have' and all forms and tenses Compound sentences Adverbs Alliteration Suffixes	Exclamation mark Apostrophes to mark where letters are missing Commas to separate items in a list



Tense: past and present

Year 3	
Grammar	Punctuation
Object Subject Main clause Compound sentences Adverbial phrases Paragraphs Conjunctions Prepositions Article: a, an, the Pronoun Prefix Metaphor	Inverted commas for direct speech Commas Apostrophe to mark singular possession

Year 4	
Grammar	Punctuation
Subordinate clause Paragraphs Complex sentences Plural and possessive 's' Determiner Possessive pronoun Collective nouns Antonyms & Synonyms Onomatopoeia	Inverted commas and other punctuation e.g. comma End punctuation within inverted commas Apostrophe to mark plural possession Commas after adverbial phrases at start of sentence



Year 5

Grammar	Punctuation
Relative clause Modal verb Adverbs for degrees of possibility Co-ordinating conjunction Past tense, past progressive, past perfect Reported speech Personification	Brackets, dashes or commas to indicate parenthesis Commas to clarify meaning or ambiguity

Year 6

Grammar	Punctuation
Passive voice Active voice Subjunctive form Formal & informal speech	Ellipsis Hyphen Colon Semi-colon Bullet points



Writing genres

5a: Discussion writing (Years 5 & 6 only)

5b: Explanations

5c: Instructions

5d: Narrative

5e: Non-chronological reports

5f: Playscripts (key stage 2 only)

5g: Persuasion

5h: Poetry performance and writing

5i: Recounts



5a: DISCUSSION WRITING – YEAR 5

Purpose		Type in Year 5
Explore differences between persuasion and discussion Separate paragraphs to summarise different sides of an argument Clarify strengths and weaknesses of different positions Signal personal opinion clearly Draw conclusion that is based on the evidence		Discussion linked to PSHCE
Features which should be included	<ul style="list-style-type: none">- Use repetition for effect- Use a range of adverbials to draw out similarities and differences- Use modal verbs and adverbs to express possibility- Relative clauses- Brackets and dashes	
Composition	<ul style="list-style-type: none">- Range of sentence types and length for best effect- Use punctuation for parenthesis- Use pronouns and synonyms to avoid repetition	
Grammar & Punctuation	<ul style="list-style-type: none">- Relative clauses- Adverbs for degrees of possibility- Modal verbs- Co-ordinating conjunctions- Brackets, dashes or commas to indicate parenthesis- Commas to clarify meaning or ambiguity	



5b: EXPLANATION WRITING – YEAR 5

Purpose		Type in Year 5
Use subject specific vocabulary to inform reader eg technical words Use features to add interest eg charts and diagrams		
Features which should be included	<ul style="list-style-type: none">- Use devices to aid sequencing eg at this point, after that, etc- Use a range of adverbials to draw out similarities and differences- Use modal verbs and adverbs to express possibility- Relative clauses- Brackets and dashes	
Composition	<ul style="list-style-type: none">- Range of sentence types and length for best effect- Use punctuation for parenthesis- Use pronouns and synonyms to avoid repetition	
Grammar & Punctuation	<ul style="list-style-type: none">- Relative clauses- Adverbs for degrees of possibility- Modal verbs- Co-ordinating conjunctions- Brackets, dashes or commas to indicate parenthesis- Commas to clarify meaning or ambiguity	



5c: INSTRUCTION WRITING – YEAR 5

Purpose		Type in Year 5
Write instructions with clear sections: equipment needed, procedure, additional advice etc Interweave use of diagrams or illustrations and link to written instructions		Instructions linked to Art & DT or computing
Features which should be included	<ul style="list-style-type: none">- A range of organisational features- Relative clauses- Use of parenthesis or commas to clarify meaning or ambiguity- Modal verbs for emphasis	
Composition	<ul style="list-style-type: none">- Reader is guided by organisational features- Range of sentence types and length for best effect- Range of grammar and punctuation is used for best effect	
Grammar & Punctuation	<ul style="list-style-type: none">- Relative clauses- Modal verbs- Adverbs for degrees of possibility- Co-ordinating conjunctions	



5d: NARRATIVE WRITING – YEAR 5

Purpose		Type in Year 5
Stories written for a particular audience eg younger child; language and content chosen appropriately Develop characterisation so the reader forms an opinion about the characters Setting is based on an actual place and is described in detail Use personification Use reported speech		Legends Story linked to another culture
Features which should be included	<ul style="list-style-type: none">- Use a range of devices including power of 3, metaphor, similes, repetition, etc to inform the reader and sway their opinion- Use a range of adverbs for frequency or subtlety eg often, seldom, exactly, suspiciously, etc- Personification- Reported speech to move the story on	
Composition	<ul style="list-style-type: none">- Range of sentence types and length for best effect, including one word sentences- Use punctuation for parenthesis- Use pronouns and synonyms to avoid repetition- Consistent use of tense and person	
Grammar & Punctuation	<ul style="list-style-type: none">- Relative clauses- Adverbs for degrees of possibility- Modal verbs- Co-ordinating conjunctions- Brackets, dashes or commas to indicate parenthesis- Personification	



5e: NON-CHRONOLOGICAL REPORT WRITING – YEAR 5

Purpose		Type in Year 5
Reports that deal with two or more subjects that are compared Reports to use precise technical language to compare and contrast Explore both impersonal and personal styles in reports		Non-chronological report linked to science that compares and contrasts
Features which should be included	<ul style="list-style-type: none">- Language to compare and contrast to highlight similarities and differences- Use pronouns and synonyms to avoid repetition- Relative clauses- Use of parenthesis or commas to clarify meaning or ambiguity- Modal verbs for emphasis	
Composition	<ul style="list-style-type: none">- Reader gathers specific information on subjects- Range of sentence types and length for best effect- Range of grammar and punctuation is used for best effect	
Grammar & Punctuation	<ul style="list-style-type: none">- Relative clauses- Modal verbs- Adverbs for degrees of possibility- Co-ordinating conjunctions	



5f: PERSUASION WRITING – YEAR 5

Purpose		Type in Year 5
Read texts eg newspaper comment, headlines, fliers, etc) to compare writing Explore use of ambiguity, bias, half-truth; how opinion can be disguised to seem like fact		
Features which should be included	<ul style="list-style-type: none">- Words and phrases noun phrases to support argument- Use a range of adverbials to stress a viewpoint- Use modal verbs and adverbs to express possibility- Relative clauses- Brackets and dashes	
Composition	<ul style="list-style-type: none">- Range of sentence types and length for best effect- Use punctuation for parenthesis- Use pronouns and synonyms to avoid repetition	
Grammar & Punctuation	<ul style="list-style-type: none">- Relative clauses- Adverbs for degrees of possibility- Modal verbs- Co-ordinating conjunctions- Brackets, dashes or commas to indicate parenthesis- Commas to clarify meaning or ambiguity	



5g: PLAYSRIPT WRITING – YEAR 5

Features	Type in Year 5
Understand how to use stage directions, location details, costume information to support film production Main characters + ‘extras’ Script is written partly as a playscript for actors and partly as an information document for production Use of stage directions to indicate how characters say lines, interact with each other, gesture / facial and body reactions Each line gives information and moves the story on	Film script

5h: POETRY PERFORMANCE & WRITING – YEAR 5

Features	Type in Year 5
Look at narrative poetry linked to history Identify the poetic features of the poetry Use a model to write own poems in a narrative style Understand the features of a Clerihew Write own Clerihew based on a historical figure Perform Clerihew for an audience with appropriate expression to entertain and humour	Narrative poems in a classic styles linked to history Clerihews



5i: RECOUNT WRITING – YEAR 5

Purpose		Type in Year 5
Recount to inform, entertain or persuade Write in past tense using simple forms of past progressive and past perfect		Write a biography or auto-biography
Features which should be included	<ul style="list-style-type: none">- Paragraphs organised around key events- Writer uses enquiry, information, creativity to inform and engage reader- Use of parenthesis or commas to clarify meaning or ambiguity	
Composition	<ul style="list-style-type: none">- Paragraphs navigate reader- Range of sentence types and length for best effect- Use reported speech	
Grammar & Punctuation	<ul style="list-style-type: none">- Relative clauses- Modal verbs- Adverbs for degrees of possibility- Co-ordinating conjunctions	



Maths - Year 5

Maths - Year 5				
Number and place value	<ul style="list-style-type: none"> Numbers to at least a million Negative numbers Roman numerals to 1,000 (M) Rounding 	Addition & subtraction	<ul style="list-style-type: none"> Addition and subtraction of numbers with more than 4 digits Four operations with decimals 	<p>Calculation</p> <p>Pupils consolidate these strategies and choose the most efficient methods for their calculation in Y5</p> <ul style="list-style-type: none"> Column addition and subtraction Bar modelling Short multiplication Short division 'bus stop' method Grid method multiplication Rounding, estimation and inverse to check calculations
Multiplication and Division	<ul style="list-style-type: none"> All X tables Count in 10s, 100s, 1000s... Combining addition, subtraction, multiplication and division 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 	Fractions and decimals	<ul style="list-style-type: none"> Compare, order and simplify fractions Compare, order and find equivalent fractions 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 	
Measurement	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Exploring 2D representations of 3D shapes Drawing, measuring, comparing and finding angles Acute, obtuse and reflex angles Angles around a point 360° and on a straight line 180° Regular and irregular polygons Reflection and translation Coordinates in 2 quadrants 	
Statistics	<ul style="list-style-type: none"> Line graphs and tables and timetables 			



Our Year 5 mathematicians should be able to

Number and place value <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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
Measurement <ul style="list-style-type: none"> - 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 	Statistics <ul style="list-style-type: none"> - Complete, read and interpret information in tables, including timetables - Solve comparison, addition and difference problems using information presented in a line graph Geometry <ul style="list-style-type: none"> - 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 180° - Identify angles at a point and one whole turn as 360° - Identify multiples of 90° - 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

Our science teaching is structured around:

✓ **At the start of a unit:** Pre-assessment activities

✓ **Every lesson:** Retrieval practice

✓ **During the unit:** A rich task

✓ **At the end of each unit:** A big question

Area of science		Big Question	Big idea	Key Vocabulary		Enquiry type
Biology	Living things	Do all plants and animals reproduce in the same way?	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 Style Ovary Pistil Asexual Stigma	Stamen Metamorphosis Reproduction	Identify, classify and group: Compare this collection of animals based on similarities and differences in their life cycle Dissect a flower and identify and group the reproductive parts of the plant Identify similarities and differences between insects and amphibians Researching using secondary sources: What are the differences between the lifecycle of an insect and the life cycle of a mammal? Pattern Seeking: Pupils to generate questions such as do larger mammals have longer gestation periods? Do larger animals live longer? Do smaller animals lay more eggs?
	Animals including	Do all lifecycles look the same?	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 Embryo Womb Gestation	Puberty Development Adolescent Fertilised	Fair test: How does age affect a human's reaction time? Create a reaction game and generate data from across the school including staff Pattern seeking: Is there a relationship between a mammal's size and its gestation period? Researching using secondary sources: How does poverty impact development?
Chemistry	Materials	How can we separate a mixture of water, iron filings, salt and sand? How can we change materials reversibly and irrepressibly?	Matter can change if the arrangement of their building blocks changes. (In this case, dissolving, breaks the bonds between building blocks.)	Solution Conductivity Acid Thermal Soluble/Insoluble Irreversible/Reversible		Identify, classify and group: Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets. Comparative test: Thermal conductors and insulators Observation over time: Separation through evaporation – place in different places to show that heat or wind contributes to rate of evaporation / cover container with film (water may be lost because seal was not watertight). Fair test: Temperature of water and time it takes for a sugar cube to dissolve Filtration of sand – initial mass of sand, send mass of sand (discrepancies may occur between the difference masses of sand because not all the water has evaporated). Research using secondary sources: Pollutants produced by chemical changes
Earth Science	Earth and space	Sun, Earth and Moon: what is moving?	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 Celestial Orbit Solar system	Weight/Mass Geocentric Heliocentric	Observation over time: How does the phases of the moon change over time? Pattern seeking: Is there a pattern between the size of a planet and the time it takes to travel around the Sun? Researching using secondary sources: How have our ideas about the solar system changed over time?



Physics	Forces	How and why do objects move?	A force acting on an object is not perceived directly but is detected by its effect on the object's motion or shape	Gravity Air resistance Water resistance Levers Gears	Pulleys Friction Mechanisms	Comparative test: Which item takes the longest to fall? Straw rockets – no cone, small cone, large cone, square, rectangle and number of fins. Fair test: How does the surface area of a parachute affect the time it takes to fall on the ground? Does mass (g) affect friction (N)?
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Area of science		Year 5 Scientists should be able to	
Biology	Living things	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. <input type="checkbox"/> Describe the life process of reproduction in some plants and animals. 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and set up an investigation <input type="checkbox"/> Understand the difference between comparative (discrete data) and fair tests (continuous data) <input type="checkbox"/> Know what variables are in a given enquiry and isolate them <input type="checkbox"/> Use all measurements set out in Year 5 mathematics which includes converting different units of metric measure <input type="checkbox"/> Use scientific instruments accurately e.g. thermometer, rain gauge, spring scales, lux meter <input type="checkbox"/> Record and present data in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs <input type="checkbox"/> Use data generated to help make sense of the investigation <input type="checkbox"/> Use information gleaned from investigations to make predictions for further comparative and fair tests <input type="checkbox"/> Create new investigations which take into account what has been learned previously <input type="checkbox"/> Present information using IT such as power-point and iMovie <input type="checkbox"/> Use written methods to report findings and include diagrams where appropriate <input type="checkbox"/> Orally present findings to other students in the class <input type="checkbox"/> Clear about what has been found <input type="checkbox"/> Evaluate investigation and suggest how to improve the test, with reasons. <input type="checkbox"/> Identify causal relationships
	Animals including humans	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the changes that occur during human gestation <input type="checkbox"/> Identify and explain physical and mental changes that occur from birth to old age <input type="checkbox"/> Understand the changes that happen during puberty 	
Chemistry	Materials	<ul style="list-style-type: none"> <input type="checkbox"/> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. <input type="checkbox"/> Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. <input type="checkbox"/> Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. <input type="checkbox"/> Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. <input type="checkbox"/> Demonstrate that dissolving, mixing and changes of state are reversible changes. <input type="checkbox"/> Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	
Physics	Earth and space	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system <input type="checkbox"/> Describe the movement of the Moon relative to Earth <input type="checkbox"/> Describe the Sun, Earth and Moon as approximately spherical bodies <input type="checkbox"/> Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	



Physics	Forces	<ul style="list-style-type: none"><input type="checkbox"/> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object<input type="checkbox"/> Identify the effects of air resistance, water resistance and friction, that act between moving surfaces<input type="checkbox"/> Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	<ul style="list-style-type: none"><input type="checkbox"/> 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<input type="checkbox"/> Give an example of something that has been focused on e.g. how much easier it is to lift a heavy object using pulleys using scientific theories to support this theory
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Art & Design Year 5

Generate Ideas:

- Use sketchbooks as a place to raise questions so the link between sketchbook and art and design developing skills becomes understood
- Enjoy looking at artwork by artists, craftspeople, architects and designers; discuss their intentions and reflect upon responses
- Look at **Artists & Designers** such as Bob McCall, Giuseppe Arcimboldi, Henry Moore, William Morris, Georgia O'Keefe, Clarice Cliff, Anglo Saxons

Making

Key Vocab

Drawing	Uses a range of materials to produce line and colour for observational botanical drawings with small detail Uses contrast and mid-tones to create realism in drawings Use lines to represent movement in drawings	Still life Composition Symbolism Rendering Architecture Maquette Botanical Motif Applique Decoupage
Painting & Collage	Investigate shade adding black and white tones, grey and tints Mix flesh colours Use colours to represent moods Embellish using a variety of techniques including drawing, painting, applique, decoupage, etc. Still life composition painting with using watercolours, pastels, etc.	
Printmaking	Combine both pictorial and pattern prints made from a variety of materials to recreate a scene	
Textiles & Sculpture	Create a piece of 3D artwork in response to a stimulus from a different culture; choose media Uses a malleable material to create an object to scale eg clay maquette Uses contrasting colours in stitching and weaving Create a wire sculpture using papier mache Create a clay maquette as a model / sketch for an observational drawing	
Digital	Create a digital animation Use close-up photography as a stimulus for artwork	

Evaluate: Pupils should be given the opportunity to:

- Show they know the names of tools, techniques and formal elements of their artworks
- Understand that art is subjective and we all have our own legitimate understanding
- That ideas can come through hands-on exploration and develop knowledge of what different materials and techniques can offer



Year 5 Artists and Designers should be able to

- Use a range of drawing techniques to show minute details
- Skilfully use their tools to produce drawings that show movement
- Confidently mix colours for different purposes
- Use a range of print techniques to recreate a scene
- Understand the purpose of and know how to produce models as a base for further artwork
- Create a digital animation
- Use a camera confidently to take photographs which show minute detail



Computing - Year 5					
Area of Computing	Key Understanding and skills	Vocabulary	Implementation	Online Safety	
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.	<p>Core Objectives: Core Objectives: To understand the need to make choices when using technology and to understand that not everything is safe.</p> <p>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</p>	
	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.		
	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.		



Our Year 5 computer users should be able to

Algorithms and programming:

- Combine sequences of instructions and procedures turn devices on and off
- Use technology to control an external device
- Design algorithms that use repetition & 2-way selection

Information Technology

- Analyse & evaluate information
- Understand how search results are selected and ranked
- Edit a film

Digital Literacy

Understand that you have to make choices when using technology and that not everything is true and/or safe

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

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



Design Technology Year 5

Designing:

- Use research to develop a design that is innovative, functional, appealing and fit for purpose for a specific individuals or groups
- Generates, develops and models ideas through discussion, annotated sketches, prototypes, cross-sectional, pattern pieces and computer-aided designs

Making

Key Vocab

Materials	Choose appropriate tools to cut and shape a range of materials Cut materials with precision and refine the finish with appropriate tools eg sanding wood after cutting Show an understanding of the quality of different materials and explain choices	Three-dimensional Fastener Seam allowance Pattern pieces Angled joints Engineer Nutrition Hacksaw Triangular support Back, cross, blanket stitch etc
Textiles, Electricals & Electronics	Create circuits that include a number of components eg buzzers, switches, lights, etc Include an electrical element (light, buzzer, etc) in a construction Design and create a pattern template then use it to make an object with a seam allowance and fastener	
Construction & Mechanics	Use wood or a similar material to create a 3D structure that has multiple joints, different angled joints, triangular supports Use practical skills such as cutting, drilling, screwing, nailing, gluing and sanding Use combinations of electronics or computing and mechanics in products	
Computing	Write code to control and monitor models of products	
Food Technology	Understand importance of correct storage and handling of ingredients Create and refine recipes for a savoury dish including ingredients, preparation methods, cooking method and times and temperature Explain choices of ingredients with reference to seasonality and suitability	
Technical Knowledge	Use knowledge to design and construct a sturdy 3D model with different joints for different purposes Understand how to plan and draw a template that has a seam allowance and a flap for a fastener Understand and successfully use electronics in a construction (lights, buzzers, switches, etc)	

Evaluating: Pupils should be given the opportunity to:

- Investigate and analyse a range of existing products; use this information for their own designs
- Learn about a key person who has influenced design and technology e.g. Dyson



