

Year 5 Yearly Subject Overviews

English Curriculum					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>POR: Way Home</p> <p>Writing Opportunities/genre coverage:</p> <ul style="list-style-type: none"> ○ <i>Performance Poetry</i> ○ <i>Play Scripts</i> ○ <i>Writing in role</i> <p>Cross curricular links:</p> <p><u>Science</u></p> <ul style="list-style-type: none"> ○ Children will explore the properties of material to make a shelter for Shane. <p><u>Art:</u></p> <ul style="list-style-type: none"> ○ Children will study urban art and the work of graffiti artists such as Banksy. <p><u>Geography</u></p> <ul style="list-style-type: none"> ○ Children will explore different cities within The UK and compare them to the city in the book. 	<p>POR: Princess' Blankets</p> <p>Writing Opportunities/genre coverage:</p> <ul style="list-style-type: none"> ○ <i>Descriptive writing</i> ○ <i>Newspaper Report</i> ○ <i>Letters</i> ○ <i>Narrative</i> <p>Cross curricular links:</p> <p><u>Geography</u></p> <ul style="list-style-type: none"> ○ Children will explore different terrains of land. 	<p>POR: Stay Where You Are And Then Leave</p> <p>Writing Opportunities/genre coverage:</p> <ul style="list-style-type: none"> ○ <i>Diary Entry</i> ○ <i>Telegram</i> ○ <i>Information texts</i> ○ <i>War Poetry</i> ○ <i>Narrative</i> ○ <i>Biography</i> ○ <i>Argument Writing</i> ○ <i>Debate</i> <p>Cross curricular links:</p> <p><u>Music</u></p> <ul style="list-style-type: none"> ○ Children will create war time music ○ Children will mimic typical army calls of the time using instruments. ○ Children will explore war time musicians and the impact their music had during WW1 <p><u>History</u></p> <ul style="list-style-type: none"> ○ Children will explore various aspects of life during WW1 including: the cause, the role of women, conscientious objectors, the Allies and Axis, trench life, the Christmas truce and the armistice. <p><u>DT</u></p> <ul style="list-style-type: none"> ○ Children will explore some of the food in World War. They will gain an understanding of rationing and in doing this will make War Time biscuits. 	<p>POR: Clockwork</p> <p>Writing Opportunities/genre coverage:</p> <ul style="list-style-type: none"> ○ <i>Explanation text</i> ○ <i>Persuasive writing</i> ○ <i>Balanced arguments</i> ○ <i>Narrative</i> ○ <i>Interview writing</i> <p>Cross curricular links:</p> <p><u>Art/DT</u></p> <ul style="list-style-type: none"> ○ Children will study Salvador Dali and create clocks in his style. ○ Children will design, create and evaluate clockwork figure for the Glockenheim Clock in our Novel. <p><u>Geography:</u></p> <ul style="list-style-type: none"> ○ Children will explore the country that the book is based on. 		

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		<ul style="list-style-type: none">○ Children will create Christmas time boxes to send to someone at war.	
Spelling:			
<ul style="list-style-type: none">○ Endings which sound like /ʃəs/ spelt –cious or –tious○ Endings which sound like /ʃəl○ Words ending in –ant, –ance/–ancy, –ent, –ence/–ency○ Words ending in –able and –ible Words ending in –ably and –ibly○ Adding suffixes beginning with vowel letters to words ending in –fer○ Use of the hyphen○ Words with the /i:/ sound spelt ei after c○ Words containing the letter-string ough○ Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)○ Homophones and other words that are often confused○ Common exception words			
Writing:			
Transcription:			
Transcription:			
Spelling (see English Appendix 1)			
Pupils should be taught to:			
<ul style="list-style-type: none">☑ use further prefixes and suffixes and understand the guidance for adding them☑ spell some words with ‘silent’ letters [for example, knight, psalm, solemn]☑ continue to distinguish between homophones and other words which are often confused☑ use 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 1☑ use dictionaries to check the spelling and meaning of words☑ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary☑ use a thesaurus.			
Handwriting and presentation:			
Pupils should be taught to:			
<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 letters☑ choosing the writing implement that is best suited for a task.			
Composition:			
Pupils should be taught to:			

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- ☒ plan their writing by:
 - ☒ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - ☒ noting and developing initial ideas, drawing on reading and research where necessary
 - ☒ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- ☒ draft and write by:
 - ☒ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - ☒ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - ☒ précising longer passages
 - ☒ using a wide range of devices to build cohesion within and across paragraphs
 - ☒ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- ☒ evaluate and edit by:
 - ☒ assessing the effectiveness of their own and others' writing
 - ☒ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ☒ ensuring the consistent and correct use of tense throughout a piece of writing
 - ☒ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
 - ☒ proof-read for spelling and punctuation errors
 - ☒ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary, grammar and punctuation:

Pupils should be taught to:

- ☒ develop their understanding of the concepts set out in English Appendix 2 by:
 - ☒ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - ☒ using passive verbs to affect the presentation of information in a sentence
 - ☒ using the perfect form of verbs to mark relationships of time and cause
 - ☒ using expanded noun phrases to convey complicated information concisely
 - ☒ using modal verbs or adverbs to indicate degrees of possibility
 - ☒ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- ☒ learning the grammar for years 5 and 6 in English Appendix 2
- ☒ indicate grammatical and other features by:
 - ☒ using commas to clarify meaning or avoid ambiguity in writing
 - ☒ using hyphens to avoid ambiguity
 - ☒ using brackets, dashes or commas to indicate parenthesis
 - ☒ using semi-colons, colons or dashes to mark boundaries between independent clauses
 - ☒ using a colon to introduce a list

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- ☑ punctuating bullet points consistently
- ☑ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Reading:

Word reading:

Pupils should be taught to:

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.

Comprehension:

Pupils should be taught to:

- ☑ maintain positive attitudes to reading and understanding of what they read by:
- ☑ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- ☑ reading books that are structured in different ways and reading for a range of purposes
- ☑ increasing 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 traditions
- ☑ recommending books that they have read to their peers, giving reasons for their choices
- ☑ identifying and discussing themes and conventions in and across a wide range of writing
- ☑ making comparisons within and across books
- ☑ learning a wider range of poetry by heart
- ☑ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- ☑ understand what they read by:
- ☑ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- ☑ asking questions to improve their understanding
- ☑ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- ☑ predicting what might happen from details stated and implied
- ☑ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- ☑ identifying how language, structure and presentation contribute to meaning
- ☑ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- ☑ distinguish between statements of fact and opinion
- ☑ retrieve, record and present information from non-fiction
- ☑ participate 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 courteously
- ☑ explain 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 necessary
- ☑ provide reasoned justifications for their views.

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Maths Curriculum					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Number an place value</u> -read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit ☑ count forwards or 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 whole numbers, including through zero ☑ round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 ☑ solve number problems and practical problems that involve all of the above ☑ read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p>	<p><u>Addition and subtraction</u> 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 numbers ☑ use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy ☑ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p><u>Multiplication and division</u> identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</p>	<p><u>Fractions (including decimals and percentages)</u> -compare and order fractions whose denominators are all multiples of the same number ☑ identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths ☑ recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $2/5+4/5+6/5=1\ 1/5$ ☑ add and subtract fractions with the same denominator and denominators that are multiples of the same number ☑ multiply proper fractions and mixed</p>	<p><u>Measurement</u> ☑ 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 pints ☑ measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres ☑ calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes ☑ estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and</p>	<p><u>Geometry</u> ☑ identify 3-D shapes, including cubes and other cuboids, from 2-D representations ☑ know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles ☑ draw given angles, and measure them in degrees (o) ☑ identify: ☑ angles at a point and one whole turn (total 360o) ☑ angles at a point on a straight line and 1/2 a turn (total 180o) ☑ other multiples of 90o ☑ use the properties of rectangles to deduce related facts and find missing lengths and angles ☑ distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p>	<p><u>Statistics</u> solve comparison, sum and difference problems using information presented in a line graph ☑ complete, read and interpret information in tables, including timetables.</p>

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	<p>☑ know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers</p> <p>☑ establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>☑ multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</p> <p>☑ multiply and divide numbers mentally drawing upon known facts</p> <p>☑ divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</p> <p>☑ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> <p>-recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</p>	<p>numbers by whole numbers, supported by materials and diagrams</p> <p>☑ read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]</p> <p>☑ recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>☑ round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>☑ read, write, order and compare numbers with up to three decimal places</p> <p>☑ solve problems involving number up to three decimal places</p> <p>☑ recognise 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 decimal</p> <p>☑ solve problems which require knowing</p>	<p>capacity [for example, using water]</p> <p>☑ solve problems involving converting between units of time</p> <p>☑ use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p>	<p>-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>	
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	<p>☒ solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</p> <p>☒ solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p>☒ solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>	percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$ and $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.			
Science Curriculum					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Properties and changes of materials</p> <p>LO: To compare and group together everyday materials on the basis of their properties.</p> <p>LO: To know that some materials will dissolve in liquid to form a solution,</p>	<p>Forces</p> <p>LO: To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p>	<p>Earth and space</p> <p>LO: To describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>LO: describe the movement of the Moon relative to the Earth</p>	<p>Animals, including humans</p> <p>LO: To describe the changes as humans develop to old age.</p> <p>Non- statutory Pupils should draw a timeline to indicate stages in the growth and development of humans.</p>	<p>. Living things and their habitats (Reproduction)</p> <p>LO: describe the life process of reproduction in some plants and animals.</p>	<p>Living things and their habitats</p> <p>LO: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p>

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<p>and describe how to recover a substance from a solution</p> <p>LO: To use knowledge of solids, liquids and gases to decide how mixtures might be separated.</p> <p>LO: To give reasons, based on evidence for the particular uses of everyday materials.</p> <p>LO: To demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>LO: To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.</p>	<p>LO: To identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>LO: To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>LO: describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>LO: use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows</p>		
History/Geography Curriculum					
Term 1/2		Term 3/4		Term 6	
<p>The UK</p> <p>Children will use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>		<p>World War 1</p> <ul style="list-style-type: none"> ○ Children will study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ○ Children will understand geographical similarities and differences through the study of human and physical geography of a region 		<p>World War 2</p> <ul style="list-style-type: none"> ○ Children will study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ○ Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	

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	of the United Kingdom, a region in a European country, and a region within North or South America				
Religion Curriculum					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Creation	God's Covenant	Inspirational people	Reconciliation	Life in the Risen Jesus	Other faiths
P.E Curriculum					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Gymnastics Hockey	Basketball Badminton	Rugby Netball	Kwik Cricket Dance	Football Athletics	Tennis Dodgeball
The Arts Curriculum					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic: Art Art : Banksy --to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing,	Topic: Music Music Use of Knowledge of pitch, tone and volume to create a positive mood. - Use music to help send a message in a story. -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Topic: Music Music: War time musicians - Explore war time musicians and the effect their music had during this time. -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Topic: DT DT: Dior -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 groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes,	Topic: Art/DT DT/Art: Clay work -Design a clock work figure for a clock -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -evaluate their ideas and products against their own design criteria and consider the views of	Topic: Art Art: Salvador Dali -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - learn about great artists, architects and designers in history.

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<p>painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>- about great artists, architects and designers in history.</p>	<p>- improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>-develop an understanding of the history of music.</p>	<p>-listen with attention to detail and recall sounds with increasing aural memory</p>	<p>pattern pieces and computer-aided design</p> <p>- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>- select 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> <p>-investigate and analyse a range of existing products</p> <p>-evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>others to improve their work</p> <p>-apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	
Computing					
Term 1	Term 2/3	Term 4	Term 5/6		
<p><u>Networks</u></p> <p>Begin to use internet services to share and transfer data to a third party</p> <p>I can use the internet to allow me to share data with another person</p>	<p><u>Using computers</u></p> <p>Independently select and use appropriate software for a task</p> <p>Independently select, use and combine a variety of software to design and create content for a given audience</p> <p>_e.g. blogging</p>	<p><u>Net searching</u></p> <p>Use filters in search technologies effectively</p> <p>Use filters in search technologies effectively and appreciates how results are selected and ranked</p>	<p><u>Coding</u></p> <p>Design, input and test an increasingly complex set of instructions to a program or device</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</p>		

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			<p>Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated</p> <p>Design write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user</p> <p>Use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency</p>		
Jigsaw					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Journey in Love
French					
Term 1/2		Term 3/4		Term 5/6	
Mon et mon ecole		Qu'est-ce que tu veux?		Les sports	