

Curriculum Overview for Year 5

| | | | |
|---|--|---|---|
| <p>Reading – word reading</p> <ul style="list-style-type: none">apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. <p>Reading – comprehension</p> <ul style="list-style-type: none">maintain positive attitudes to reading and understanding of what they read by:<ul style="list-style-type: none">continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooksreading books that are structured in different ways and reading for a range of purposesincreasing their 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 traditionsrecommending books that they have read to their peers, giving reasons for their choicesidentifying and discussing themes and conventions in and across a wide range of writingmaking comparisons within and across bookslearning a wider range of poetry by heartpreparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audienceunderstand what they read by:<ul style="list-style-type: none">checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in contextasking questions to improve their understandingdrawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidencepredicting what might happen from details stated and impliedsummarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideasidentifying how language, structure and presentation contribute to meaningdiscuss and evaluate how authors use language, including figurative language, considering the impact on the readerdistinguish between statements of fact and opinionretrieve, record and present information from non-fictionparticipate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteouslyexplain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessaryprovide reasoned justifications for their views. | <h2>English</h2> <p>Writing – transcription</p> <p>Spelling</p> <ul style="list-style-type: none">use further prefixes and suffixes and understand the guidance for adding themspell some words with 'silent' letters (for example, knight, psalm, solemn)continue to distinguish between homophones and other words which are often confuseduse knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1use dictionaries to check the spelling and meaning of wordsuse the first three or four letters of a word to check spelling, meaning or both of these in a dictionaryuse a thesaurus. <p>Handwriting and presentation</p> <ul style="list-style-type: none">write legibly, fluently and with increasing speed by:choosing which shape of a letter to use when given choices and deciding whether or not to join specific letterschoosing the writing implement that is best suited for a task. <p>Writing – composition</p> <ul style="list-style-type: none">plan their writing by:<ul style="list-style-type: none">identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their ownnoting and developing initial ideas, drawing on reading and research where necessaryin writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performeddraft and write by:<ul style="list-style-type: none">selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaningin narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the actionprecising longer passagesusing a wide range of devices to build cohesion within and across paragraphsusing further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)evaluate and edit by:<ul style="list-style-type: none">assessing the effectiveness of their own and others' writingproposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaningensuring the consistent and correct use of tense throughout a piece of writingensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate registerproof-read for spelling and punctuation errors | <h2>Art & Design</h2> <ul style="list-style-type: none">to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]about great artists, architects and designers in history. | <h2>Computing</h2> <ul style="list-style-type: none">understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaborationuse search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital contentselect, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and informationuse technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |
| <p>Number – number and place value</p> <ul style="list-style-type: none">read, write, order and compare numbers to at least 1 000 000 and determine the value of each digitcount forwards or backwards in steps of powers of 10 for any given number up to 1 000 000interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zeroround any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000solve number problems and practical problems that involve all of the aboveread Roman numerals to 1000 (M) and recognise years written in Roman numerals. <p>Number – addition and subtraction</p> <ul style="list-style-type: none">add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)add and subtract numbers mentally with increasingly large numbersuse rounding to check answers to calculations and determine, in the context of a problem, levels of accuracysolve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. <p>Number – multiplication and division</p> <ul style="list-style-type: none">identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbersknow and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbersestablish whether a number up to 100 is prime and recall prime numbers up to 19multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbersmultiply and divide numbers mentally drawing upon known factsdivide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the contextmultiply and divide whole numbers and those involving decimals by 10, 100 and 1000recognise and use square numbers and cube numbers, and the notation for squared and cubedsolve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubessolve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals signsolve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. | <h2>Mathematics</h2> <p>Number – fractions (including decimals and percentages)</p> <ul style="list-style-type: none">compare and order fractions whose denominators are all multiples of the same numberidentify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredthsrecognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number e.g. $4/5 + 2/5 = 6/5 = 1 \frac{1}{5}$add and subtract fractions with the same denominator and denominators that are multiples of the same numbermultiply proper fractions and mixed numbers by whole numbers, supported by materials and diagramsread and write decimal numbers as fractions [for example, $0.71 = 71/100$]recognise and use thousandths and relate them to tenths, hundredths and decimal equivalentsround decimals with two decimal places to the nearest whole number and to one decimal placeread, write, order and compare numbers with up to three decimal placessolve problems involving number up to three decimal placesrecognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimalsolve problems which require knowing percentage and decimal equivalents of $\frac{1}{4}$, $\frac{1}{5}$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25. <p>Measurement</p> <ul