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 and / or template for a model or an object
- Explain how a product will appeal to a specific audience
- Evaluate appearance and function against original criteria
- Use a range of tools and equipment competently and produce a finished product with multiple electronic and mechanical elements
- Show that they can be both hygienic and safe in the kitchen
- Understand the source of ingredients and how to store them safely

Year 5 - Geography

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

Geography unit	Locational Knowledge	Rainforests (compare with other biomes)	Mountains, rivers and ports	North and South America	England v Europe	World Map work
Skills Covered	1, 2, 9, 12	8,10, 11, 12	3, 4, 5, 6	9	1, 2	1, 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	Know the countries that make up the European Union	Use and apply taught map skills



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	Names of world's rivers Port Distribute (goods) Mountainous Mountain range Summit Contour Ridge Names of world's mountains	Key countries of North and South America Land use Settlement Trade Natural Resources Energy, food, minerals	European Union Names of key capital cities and other important cities in Europe	Map skills and vocabulary
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History Year 5			
History period	British History: World War II	Britain's Settlement by the Anglo-Saxons and Scots	The Industrial Revolution, 18 th -19 th Century
Termly topic	World War II	Scots and Anglo-Saxons	It's a Revolution
Enquiry question	<i>How did WWII affect life today?</i>	<i>What was life like in Anglo-Saxon England?</i>	<i>What was the impact of industrialisation?</i>
Key knowledge/coverage and significant figures	<ul style="list-style-type: none"> Describe some of the main ways WWII was fought Research some of the main events during WWII Know which countries were involved in WWII Identify some of the main causes of WWII Suggest how WWII may have impacted our lives today Investigate the impact of WWII on individuals (such as Anne Frank) 	<ul style="list-style-type: none"> Find out about the link between the Anglo-Saxons and Christianity and how this affected society in Britain Describe daily life in Anglo-Saxon England Research the Anglo-Saxons' impact (e.g. words we use today, place names, art) Place the Roman, Viking and Anglo-Saxon occupation of Britain in chronological order King Raedwald or King Offa Describe the effects of the Norman Conquest and Battle of Hastings 	<ul style="list-style-type: none"> Identify some of the changes in technology during the Industrial Revolution (e.g. new machines, factories, use of coal and oil, canals and bridges) Investigate how railways have changed and the impact of the locomotive/steam engine Know how ordinary people were affected by industrialisation, e.g. factory workers Discuss the positive and negative impacts of the Industrial Revolution Compare Britain before and after industrialisation
Thematic focus and links to other periods of history	Conflict <i>Link to previous examples of conflict in KS2</i>	Culture and religion <i>Link to Year 3 knowledge of Vikings</i> <i>Link to Year 4 knowledge of Romans</i>	Change <i>Link to Year 4 technology of the Romans</i>
Key vocabulary	Blitz, blackout, air raid, Anderson/Morrison/ air raid shelters, Jewish, evacuee, concentration camp, holocaust, rationing, political	Conqueror, succession, invaders, raiders, paganism, conversion, monastery, religious, cultural	Technological, industrialisation, factory, machinery, Victorians, revolution, trade



A Year 5 Historian Should...

- Know how an event or events from the past have shaped our lives today.
- Sequence key significant figures or events studied in chronological order on a timeline.
- Describe events from the past identifying the dates when these occurred.
- Compare fiction and non-fiction sources and discuss how these differ.
- Begin to identify primary and secondary sources.
- Begin to identify what constitutes an economic, cultural, social, religious, technological and political change.
- Make comparisons between different historical periods.
- Communicate their knowledge through a variety of mediums such as discussion, pictures, drama, model-making, extended writing pieces, whole-class presentations and debates.
- Examine and suggest causes and results of events.



A Year 5 international speaker can:

- hold a simple conversation with at least 4 exchanges
- use their knowledge of grammar to speak correctly
- use a bilingual dictionary or glossary to look up words
- understand a paragraph of text and answer questions on the main points
- write sentences using learned vocabulary and grammar

Year 5

Listening	Speaking	Reading	Writing	Intercultural understanding
Understand the main points from a spoken passage made up of familiar language eg: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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

Themes and key grammatical features

Around my school School subjects, equipment, rooms round the school masculine and feminine nouns, adjectives	Food and drink Likes and dislikes, Spanish specialities -er verbs, agreement of adjectives Event – ordering at a café experience	Sports and hobbies Sports, musical instruments, likes and dislikes, frequency words -ar verbs, reading comprehension	My family and other animals Relationships, numbers, animals, descriptions tener
Key vocabulary ¿Qué asignaturas te gustan en la escuela? me gusta(n) me encanta(n) no me gusta(n) odio vocabulary for stationery items vocabulary for school subjects adjectives describing school subjects	me gusta(n) me encanta(n) no me gusta(n) odio ¿Qué te gusta comer y beber? vocabulary for fruits	¿Qué deportes te gustan? practicar jugar vocabulary for sports ¿Qué instrumentos te gustan? ¿Qué instrumentos sabes practicar? sé tocar vocabulary for musical instruments	¿Cuántos años tienes? Tengo ... años. ¿Cuántos años tiene tu hermano/tu hermana? Mi hermano/hermana tiene ... años. Se llama... vocabulary for numbers to 20 vocabulary for colours vocabulary for family members vocabulary for pets



Music - Year 5				
Featured Composers: Gustav Holst (1874-1934) & Mason Bates (1977-)				
	Performing	Improvising and Composing	Listening and reviewing	History of Music
Skills – What?	<p>Confidently sing part songs with control and dynamics</p> <p>Play percussion instruments with an understanding of pitch, 2, 3, 4 metre and syncopated rhythms</p> <p>Accurately maintain an independent part within a group, instrumental and vocal performance</p> <p>Read and play at least 5 notes on an instrument</p>	<p>Represent sounds on a graphic score with symbols for group performance with an awareness of balance, tempo and dynamics.</p> <p>Group soundscape composition with instruments, vocals and conductor</p> <p>Compose 4 bars of music using up to 5 notes with an understanding of note value, time signature and melody</p> <p>Staff notation- recognise notes on the stave and note values – semi quaver, quaver, crotchet, minim and semibreve</p>	<p>Describe and give opinions of the music heard and with confident use of an extended range of musical terminology</p> <p>Discuss ways to improve the compositions of others using musical dimensions as a guide.</p>	<p>Recognise the work of at least one composer</p> <p>Contrast the work of a famous composer with another and explain preferences e.g. Holst/Mason Bates</p> <p>Place different compositions listened to on a timeline</p>
Inter-related dimensions	<ul style="list-style-type: none"> 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 expressive 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	<p>Warms ups. Copy, follow and play rhythms using semi quavers, quavers, crotchets, minims, semibreves</p> <p>Play rhythm games with 2, 3, 4 metre and syncopated rhythms. Learn and perform World War 2 songs</p> <p>Learn and play recorder using notation</p> <p>Perform group compositions inspired by Mason Bart – Anthology of Fantastic Zoology</p> <p>On-going singing assemblies</p> <p>Key Stage Performance</p>	<p>Northern Lights inspired soundscapes with instruments, vocals and conductor</p> <p>Create graphic score</p> <p>Create Space inspired music and lyrics using tuned and untuned instruments</p> <p>Blitz composition – create and notate at least 4 bars.</p> <p>Composition inspired by Mason Bart – Anthology of Fantastic Zoology</p>	<p>Aut 2 - Listen to and review Holst 'The Planets – Mars' (BBC Ten Pieces)</p> <p>Spring -Listen to a range of WW2 songs and music – compare and contrast</p> <p>Summer – Extended piece - Listen to and study Mason Bart – Anthology of Fantastic Zoology (BBC Ten Pieces)</p>	<p>Link listening to previous learning e.g. Holst</p> <p>Place different compositions listened to on a timeline</p> <p>Learn about the historical importance of WW2 songs and music</p>
Key Vocabulary	<p>Syncopation</p> <p>Canon</p> <p>Phrasing</p> <p>Expression</p> <p>Articulation</p> <p>Ensemble</p>	<p>Treble clef/bass clef</p> <p>Semiquaver</p> <p>Time signature</p> <p>Coda</p> <p>Motif</p> <p>Accent</p>	<p>Ensemble</p> <p>Palindrome</p> <p>Retrograde</p> <p>Faster/slower – accelerando/ritardando</p>	<p>Musical periods – classical, modern</p> <p>Timeline</p>



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
- Contrast the work of a famous composer with another, and explain their preferences



Year 5 - PSHE		
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		
Key Vocabulary		
Consent Personal Information Relationships Pressure Compromise Conflict Dispute Prejudice Discrimination	Ethnicity Faith Culture Gender Biological Sex First Aid Drugs (Vaping, Nicotine, Alcohol) Illegal (Correct Terminology, Body Parts)	Compassion Impact Training Career Influence Current Accounts Savings Store card/Credit cards/Loans Media Qualifications Voluntary
Year 5 children should be able to		
<ul style="list-style-type: none"> ➤ Manage friendships (including online) and peer influence; know how to stay safe online and how to report inappropriate content / contact ➤ Explain what is appropriate physical contact and how to feel safe in different situations including responding in emergencies, first aid and FGM ➤ Responding respectfully to a wide range of people and recognise prejudice and discrimination ➤ Explain about healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies ➤ Understand about personal identity; recognise individuality and different qualities; know how to establish good mental well being ➤ Explain about how to protect the environment and show compassion towards others ➤ Understand how information online is targeted and about different media types, their role and impact ➤ Identify job interests and aspirations and what influences career choices and know about workplace stereotypes 		



Year 5		
Themes	Skills	Key Vocabulary
Dance		
Cold climates * Dance Styles *	To time my movements in line with a piece of music To dance fluently with clear and precise movements To use the correct posture and range of technique To use a dance I have been taught to inspire my own choreography	Stillness Expression Relationship Posture Formation
Gymnastics		
Press and Go* Pair composition*	To develop sequences when working with a group. To increase the complexity of performances. To use core strength to make movements extended, pointed, fluent and controlled. 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)	Floor Jumps – straddle Roll (teddy bear and dish) Spin
Games		
Football * Netball * Dodgeball / bench ball Cricket Badminton	To identify tactics to gain possession To develop team communication and dynamics to play games effectively To develop speed of passing To develop techniques to pass, dribble and shot To identify spaces to move into and call from when attacking To mark players effectively and defend a space	Football ball Tackle Opposition line Retriever Dodgeball / Bench Catcher Middle
Athletics		
Heptathlon*	To triple jump To refine and further develop a variety of running, jumping and throwing techniques To set targets and monitor progress To be able to identify the correct pace / strength needed for a particular event	Refine / Develop Take off / Landing
Outdoor and Adventurous Activities		
Co-operation, communication and consideration*	To follow a map in an unfamiliar location To use clues and a compass to navigate a map To build shelters using natural and basic resources To identify solutions to problems and challenges	Direction Compass



	To create a map for someone else to follow	
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 To understand and explain the risk of not completing a warm up and cool down To explain which muscles they need to stretch and focus on during warm up and cool downs		Injury Stamina
A Year 5 sports person should be able to		
<div> <div> Dance: <ul style="list-style-type: none"> Compose own dances in a creative way Perform to an accompaniment Dances show clarity, fluency, accuracy and consistency </div> <div> Gymnastics: <ul style="list-style-type: none"> Make complex extended sequences Combine action, balance and shape Perform consistently to different audiences </div> <div> Games: <ul style="list-style-type: none"> 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 </div> <div> Athletics: <ul style="list-style-type: none"> Show control when taking off and landing Throw with accuracy Combine running and jumping </div> <div> Outdoor and Adventurous: <ul style="list-style-type: none"> 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 </div> </div>		



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

