WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE YEAR 5

HISTORY

- Know the chronology of British local & world history & establish clear narratives.
- Recognise connections, contrasts and trends over time, use appropriate language.
- Understand knowledge of the past is constructed from a range of sources.
- Understand both the long arc of development and the complexity of specific aspects of history.
- Address & devise historically valid questions about change, cause, similarity/difference and significance.
- Construct informed responses.

GEOGRAPHY

- Locate world's countries using maps to focus on Europe, concentrating on their environment regions, key physical and human characteristics, countries & major cities.
- Compare & contrast UK with other countries in Europe & N/S America. Focus human geography: settlement, land use, economic activity, distribution of natural resources etc.
- Use maps/atlases/global & ICT to locate countries & describe features.
- Use 8 points of a compass, 6 figure grid references & symbols on OS map.

ART & DESIGN

- Create illusion through art.
- Use different brush stroke/marks for effect.
- Use scale to show perspective.
- Mix tints & shades.
- Create historically accurate pieces of art.
- Manipulate materials to make textures.
- Evaluate existing pieces of art.
- Use a range of media to create interpretations.
- Use graphic software to create art in ICT.
- Use clay to shape, form & model. Use slabs & slips & appropriate finishing techniques.
- Explore printing/collage techniques.

D AND T

- Draw a specification for a model and develop a design through discussion, prototypes & annotated sketches.
- Measure & mark out accurately.
- Use craft knives & junior hacksaws.
- To ensure a quality finish on products.
- Accurately measure/combine ingredients when cooking & evaluate finished product.
- To carry out research before designing.
- Work within constraints of time, resources & cost.
- Test products & critically evaluate for quality, manufacture, functionality & fit for purpose.

MFL (FRENCH)

- Know basic classroom instructions/objects/school uniform.
- Know how to use time to describe a timetable.
- Know vocabulary to describe people in their family/toys/things we do at home.
- Express quantity – some/lots/little.
- Know prepositions to describe where things are.
- Know vocabulary of summer clothing/summer holiday items.
- Know vocabulary around Christmas.
- Engage in conversations using learnt vocab.
- Speak in sentences, ask questions and express opinions.
- Express needs e.g. I am thirsty.
- Use a dictionary to find the meaning of new words.

CORE SKILLS

Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.

READING

- Apply knowledge of root words, prefixes, suffixes to read aloud & understand the meaning of unfamiliar words.
- Familiar with and can talk about a wide range of books and text types.
- Summarise main points of an argument or discussion within their reading.
- Compare between two texts.
- Appreciate that people use bias in persuasive writing.
- Appreciate that two people may have different views on the same event.
- Draw inferences and justify with evidence from the text.
- Vary voice for direct/indirect speech.
- Use more than one source when carrying out research.
- Develop summarising skills.

WRITING

- Use range of sentence openers – add phrases to make sentences more precise and detailed.
- Begin to adapt sentence structure to text type.
- Use pronouns to avoid repetition.
- Indicate degrees of possibility, using adverbs (e.g. perhaps, surely), or modal verbs (e.g. might, should, will).
- Use ( ) / - - / , , to indicate parenthesis.
- Use commas to clarify meaning.
- Link clauses in sentences using a range of subordinating & coordinating conjunctions.
- Use verb phrases to create subtle differences e.g. she began to run.
- Consistently organise into paragraphs and link ideas across paragraphs using adverbials of time, place & number.
- Write legibility, fluently and with increasing speed.

MATHS

- Count forwards/backwards in steps of power of 10 for any given number up to 1 million.
- Recognise/use thousandths & relate them to tenths, hundredths & decimal equivalents.
- Recognise mixed numbers and improper fraction & convert from one to the other.
- Read/write decimal numbers as fractions and round decimals with 2dp to the nearest whole.
- Recognise % symbol and write percentages as a fraction and as a decimal.
- Multiply & divide numbers mentally drawing on known facts up to 12 x 12.
- Read Roman numerals to 1000.
- Recognise & use square and cube numbers.
- Multiply & divide whole numbers and those involving decimals by 10, 100 and 1000.
- Estimate/compare acute, obtuse & reflex angles, draw & measure them in degrees.

HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 5

WATER

- Know physical features of a river & role in the water cycle.
- Understand why people settle near a river.
- Recall names of key rivers in our locality & the world.
- Impact of natural disasters.

ANGLO SAXONS

- Where & why the Anglo Saxons settled in Britain.
- Know what life was like during this period of history.
- Religion, settlements, laws, number system, language etc.
- Archaeologists & their role.

WALLS & BARRICADES

- History and location of Hadrian's Wall
- The rise and fall of the Berlin Wall
- The Great Wall Of China
- Apartheid & Nelson Mandela

MEXICO AND THE MAYANS

- Mexico & its location.
- Life in Mexico for locals & impact of tourism.
- Mayan civilisation & their way of life e.g. sport, religion etc.
- Historical significance of Chichen Itza

BRITAIN AT PLAY

- Leisure time & how it can be spent nationally & locally.
- Know why National Parks were created.
- Leisure time during historical periods – Victoria era.
- British sport & its impact on society.

(WHOLE SCHOOL THEME)

- Whole school theme, changed annually related to a topic of relevance for the given year:
- 2023- Travel & Tourism
- 2022- Care for Creation
- 2020 –Tokyo Olympics
- 2019 – WWII -75 Years – D Day
- 2018- WWI – 100 years
- 2017 – Roald Dahl

SUBSTANTIATING THE WIDER CURRICULUM YEAR 5

EXPRESSION

MUSIC

- Breathe in the correct place when singing and use meaning to add expression.
- Perform 'by ear' and from simple notations.
- Improvise with a group using melodic and rhythmic phrases/structural forms.
- Change sounds or organise differently for effect
- Compose music which meets specific criteria
- Use notations to record groups of pitches.
- Choose appropriate tempos for a piece.
- Describe, compare and evaluate music.
- Contrast the work if famous composers.
- Become familiar with Rock as a genre & the context behind it.
- Vocab inc. chord, cover, structure, style indicator, texture.

PHYSICAL EDUCATION

GAMES

- Select & combine skills, techniques & ideas.
- Show precision, control and fluency.
- Know basic rules of competitive team games.

GYMNASTICS

- Apply combined skills accurately, consistently showing precision, control & fluency.
- Use complex vocabulary to analyse & refine performances.
- Understand composition by performing complex sequences.

ATHLETICS

- Demonstrate accuracy in throwing/catching.
- Perform a running jump with more than one component e.g. triple jump.
- Build variety of running techniques.
- Record & evaluate peers performances.

SCIENCE

Animals Including Humans

- Identify different stages of human development and changes at each stage.
- Recognise different gestation periods in mammals.

Properties & Changing Materials

- Focus on materials & their uses as well as reversible/irreversible changes.
- Separating mixtures through different processes.

Living things & their habitats

- Differences in life cycles between different living things.
- Name different parts of a flower and understand asexual & sexual reproduction in plants

Forces

- Know the effect of gravity, water resistance, friction & air resistance.

Earth & Beyond

- Develop an awareness of the solar system & how it impacts life on Earth.

Scientists and Inventors

- Develop an awareness of famous scientists and inventors linked to prior learning in the subject.

DANCE AND DRAMA

DANCE

- Exaggerate dance movements & motifs using expression when moving.
- Demonstrate strong movements.
- Combine flexibility, techniques & movements to create a fluent sequence.
- Use various levels/ways of travelling.
- Show a change in pace & timings.
- Use space provided to maximum potential.
- Improvise with confidence.
- Modify a sequence after self & peer review.
- Use complex vocab to compare & improve.

DRAMA

- Interpret work of play wrights and make connections with their own work.
- Reflect on how working in role helps to explore complex issues.
- Develop script with clear structure using stage directions, make use of dramatic convention.
- Adopt and sustain a range of roles.

COMPUTING

- Explore methods of collaborating online and how it enhances our knowledge.
- Look around school to experience how computers are connected in a network.
- Distinguish between the internet and the World Wide Web.
- Design, write and debug programs & solve problems by decomposing them into smaller parts.
- Use sequence, selection and repetition in programs.
- Work with variables & various forms.
- Select, use and combine a variety of software on a range of digital devices.
- Recognise unacceptable behaviour online and know how to report when I have concerns.
- Use formulas to carry out calculations on spreadsheets.

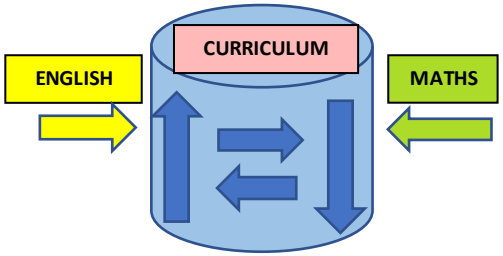
CULTURAL CAPITAL

Ensuring that every child is equipped with the essential key skills and knowledge they need to be independent and make an effective contribution to society in their future lives through their:-

Core skills in English and Maths
Creativity – Art & Design, DT, Expressive Arts
History and Heritage – History, Cultural heritage
Understanding the World – Geog., Current Affairs
Discovery – Science, Technology/Computing
Values and Personal Skills – inc. British Values.

CURRICULUM SCHEMA

- Link learning through topics and subjects.
- Ensure progression of skills and knowledge.
- Consolidate & revise skills and knowledge.
- Reinforce Key specific vocabulary.



Health & Well Being

- **Physical:** Impact of drug use.
- **Sex and Relationships**: Changes at puberty.

Relationships:

- **Social:** Bring strong. Confidential & secrets.
- **Emotional**: Moving on with confidence & clarity.

Living in the Wider World:

- **Economic well-being:** Making money.
- **Being a Responsible Citizen**: The media – social networking.

SMSC & Courageous Advocacy

- Deep questioning skills e.g. why do natural disasters happen to good people?
- Adapting to changes in our lives.
- Issues surrounding war & morals.
- Working collaboratively within groups/peers.
- How scientific advancements link with the teachings of the church.
- Ethical issues in historical cultures.
- Personal aspirations and inspirational individuals.
- Different cultures within our class & celebrations they share.
- Recognising talents personally and of others.