style="list-style-type: none">convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pintsmeasure and calculate the perimeter of composite rectilinear shapes in centimetres and metrescalculate and compare the area of rectangles (including squares), and including using standard units, square centimetres and square metres and estimate the area of irregular shapesestimate volume (for example, using 1 cm blocks to build cuboids (including cubes)) and capacity (for example, using water)solve problems involving converting between units of timeuse all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling. <p>Geometry – properties of shapes</p> <ul style="list-style-type: none">identify 3-D shapes, including cubes and other cuboids, from 2-D representationsknow angles are measured in degrees; estimate and compare acute, obtuse and reflex anglesdraw given angles, and measure them in degrees (°)identify:<ul style="list-style-type: none">angles at a point and one whole turn (total 360°)angles at a point on a straight line and 21 a turn (total 180°)other multiples of 90°use the properties of rectangles to deduce related facts and find missing lengths and anglesdistinguish between regular and irregular polygons based on reasoning about equal sides and angles. <p>Geometry – position and direction</p> <ul style="list-style-type: none">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. <p>Statistics</p> <ul style="list-style-type: none">solve comparison, sum and difference problems using information presented in a line graphcomplete, read and interpret information in tables, including timetables. | <h2>Design & Technology</h2> <p>Design</p> <ul style="list-style-type: none">use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groupsgenerate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none">select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accuratelyselect from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none">investigate and analyse a range of existing productsevaluate their ideas and products against their own design criteria and consider the views of others to improve their workunderstand how key events and individuals in design and technology have helped shape the world <p>Cooking and Nutrition</p> <ul style="list-style-type: none">understand and apply the principles of a healthy and varied dietprepare and cook a variety of predominantly savoury dishes using a range of cooking techniquesunderstand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | <h2>Geography</h2> <p>Locational knowledge</p> <ul style="list-style-type: none">locate the world's countries, using maps to concentrate on their environmental regions, key physical and human characteristics, countries, and major citiesfocus on North and South America.identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none">use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |
| <h2>Science</h2> <p>Living things and their habitats</p> <ul style="list-style-type: none">describe the differences in the life cycles of a mammal, an amphibian, an insect and a birddescribe the life process of reproduction in some plants and animals. <p>Animals, including humans</p> <ul style="list-style-type: none">describe the changes as humans develop to old age. <p>Properties and changes of materials</p> <ul style="list-style-type: none">compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnetsknow that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solutionuse knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporatinggive reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plasticdemonstrate that dissolving, mixing and changes of state are reversible changesexplain 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. <p>Earth and space</p> <ul style="list-style-type: none">describe the movement of the Earth, and other planets, relative to the Sun in the solar systemdescribe the movement of the Moon relative to the Earthdescribe the Sun, Earth and Moon as approximately spherical bodiesuse the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p>Forces</p> <ul style="list-style-type: none">explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling objectidentify the effects of air resistance, water resistance and friction, that act between moving surfacesrecognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>Working scientifically</p> <ul style="list-style-type: none">asking relevant questions and using different types of scientific enquiries to answer themsetting up simple practical enquiries, comparative and fair testsmaking systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggersgathering, recording, classifying and presenting data in a variety of ways to help in answering questionsrecording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tablesreporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusionsusing results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questionsidentifying differences, similarities or changes related to simple scientific ideas and processesusing straightforward scientific evidence to answer questions or to support their findings. | <h2>History</h2> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none">Viking raids and invasionresistance by Alfred the Great and Athelstan, first king of Englandfurther Viking invasions and DanegeldAnglo-Saxon laws and justiceEdward the Confessor and his death in 1066 <p>Britain's settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none">Scots invasions from Ireland to north Britain (now Scotland)Anglo-Saxon invasions, settlements and kingdoms: place names and village life | <h2>Modern Languages</h2> <p>French</p> <ul style="list-style-type: none">read carefully and show understanding of words, phrases and simple writingappreciate stories, songs, poems and rhymes in the languagebroaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | <h2>Music</h2> <ul style="list-style-type: none">play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionappreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicianslisten with attention to detail and recall sounds with increasing aural memory |
| | | <h2>Physical Education</h2> <ul style="list-style-type: none">use running, jumping, throwing and catching in play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and attacking and defending]develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]perform dances using a range of movement patternstake part in outdoor and adventurous activity challenges both individually and within a teamcompare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and water safety</p> <p>pupils should be taught to:</p> <ul style="list-style-type: none">swim competently, confidently and proficiently over a distance of at least 25 metresuse a range of strokes effectively [for example, front crawl, backstroke and breaststroke]perform safe self-rescue in different water-based situations. | <h2>Religious Education</h2> <ul style="list-style-type: none">LAS Unit 1 – Christian beliefs and lifestylesLAS Unit 16 – Where did the Bible come from?LAS Unit 8 – Beautiful world? Wonderful God? |

