



Curriculum overview Year 5

Term:

<p>Equality and Justice</p> <p>Exploring Human Rights</p> <ul style="list-style-type: none"> Understand developmental rights, participation rights and protection rights Explore in depth human rights and responsibilities in a local and global context <p>Promoting Equality</p> <ul style="list-style-type: none"> Critically evaluate media coverage of equality and justice issues Begin to understand legislation and conventions that prohibit unfair discrimination Examine an equality issue in relation to a minority e.g. refugees Explore an issue in depth e.g. homelessness <p>Explore Democratic Process</p> <ul style="list-style-type: none"> Understand how democracy works within the school and a wider context Engage in local issues Participate in the democratic process <p>Activating Equality through positive action</p> <ul style="list-style-type: none"> participate in a human rights climate in class express views by writing letters to elected representatives develop an anti-racist charter learn about people who have made a difference through campaigning and protesting actively support fair trade 	<p>Belief Systems</p> <p>Key figures</p> <ul style="list-style-type: none"> Explore concept of authority as exercised by religious leaders Find out how leaders are chosen Identify common features which may exist between religious leaders <p>Rites and Ceremonies</p> <ul style="list-style-type: none"> Learn about rites of passage across societies Discuss similarities and difference across major belief systems in respect of rituals and ceremonies Identify common links across belief systems with regard to pilgrimages <p>Celebrations</p> <ul style="list-style-type: none"> Listen to and experience music by religions to celebrate their faith Look at and respond to art forms associated with festivals <p>Beliefs and Values</p> <ul style="list-style-type: none"> Explore common links in religious codes of conduct attempt to locate common values across traditions explore how values can benefit society visit places of worship 	<p>Moral and Spiritual</p> <p>Exploring Moral Development</p> <ul style="list-style-type: none"> examine benefits of values in the wider community and globally explore interpretations and shades of right and wrong through controversial issues explore values and develop a personal values charter critically question and make informed decisions Explore the concept of collective responsibility <p>Cultivating Spiritual Growth</p> <ul style="list-style-type: none"> identify own personal views and insights and apply to own life understand the tradition of meditation as a key aspect of spiritual development identify places associated with meditative tradition e.g. monastery grow in self-development through opportunities for meditation and reflection 	<p>Ethics and the Environment</p> <p>Knowledge and awareness of environmental issues</p> <ul style="list-style-type: none"> Be aware of the impact of air, water, waste and pollution on the environment Be aware of the power of natural disasters Develop an understanding of conservation Develop an understanding of interdependence <p>Responsibility and stewardship</p> <ul style="list-style-type: none"> Participate in environmental project and audit Become involved in local community environmental action e.g. litter clearance Create wildlife areas Engage in planting and seed collection Debate environmental issues Be aware of controversial nature of some issues Research and present work on this through IT, displays etc.
<p>Maths</p> <p>Number - number and place value/addition and subtraction/multiplication and division</p> <ul style="list-style-type: none"> read, write, order and compare numbers to at least 1,000,000 count forwards or backwards in steps of powers of 10 for any given number round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 read Roman numerals to 1,000 (M) and recognise years written in Roman numerals add and subtract whole numbers with more than 4 digits use rounding to check answers to calculations identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers know and use the vocabulary of prime numbers, prime factors and composite numbers establish whether a number up to 100 is prime and recall prime numbers up to 19 multiply and divide numbers up to 4 digits by a one- or two-digit number using a formal written method multiply and divide numbers mentally, drawing upon known facts multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 recognise and use square numbers and cube numbers solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign <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 number identify, name and write equivalent fractions of a given fraction recognise mixed numbers and improper fractions and convert from one form to the other add and subtract fractions with the same denominator, and denominators that are multiples of the same number multiply proper fractions and mixed numbers by whole number read and write decimal numbers as fractions recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents round decimals with 2 decimal places to the nearest whole number and to 1 decimal place read, write, order and compare numbers with up to 3 decimal places solve problems involving number up to 3 decimal places recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25 	<p>English</p> <p>Reading - word reading/comprehension</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes maintain positive attitudes to reading and an understanding of what they read read and discuss an increasingly wide range of genres recommend books that they have read to their peers, giving reasons for their choices identify and discuss themes and conventions in and across a wide range of writing make comparisons within and across books learn a wider range of poetry by heart and prepare poems and plays to read aloud and perform draw inferences and justify inferences with evidence predict what might happen from details stated and implied identifying how language, structure and presentation contribute to meaning distinguish between statements of fact and opinion retrieve, record and present information from non-fiction explain and discuss their understanding of what they have read, giving justifications for their views <p>Writing – transcription/spelling</p> <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 use dictionaries to check the spelling and meaning of words use a thesaurus <p>Writing – handwriting</p> <ul style="list-style-type: none"> write legibly, fluently and with increasing speed decide whether or not to join specific letters <p>Writing - composition</p> <ul style="list-style-type: none"> plan their writing, identify the audience and purpose of the writing, selecting the appropriate form select appropriate grammar and vocabulary use a wide range of devices to build cohesion within and across paragraphs use organisational and presentational devices to structure a text and to guide the reader assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing ensure correct subject and verb agreement when using singular and plural proof read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<p>Science</p> <p>Working scientifically</p> <ul style="list-style-type: none"> plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary take measurements, using a range of scientific equipment, with increasing accuracy and precision record data and results of increasing complexity using scientific diagrams, tables and graphs use test results to make predictions to set up further comparative and fair tests report and present findings from enquiries, including conclusions and explanations identify scientific evidence that has been used to support or refute ideas or arguments <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 bird describe 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 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated give reasons, based on evidence for the particular uses of everyday materials demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials <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 system describe the movement of the moon relative to the Earth describe the sun, Earth and moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night <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 object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect 	



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<p>Measurement</p> <ul style="list-style-type: none"> convert between different units of metric measure understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints measure and calculate the perimeter of shapes in centimetres and metres calculate and compare the area of rectangles (including squares), using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes estimate volume and capacity solve problems involving converting between units of time use all four operations to solve problems involving measure using decimal notation <p>Geometry - properties of shapes/position and direction</p> <ul style="list-style-type: none"> identify 3-D shapes from 2-D representations know angles are measured in degrees: estimate and compare angles draw given angles, and measure them in degrees (°) identify angles at a point, 1 whole turn (total 360°), on a straight line and half a turn (total 180°) and other multiples of 90° use the properties of rectangles to deduce related facts and find missing lengths and angles distinguish between regular and irregular polygons identify, describe and represent the position of a shape following a reflection or translation <p>Statistics</p> <ul style="list-style-type: none"> solve comparison, sum and difference problems using information in a line graph complete, read and interpret information in tables, including timetables 	<p>Writing - vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms use passive verbs to affect the presentation of information in a sentence use the perfect form of verbs to mark relationships of time and cause use expanded noun phrases to convey complicated information concisely use modal verbs or adverbs to indicate degrees of possibility use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun learn the grammar for year 5 use commas to clarify meaning or avoid ambiguity in writing use hyphens to avoid ambiguity use brackets, dashes or commas to indicate parenthesis use semicolons, colons or dashes to mark boundaries between independent clauses use a colon to introduce a list punctuate bullet points consistently 	
<p>Humanities</p> <p><u>History</u></p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the achievements of the earliest civilizations Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history <p><u>Geography</u></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> use maps to locate countries; concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, identifying key geographical features and how these have changed over time <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of physical and human geography <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 use the 8 points of a compass, grid references, symbols and key to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods 	<p>Creative Arts</p> <p><u>Music</u></p> <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 expression improvise and compose music for a range of purposes listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music develop an understanding of the history of music <p><u>Art and Design</u></p> <ul style="list-style-type: none"> develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design create sketch books to record their observations and use them to review and revisit ideas improve their art and design techniques learn about great artists, architects and designers in history <p><u>Design Technology (DT)</u></p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design products generate, develop, model and communicate own ideas select from and use a wider range of tools and equipment to perform practical tasks select from and use a wider range of materials and components, including construction materials, textiles and ingredients investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria understand how key events and individuals in design and technology have helped shape the world apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical and electrical systems in their products apply their understanding of computing to program, monitor and control their products 	<p>Computing</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals use sequence, selection, and repetition in programs use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks, including the internet, the services and opportunities they offer for communication and collaboration use search technologies effectively select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs use technology safely, respectfully and responsibly <p>PE</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Swimming and water safety</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively perform safe self-rescue in different water-based situations <p>Foreign Language</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language engage in conversations speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied