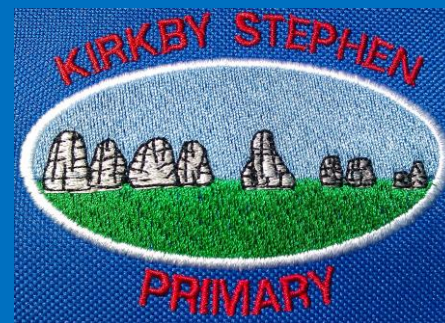


Kirkby Stephen Primary School

Year 5 Curriculum



Enthuse. Explore. Enrich.



Year 5 Curriculum Overview



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<h2>Grand Designs</h2> <p>We will spend time this term looking at the improvement in our transport and technology, the key discoveries and some first hand experience through visits to Kirkby Stephen East Railway Station. A fantastic topic to improve our geography skills through field-work and improving our map skills alongside furthering our Historical knowledge with a local focus.</p>	<h2>Grand Designs</h2> <p>We will continue to look at the developments from our Grand Designs topic but with a focus on the lives of the railway navvies. We will look at the techniques they used, how they moved around the country for work and their day to day lifestyle. This is a topic with excellent engineering opportunities where children will design, make and evaluate their own bridges.</p>	<h2>Earth and Space</h2> <p>We will immerse ourselves in the space race between NASA and the Soviet Union, looking at the key victories along the way and how these two powerhouses have maintained their status in today's world. We will learn all about the Solar system and explain day and night, the phases of the moon and different types of eclipses.</p>	<h2>Ancient Greeks</h2> <p>We will be exploring Greek myths and plays based around Greek mythology. We will use this inspiration to write different types of poems. We will look at the origin of the Olympic games, and how it has developed into something that is loved all round the world. In geography, we will further our map skills and explore different European countries, their capital cities and important landmarks.</p>	<h2>The Amazon Rainforest</h2> <p>We will look at how important the world's rainforest are for our survival. We will explore layers of the rainforest, the animals that call it their home and the geography behind their locations. We ask ourselves some important questions about environment. We will use our knowledge to write a persuasive letter.</p>	<h2>Ancient Egypt</h2> <p>We will continue to explore ancient civilisations by studying the lives and afterlives of Ancient Egyptians. We will immerse ourselves in interpreting primary sources including the hieroglyphs and their famous architecture. We will investigate the importance of water for building civilisations and we will evaluate the effects of building dams on the environment and the lives of people.</p>

Reading Expectations in Year 5

As readers the children will...



Reading: Word Recognition	Grand Designs	Earth and Space	Ancient Greeks	The Amazon Rainforest	Ancient Egypt
<u>Phonics and Decoding</u>	<ul style="list-style-type: none">• To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.• To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including:-sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.				
<u>Common Exception Words</u>	<ul style="list-style-type: none">• To read most Y5/ Y6 exception words,• discussing the unusual correspondences between spelling and sound and where these occur in the word.				

Reading Expectations in Year 5

As readers the children will...



Reading: Comprehension	Grand Designs	Earth and Space	Ancient Greeks	The Amazon Rainforest	Ancient Egypt
<u>Comparing, Contrasting and Commenting</u>	<ul style="list-style-type: none">• To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.• To 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.• To identify main ideas drawn from more than one paragraph and to summarise these.• To recommend texts to peers based on personal choice.				
<u>Words in Context and Authorial Choice</u>	<ul style="list-style-type: none">• To discuss vocabulary used by the author to create effect including figurative language.• To evaluate the use of authors' language and explain how it has created an impact on the reader.				
<u>Inference and Prediction</u>	<ul style="list-style-type: none">• To draw inferences from characters' feelings, thoughts and motives.• To make predictions based on details stated and implied, justifying them in detail with evidence from the text.				
<u>Poetry and Performance</u>	<ul style="list-style-type: none">• To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.				
<u>Non-Fiction</u>	<ul style="list-style-type: none">• To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.				

Year 5

Writing for a Purpose



	Grand Designs	Grand Designs	Earth and Space	Ancient Greeks	The Amazon Rainforest	Ancient Egypt
Purpose	Write to Inform	Write to Entertain	Write to Inform	Write to Entertain	Write to Persuade	Write to Discuss
Text Types/Text Features	Biography of Isambard Kingdom Brunel	Railway Navy narrative Report on Geography Fieldwork trip	Report on our Solar System Description of International Space Station	Poetry inspired by Ancient Greeks Greek Myth	Letter to prevent deforestation Poetry inspired by rainforests	A newspaper article discussing the archaeological excavation progress.
Key Skills KSPS Non Negotiable	<ul style="list-style-type: none"> - Use expanded noun phrases to add in key details. - Use commas to mark fronted adverbials. - Use apostrophes correctly for possession and omission. 	<ul style="list-style-type: none"> - Extend sentences adding subordinate clause to add more detail. - Use full punctuation for direct speech, including commas before and within inverted commas. 	<ul style="list-style-type: none"> - Use parenthesis to add extra detail to support points made. - Use bullet points for list items. Use relative clauses to add further detail. 	<ul style="list-style-type: none"> - Use a wide range of sentence structure to maintain readers interest. - Secure use of commas to mark clauses. 	<ul style="list-style-type: none"> - use modal verbs to convey different levels of meaning. - Vary sentence length to emphasise parts of text. - Use rhetorical questions to back up a point. 	<ul style="list-style-type: none"> - Use adverbials to provide cohesion across a text. - Begin to use passive voice to become more formal.

Writing Expectations in Year 5

As writers the children will...



Writing: Transcription Spelling and Handwriting	Grand Designs	Earth and Space	Ancient Greeks	The Amazong Rainforest	Ancient Egypt
<u>Phonics and Spelling Rules</u>	<ul style="list-style-type: none"> To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). To spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious). To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight). To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough). 				
<u>Common Exception Words</u>	<ul style="list-style-type: none"> To spell many of the Y5 and Y6 statutory spelling words correctly. 				
<u>Prefixes and Suffixes</u>	<ul style="list-style-type: none"> To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate). To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten). 				
<u>Further Spelling Conventions</u>	<ul style="list-style-type: none"> To spell complex homophones and near- homophones, including who's/whose and stationary/stationery. To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. 				
<u>Letter formation, Placement and Positioning</u>	<ul style="list-style-type: none"> To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. 				
<u>Joining Letters</u>	<ul style="list-style-type: none"> To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way. 				

Writing Expectations in Year 5

As writers the children will...



Writing: Composition	Grand Designs	Earth and Space	Ancient Greeks	The Amazon Rainforest	Ancient Egypt
<u>Planning, Writing and Editing</u>	<ul style="list-style-type: none">• To 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.• To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.• To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.• To consistently link ideas across paragraphs.• To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.				
<u>Purpose and Structure</u>	<ul style="list-style-type: none">• To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.• To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.• To regularly use dialogue to convey a character and to advance the action.• To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.• To spell many of the Y5 and Y6 statutory spelling words correctly.				

Writing Expectations in Year 5

As writers the children will...



Writing: Vocabulary, Grammar and Punctuation	Grand Designs	Earth and Space	Ancient Greeks	The Amazon Rainforest	Ancient Egypt
<u>Sentence Construction and Tense</u>	<ul style="list-style-type: none">• To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.• To ensure the consistent and correct use of tense throughout all pieces of writing.				
<u>Use of Phrases and Clauses</u>	<ul style="list-style-type: none">• To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).• To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scribble, who was a famous inventor, had made a new discovery.				
<u>Punctuation</u>	<ul style="list-style-type: none">• To use commas consistently to clarify meaning or to avoid ambiguity.• To use brackets, dashes or commas to indicate parenthesis.				
<u>Use of Terminology</u>	<ul style="list-style-type: none">• To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.				

Maths Expectations in Year 5

As mathematicians the children will...



Grand Designs	Earth and Space	Ancient Greeks	The Amazon Rainforest	Ancient Egypt
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW		Number Addition and subtraction VIEW		Number Multiplication and division A VIEW		Number Fractions A VIEW					
Spring term	Number Multiplication and division B VIEW		Number Fractions B VIEW		Number Decimals and percentages VIEW		Measurement Perimeter and area VIEW		Statistics VIEW			
Summer term	Geometry Shape VIEW		Geometry Position and direction VIEW		Number Decimals VIEW		Number Negative numbers VIEW	Measurement Converting units VIEW		Measurement Volume VIEW		

Maths Expectations in Year 5

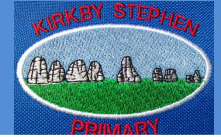
As mathematicians the children will...



	Grand Designs	Earth and Space	Ancient Greeks	The Amazon Rainforest	Ancient Egypt
<u>Number and Place Value; Counting</u>	<ul style="list-style-type: none"> count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 count forwards and backwards with positive and negative whole numbers, including through zero 				
<u>Number and Place Value; Represent</u>	<ul style="list-style-type: none"> read Roman numerals to 1000 (M) and recognise years written in Roman numerals. read, write numbers to at least 1 000 000 and determine the value of each digit 				
<u>Number and Place Value; Use Place Value and Compare</u>	<ul style="list-style-type: none"> order and compare numbers to at least 1 000 000 and determine the value of each digit 				
<u>Number and Place Value; Problems and Rounding</u>	<ul style="list-style-type: none"> 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 Interpret negative numbers in context 				
<u>Addition and Subtraction; Calculations</u>	<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 numbers Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy 				
<u>Addition and Subtraction; Problem Solving</u>	<ul style="list-style-type: none"> solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign (also in multiplication and division) 				

Maths Expectations in Year 5

As mathematicians the children will...



	Grand Designs	Earth and Space	Ancient Greeks	The Amazon Rainforest	Ancient Egypt
<u>Multiplication and Division; Recall, Represent and Use</u>	<ul style="list-style-type: none"> • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 • recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) 				
<u>Multiplication and Division; Calculations</u>	<ul style="list-style-type: none"> • 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 • multiply and divide numbers mentally drawing upon known facts • 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 • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 				
<u>Multiplication and Division; Solve Problems</u>	<ul style="list-style-type: none"> • solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. 				
<u>Multiplication and Division; Combined Operations</u>	<ul style="list-style-type: none"> • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign (also in addition and subtraction) 				
<u>Statistics; Interpret and Present</u>	<ul style="list-style-type: none"> • complete, read and interpret information in tables, including timetables. 				
<u>Statistics; Solve Problems</u>	<ul style="list-style-type: none"> • solve comparison, sum and difference problems using information presented in a line graph 				

Maths Expectations in Year 5

As mathematicians the children will...



	Grand Designs	Earth and Space	Ancient Greeks	The Amazon Rainforest	Ancient Egypt
<u>Fractions; Recognise and Write</u>	<ul style="list-style-type: none"> 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, $5/2 + 5/4 = 5/6 = 1 \frac{1}{5}$] 				
<u>Fractions; Compare</u>	<ul style="list-style-type: none"> compare and order fractions whose denominators are all multiples of the same number 				
<u>Fractions; Calculations</u>	<ul style="list-style-type: none"> 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 numbers, supported by materials and diagrams 				
<u>Decimals; Recognise and Write</u>	<ul style="list-style-type: none"> read and write decimal numbers as fractions [for example, $0.71 = 71/100$] recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents 				
<u>Decimals; Compare</u>	<ul style="list-style-type: none"> 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 				
<u>Decimals; Calculations and Problems</u>	<ul style="list-style-type: none"> solve problems involving number up to three decimal places 				
<u>Fractions, Decimals and Percentages</u>	<ul style="list-style-type: none"> 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 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. 				

Maths Expectations in Year 5

As mathematicians the children will...



	Grand Designs	Earth and Space	Ancient Greeks	The Amazon Rainforest	Ancient Egypt
<u>Measurement; Using Measures</u>	<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 pints • use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. 				
<u>Measurement; Time and Money</u>	<ul style="list-style-type: none"> • solve problems involving converting between units of time • use all four operations to solve problems involving measure, including Money 				
<u>Measurement; Perimeter, Area and Volume</u>	<ul style="list-style-type: none"> • 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 capacity [for example, using water] 				
<u>Geometry; 2D Shapes</u>	<ul style="list-style-type: none"> • 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. 				
<u>Geometry; 3D Shapes</u>	<ul style="list-style-type: none"> • identify 3-D shapes, including cubes and other cuboids, from 2-D representations 				
<u>Geometry; Lines and Angles</u>	<ul style="list-style-type: none"> • know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • draw given angles, and measure them in degrees (o) • identify: 1. angles at a point and one whole turn (total 360o) 2. angles at a point on a straight line and 1/2 a turn (total 180o) 3. other multiples of 90o 				
<u>Geometry; Position and Direction</u>	<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. 				

Science (1) in Year 5

As scientists the children will...



Grand Designs	Grand Designs	Earth and Space	Ancient Greeks	The Amazon Rainforest	Ancient Egypt
<p><u>Forces</u></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. - There are different types of forces (push, pull, friction, air resistance, water resistance, magnetic forces, gravity). - Gravity can act without direct contact between the Earth and an object. - Friction, air resistance and water resistance are forces which slow down moving objects. - Friction, air resistance and water resistance can be useful or unwanted. - The effects of friction, air resistance and water resistance can be reduced or increased for a preferred effect. - More than one force can act on an object simultaneously (either reinforcing or opposing each other). 	<p><u>Material Properties</u></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 magnets. - Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. - Compare a variety of materials and measure their effectiveness (e.g. hardness, strength, flexibility, solubility, transparency, thermal conductivity, electrical conductivity). <p><u>Temperature and Thermal Insulation</u></p> <ul style="list-style-type: none"> - Heat always moves from hot to cold. - Some materials (insulators) are better at slowing down the movement of heat than others. - Objects/liquids will warm up or cool down until they reach the temperature of their surroundings. 	<p><u>Light and Astronomy</u></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 Sun/Earth/Moon as approximately spherical bodies. - Use the idea of the Earth's rotation to explain day and night. - The Earth spins once around its own axis in 24 hours, giving day and night and the Earth orbits the Sun in one year. - We can see the Moon because the Sun's light reflects off it. - The Moon orbits the Earth in approximately 28 days and changes to the appearance of the moon are evidence of this. - The Sun appears to move across the sky from East to West and this causes shadows to change during the day. - Changes to shadow length over a day or changes to sunrise and sunset times over a year are evidence supporting the movement of the Earth. 	<p><u>Reversible Changes</u></p> <ul style="list-style-type: none"> - 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, including through filtering, sieving and evaporating. - Demonstrate that dissolving, mixing and changes of state are reversible changes. - Changes can occur when different materials are mixed. - Some material changes can be reversed and some cannot. - Recognise that dissolving is a reversible change. - Distinguish between melting and dissolving. - Mixtures of solids (of different particle size) can be separated by sieving. - Mixtures of solids and liquids can be separated by filtering if the solid is insoluble (un-dissolved). - Evaporation helps us separate soluble materials from water. - Changes to materials can happen at different rates (factors affecting dissolving, factors affecting evaporation – amount of liquid, temperature, wind speed). <p><u>Irreversible Changes</u></p> <ul style="list-style-type: none"> - 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. 	<p><u>Animal Life Cycles</u></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><u>Human Life Cycles</u></p> <ul style="list-style-type: none"> - Describe the changes as humans develop to old age. - Animals are alive; they move, feed, grow, use their senses, reproduce, breathe/respire and excrete.

Science (2) in Year 5

As scientists the children will...



Sort / group / compare / classify / identify	Research	Modelling	Recording of 'Explore / Observe'	Questioning	Planning
<ul style="list-style-type: none"> - Compare and contrast things beyond their locality. - Compare more complex processes, systems, functions (e.g. life cycles of different living things, organ systems of different animals). - Suggest reasons for similarities and differences. 	<ul style="list-style-type: none"> - Research the work of famous scientists (historical and modern day) and use this to find out how scientific ideas have changed over time. - Find things out using a wide range of secondary sources of information. 	<ul style="list-style-type: none"> - Create simple models to describe scientific ideas (e.g. circulatory system). - Use simple models to describe scientific ideas (e.g. of movements of the Sun and Earth, solar system, shadow clocks, magnetic compasses for navigation). 	<ul style="list-style-type: none"> - Read, spell and pronounce scientific vocabulary correctly. - Use their developing scientific knowledge and understanding and relevant scientific language to discuss, communicate and explain their findings. - Explore more abstract systems/functions/changes and record their understanding of these (e.g. circulatory system). - Observe changes over different periods of time 	<ul style="list-style-type: none"> - Raise different kinds of questions (Y5/6) - Refine a scientific questions so that it can be investigated. - Ask their own pertinent questions. 	<ul style="list-style-type: none"> - Explain which variables need to be controlled and why. - Make most of the planning decisions about] and carry out fair tests. - Recognise when it is appropriate to carry out a fair test and plan how to set it up.
Equipment and measurement	Communicating Recording	Considering the results of an investigation / writing a conclusion			Collaborating
		Describe results	Explain results	Trusting my results	
<ul style="list-style-type: none"> - Recording data and results of increasing complexity (Y5/6). - Follow safety guidelines (Y5/6). - Make their own decisions about what observations to make or measurements to use and how long to make them for [recognising the need for repeat readings on some occasions]. - Decide how to record data from a choice of familiar approaches. - Choose the most appropriate equipment to make measurements. - Explain how to use equipment accurately. 	<ul style="list-style-type: none"> - Record data and results of increasing complexity using tables, bar and line graphs, and models. - Report findings from enquiries using discussion, drawings [annotated], oral and written explanations of results, and conclusions. - Present findings in written form, displays and other presentations (Y5/6) 	<ul style="list-style-type: none"> - Identify patterns that might be found in the natural environment. - Look for patterns and notice relationships between things [and describe these]. 	<ul style="list-style-type: none"> - Use their developing scientific knowledge and understanding and relevant scientific language to explain their findings. - Draw conclusions based on their data and observations. - Read, spell and pronounce scientific vocabulary correctly (Y5/6). 	<ul style="list-style-type: none"> - Use test results to make predictions to set up further comparative and fair tests. - Comment on how reliable their data is. 	

History (1) in Year 5

As historians the children will...



Grand Designs	Earth and Space	Ancient Greeks	The Amazon Rainforest	Ancient Egypt
<p><u>Historical Knowledge</u> Victorian Britain and the Railways Explain changes in society and how crime and punishment has changed between the Victorian period and the 21st century. Investigate how inventions of the Industrial revolution influenced the development of the railway network. Understand the significance, cause and effect of building the railways in our local area. Learn about social and population change in this era and the movement of the Navvies around Britain in particular.</p> <p><u>Chronology</u> Create a class timeline for the year, from 1800 to present day. Areas to include: Key dates in Industrial Revolution (including inventions, engineering, transport developments) Key local dates Kirkby Stephen East Train station (built, expanded, closed, reopened, closed, renovated etc.)</p>	<p><u>Historical Knowledge</u> Learn about the Space Race 1945-69 and the lives and significance of space pioneers (eg Neil Armstrong, Yuri Gagarin, Neil Armstrong, Valentina Tereshkova, Peggy Whitson, Tim Peake).</p> <p><u>Chronology</u> Add key dates to the Class Timeline for the Space Race 1945-69. Add significant developments in space technology to the present day (e.g. International Space Station, Mars Rover, SpaceX).</p>	<p><u>Historical Knowledge</u> Learn how the ancient Greeks affected future civilisations, exploring which ancient Greek inventions and developments are still around today.. Learn how the Olympics started and the history of how it expanded to become the global event that it is today.</p> <p><u>Chronology</u> Reason why Ancient Greece doesn't fit into Class timeline. Add dates linked to modern Olympics to Class Timeline and explain why they have been added in relation to Ancient Greece. Individual timelines (to be linked to Ancient Egypt topic). Use AD and BCE (BC) to when talking about dates.</p>	<p><u>Historical Knowledge</u> Global deforestation in the post-war era.</p> <p><u>Chronology</u> Plot rates of deforestation on Class Timeline, 1970 to present day, and use this data to predict future trends</p>	<p><u>Historical Knowledge</u> Ancient Egypt Know that there were some advanced societies in the world 3000 years ago and know that Britain was not one of them. Know about the key features of Ancient Egypt.</p> <p><u>Chronology</u> Place events on a timeline in relation to Ancient Greece.</p>

History (2) in Year 5

As historians the children will...



Grand Designs	Earth and Space	Ancient Greeks	The Amazon Rainforest	Ancient Egypt
<p><u>Historical Enquiry and Interpretation</u> Recognise the difference between primary and secondary sources of information to investigate the past. Gather evidence from a wide range of sources (pictures, maps, documents, photos, artefacts, historic sites) to build a picture of what it was like to be a Navy building the railways. Describe continuity and change before, during and after the Industrial Revolution. Select relevant information to demonstrate how transport in our locality has changed over time.</p> <p><u>Organisation and Communication</u> Create a class timeline that children will refer to, develop and amend throughout topics. Written work on the life of a Navy.</p> <p><u>Key Vocabulary</u> Navigator, engineer, factory, manufacturing, iron, coal, child labour, cause, effect, change, continuity, similarity, difference, significance, Victorians, Industrial Revolution, mass production, urbanisation, transport.</p>	<p><u>Historical Enquiry and Interpretation</u> Learn about the 'Space Race' between America and Russia and how this played a role in the superpower countries of the world. Evaluate sources and look for bias by comparing the same event but published by each side of the race.</p> <p><u>Organisation and Communication</u> Presentation to class (Slides) Timelines</p> <p><u>Key Vocabulary</u> Cold War, block, superpower, USA, USSR, Soviet, NASA, 20th century, Apollo.</p>	<p><u>Historical Enquiry and Interpretation</u> Use a variety of sources to research what life was like for the citizens of Greece. Evaluate the validity of sources from this long ago, explore how the source originated and how we know about it today.</p> <p><u>Organisation and Communication</u> Annotating primary evidence. Timeline</p> <p><u>Key Vocabulary</u> Invasion, expansion, Athens, Sparta, democracy, city-state, university, Olympic Games, Zeus, myth, primary evidence, secondary evidence, sculpture, philosophy, cultural, political.</p>	<p><u>Historical Enquiry and Interpretation</u> Explore the rate of deforestation, looking at the effect key historical periods had on this. Industrial revolutions, global development, global population growth to over 7bn, etc.. Compare the data released by Governments and by climate experts and discuss the reasons for misrepresentation of information.</p> <p><u>Organisation and Communication</u> Class display, graphs.</p> <p><u>Key Vocabulary</u> Bias, accuracy, interpretation, reliable, unreliable, fact, opinion, plantation, democracy, business, poverty, environment, agriculture, social movement, developing country, development.</p>	<p><u>Historical Enquiry and Interpretation</u> Life and organisation of society in Ancient Egypt.</p> <p>Interpret primary evidence (hieroglyphs, archaeological findings).</p> <p><u>Organisation and Communication</u> Annotating primary evidence. Written work.</p> <p><u>Key Vocabulary</u> AD, BCE(BC), archaeology, culture, pharaoh, hieroglyph, Rosetta Stone, Nile, cartouche, papyrus, irrigation, embalming, mummification, sarcophagus, Tutankhamun, Ra, Amun, Horus, Osiris, Howard Carter, archaeology, Valley of the Kings.</p>

Geography (1) in Year 5

As geographers the children will...



Grand Designs	Earth and Space	Ancient Greeks	The Amazon Rainforest	Ancient Egypt
<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Name and locate counties and main industrial cities of the United Kingdom. Explain why these industrial hotspots have developed and link their geographical location to the important historical events (industrial revolution, development of railways). <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> I can explain the significance of the geographical location of railway to human and economical features. Review information from my investigation and discuss suitability of the railway route and how the 'Navvies' will have created this route. 	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Present findings on a map, illustrating the Equator, Tropic of Cancer and Capricorn. Label Northern and Southern Hemisphere, using this vocabulary correctly. Illustrate Arctic and Antarctic Circle. Understand and use Greenwich Mean Time and time zones, and relate to day and night around the world. 	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Use a map to locate places in Europe, their capital cities. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Explore the physical geography of Greece. <i>Population, size, location, mountains, landscape and climate.</i> 	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Know the names of, and locate, a number of South or North American countries. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Know key differences between living in the UK and in a country in either North or South America <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Create a thematic map to show the climates of the world, biomes and vegetation belts and discuss reason for this using new and prior geographical knowledge. Know what is meant by biomes and what are the features of a specific biomes. Know the layers of rainforest and know what deforestation is. 	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Know the names of and locate some of the world's deserts. Know the names of number of capital cities across the world. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> I can understand geographical similarities and differences through a study of human and physical geography of a region within UK and a region in South America

Geography (2) in Year 5

As geographers the children will...



Grand Designs	Earth and Space	Ancient Greeks	The Amazon Rainforest	Ancient Egypt
<p><u>Field Work</u></p> <ul style="list-style-type: none"> Investigate a local railway route suitability (<i>from the top of Ash Fell looking towards Tebay</i>). Evaluate the quality of evidence from the survey and identify areas of strength and areas for improvement. Use sketches and photographs as evidence in an investigation. <p><u>Map Skills</u></p> <ul style="list-style-type: none"> Locate Kirkby Stephen on different maps; recent and historical maps, small, medium and large scale maps. Compare aerial photographs (satellite images) and maps (OS maps) of the local area. I can use these skills to map out the route of a disused railway. <p><u>Subject Specific Vocabulary</u></p> <p>Transport link, trade link, Arch bridge, Cantilever Bridge, Truss Bridge. Beam Bridge, Suspension Bridge, tunnel, viaduct, valley, gorge, landscaping, embankment, cutting, limestone, natural resources.</p>	<p><u>Map Skills</u></p> <p>Locate Equator, Tropic of Capricorn, Tropic of Cancer, Poles and other important imaginary lines on a map.</p> <p><u>Subject Specific Vocabulary</u></p> <p>Equator, time zone, lines of longitude, lines of latitude, Prime Meridian, ocean, sea, Poles, 8 compass points.</p>	<p><u>Map Skills</u></p> <ul style="list-style-type: none"> Draw my own map which an attached key to display desired information about changes in Greece. <i>Creating a map of Greece with key landmarks.</i> Use 8 compass points to explain where things are in relation to others. Begin to use 4-figure co-ordinates to locate features on a map. <p><u>Subject Specific Vocabulary</u></p> <p>Bordering seas, expansion, invasion, reliability, Europe, Athens, mainland, region, coastline.</p>	<p><u>Field Work</u></p> <ul style="list-style-type: none"> Complete a field trip to a local forest, surveying the tress found, quality of ground looking at how this changes for areas where trees have been cut down. <p><u>Map Skills</u></p> <ul style="list-style-type: none"> Use maps and atlases to find out climate zones, biomes and vegetation belts. <p><u>Subject Specific Vocabulary</u></p> <p>Emergent layer, forest floor, upper canopy, understory, undergrowth, habitat, environment, climate, biome, deforestation, endangered, extinction, destruction.</p>	<p><u>Field Work</u></p> <p>Know how to use graphs to record features such as temperature or rainfall across the world (revisit).</p> <p><u>Subject Specific Vocabulary</u></p> <p>Desert, comparison, climate, temperature, rainfall, Location</p>

Art in Year 5

As artists the children will...



Grand Designs

Sketch Book Work

Drawing

-Sketch Grand Designs
-Collect images of their favourite designs as inspiration for their work.

Work of famous architects

-Norman Foster, Robert Venturi and Denise Scott Brown.
-Understand and explore architectural ideas and design buildings!
-Look at how artists have used perspective in their work



Drawing

-One/two point perspective of a street, bridge, building
-Once the children are happy with their design, create extra copies so they can experiment with adding colour.
-Paint designs using different colour families, contrasting/complimentary colours etc.

Key Vocabulary

straight, broken, point, angular, fine, sharp, thick, broad, short, bold, jagged.
Primary/secondary colours
Complimentary/contrast

-Opportunities to study different architects and designers to allow practicing of different drawing techniques including sketching and diagrams.

Sketchbook work

-Drawings of the local viaduct sketching outdoors

Final Piece inspiration

-Look at <https://leahnewtonart.com/2019/07/30/middle-school-famous-buildings-art-lesson-projects-for-kids/>



or
Look at the work of James Rizzi <https://glittermeetsglue.com/james-rizzi-cityscape/>



Earth and Space

Focus Artist: Jackson Pollock



The Night Sky

Painting

-Using acrylic paints, use a layering technique of a skyline at night including stars and galaxies.



Work of Famous Artist

-Jackson Pollock, how his abstract paintings can hold lots of meaning when meaning isn't obvious.

Key Vocabulary

primary, secondary, complimentary, intricate

Ancient Greeks

Sketchbook work inspired by the Ancient Greeks



Athenian pottery inspired artwork



Drawing

- Using observational skills to study Greek pottery depicting different Greek events.
- Taking influence from Greek pottery to create their own vase design.
- Experiencing the challenge of making a design work on a 3D surface.

The Amazon Rainforest

Focus Artists:

-Hannah Hoch and Kurt Schwitters, two famous textile artists who use ripping's from magazines and newspapers.

-John Dyer

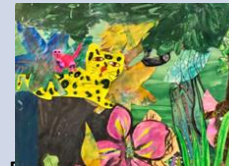
<https://johndyergallery.com/collections/rainforest-art-amazon-indian-paintings>

Rainforest artwork- Large

Scale

Collage

<https://www.arthouselab.com/wild-jungle-collage-project/>
-Using ripping from magazines, newspapers and posters, can we create a rainforest scene, trying to represent layers of the rainforest.



Painting

-Experiment with colours and textures: explore a variety of different brushes to create an effect of movement; create a colour palette, demonstrating mixing techniques.
-Explore painting on different surfaces/papers used in creation of collage.

Ancient Egypt

Sketch Book work

Planning

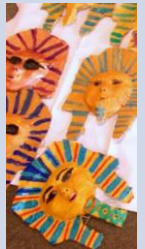
Investigating styles and traditions

-Plan artwork through drawing designs in sketchbooks.



3D Art

-Create a burial mask using- Papier mâché.
-Paint with metallic paint



Key Vocabulary

frame, structure, integrity, size, mass, dense, bulky, rigid

Design and Technology in Year 5

As designers the children will...



Grand Designs	Earth and Space	Ancient Greeks	The Amazon Rainforest	Ancient Egypt
<p><u>Engineering a Bridge</u></p> <p><u>Designing</u></p> <ul style="list-style-type: none">- Discuss, collate and evaluate different bridge designs and reason their suitability for their purpose.- Use research to develop design criteria to inform the design of innovative and functional products that are fit for purpose.- Use criteria to collate idea, create annotated sketches and diagrams.- Build a prototype using suitable materials <p><u>Making</u></p> <ul style="list-style-type: none">- Children will use planning to construct prototypes, evaluating results to inform planning.- Children should build their prototypes on a budget, deciding how and explain why they are spending their money on materials.- Use updated plans to refine their prototypes, adjusting as necessary. <p><u>Evaluating</u></p> <ul style="list-style-type: none">- Evaluate the product against the original design specification.- Evaluate materials used and make adjustments as needed.- Provide and receive feedback from peers about improving and modifying prototypes to inform planning. <p><u>Technical Knowledge and Vocabulary</u></p> <ul style="list-style-type: none">- weight load – tension – support – stability – centre of gravity – tactile – supple – rigid – malleable – strength - suitable - purpose <p><u>Cooking and Nutrition</u></p> <ul style="list-style-type: none">- Discuss where food comes from and how season affect availability to create a soup and bread roll, with recipe to sell at the Christmas Fair.- Use skills (peeling, chopping, slicing) to prepare soup.- use skills (- Produce report on how soup will contribute to a healthy-balanced diet.	<p><u>Reproducing an Ancient Greek garment</u></p> <p><u>Designing</u></p> <p>Studying primary resources to study the evidence of different garments.</p> <p>Using our study to design their own garments considering who is going to be wearing them and the materials available.</p> <p>Evaluating individual designs and deciding on a group design.</p> <p><u>Making</u></p> <p>Practising running and back stitch and considering advantages/disadvantages of each.</p> <p>Cutting and sewing children’s chosen designs.</p> <p>Fitting on models and adjusting garments.</p> <p>Adding decorative features to the garments.</p> <p><u>Evaluating</u></p> <p>Compare results to similar products made by peers.</p> <p>Identify strengths, weaknesses and opportunities for improvement.</p> <p>Discussing the functionality of the garments.</p> <p><u>Technical Knowledge and Vocabulary</u></p> <p>Running stitch, back stitch, materials, gathering, garment</p>		<p><u>Wind Powered Vehicles</u></p> <p><u>Designing</u></p> <ul style="list-style-type: none">- Carry out research of uses of wind power.- Gather information about the needs and wants in a wind powered vehicle- Prioritise criteria ready for making phase- Generate innovative ideas, drawing on research- Generate realistic ideas, focussing on the needs of the user. <p><u>Making</u></p> <ul style="list-style-type: none">- Order the main stages of making for efficiency- Produce appropriate lists of tools and equipment, evaluating need against a budget- Accurately measure, mark out, cut and shape materials and components.- accurately assemble, join and combine materials and components.- demonstrate resourcefulness with resources used for prototypes. <p><u>Evaluating</u></p> <ul style="list-style-type: none">- Compare results to similar products made by peers- identify strengths and weaknesses- Provide areas of improvement and what impact this may have on outcomes. <p><u>Technical Knowledge and Vocabulary</u></p> <ul style="list-style-type: none">- How mechanical systems, such as cams, pulleys or gears create movement.- How to reinforce or strengthen a 3D structure.	

Music (1) in Year 5

As musicians, the children will...



	Knowledge	Skills
Listen and Appraise	<ul style="list-style-type: none"> - To know five songs from memory and who sang them or wrote them. - To know the style of the five songs and to name other songs from the Units in those styles - To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> ▪ Some of the style indicators of that song (musical characteristics that give the song its style). ▪ Its lyrics: what the song is about ▪ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) ▪ Identify the main sections of the song (introduction, verse, chorus etc.) ▪ Name some of the instruments they heard in the songs ▪ The historical context of the songs. What else was going on at this time? 	<ul style="list-style-type: none"> ▪ To identify and move to the pulse with ease. ▪ To think about the message of songs. ▪ To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ▪ Listen carefully and respectfully to other people's thoughts about the music. ▪ When you talk try to use musical words. ▪ To talk about the musical dimensions working together in the Unit songs. ▪ Talk about the music and how it makes you feel.
Singing	<ul style="list-style-type: none"> - To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. - To choose a song and be able to talk about: <ul style="list-style-type: none"> ▪ Its main features ▪ Singing in unison, the solo, lead vocal, backing vocals or rapping ▪ To know what the song is about and the meaning of the lyrics ▪ To know and explain the importance of warming up your voice 	<ul style="list-style-type: none"> ▪ To sing in unison and in simple two-parts. ▪ To demonstrate a good singing posture. ▪ To follow a leader when singing. ▪ To enjoy exploring singing solo. ▪ To sing with awareness of being 'in tune'. ▪ To experience rapping and solo singing. ▪ To listen to each other and be aware of how you fit into the group.
Playing	<ul style="list-style-type: none"> - To know and be able to talk about: <ul style="list-style-type: none"> ▪ Different ways of writing music down – e.g. staff notation, symbols ▪ The notes C, D, E, F, G, A, B + C on the treble stave ▪ The instruments they might play or be played in a band or orchestra or by their friends 	<ul style="list-style-type: none"> ▪ Play a musical instrument with the correct technique within the context of the Unit song. ▪ Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ▪ To rehearse and perform their part within the context of the Unit song. ▪ To listen to and follow musical instructions from a leader. ▪ To lead a rehearsal session.
Improvisation	<ul style="list-style-type: none"> - To know and be able to talk about improvisation: <ul style="list-style-type: none"> ▪ Improvisation is making up your own tunes on the spot ▪ When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them ▪ To know that using one or two notes confidently is better than using five ▪ To know that if you improvise using the notes you are given, you cannot make a mistake ▪ To know that you can use some of the riffs you have heard in the Challenges in your improvisation ▪ To know three well-known improvising musicians 	<ul style="list-style-type: none"> ▪ Improvise using instruments in the context of a song to be performed. ▪ Question and Answer using instruments. ▪ Improvise with a feeling for the style using the notes D, E, G, A + B (pentatonic scale/a five-note pattern).

Music (2) in Year 5

As musicians, the children will...



	Knowledge	Skills
Composition	<ul style="list-style-type: none"> - To know and be able to talk about: <ul style="list-style-type: none"> ▪ A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ▪ A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ▪ Notation: recognise the connection between sound and symbol 	<ul style="list-style-type: none"> ▪ Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ▪ Explain the keynote or home note and the structure of the melody. ▪ Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ▪ Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Performance	<ul style="list-style-type: none"> - To know and be able to talk about: <ul style="list-style-type: none"> ▪ Performing is sharing music with other people, an audience ▪ A performance doesn't have to be a drama! It can be to one person or to each other ▪ You need to know and have planned everything that will be performed ▪ You must sing or rap the words clearly and play with confidence ▪ A performance can be a special occasion and involve an audience including of people you don't know ▪ It is planned and different for each occasion ▪ It involves communicating feelings, thoughts and ideas about the song/music 	<ul style="list-style-type: none"> ▪ To choose what to perform and create a programme. ▪ To communicate the meaning of the words and clearly articulate them. ▪ To talk about the venue and how to use it to best effect. ▪ To record the performance and compare it to a previous performance. ▪ To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"
Vocabulary	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	

PE Expectations in Year 5

As sports stars the children will...



	Grand Designs	Earth and Space	Ancient Greeks	The Amazon Rainforest	Ancient Egypt
<u>Being a Sports Star</u>	<ul style="list-style-type: none"> • Know and understand the reasons for warming up and cooling down. • Explain some safety principles when preparing for and during exercise. • Choose and use criteria to evaluate own and others' performance. • Explain why they have used particular skills or techniques, and the effect they have had on their performance. • Consistently perform and apply skills and techniques with accuracy and control. • Take part in competitive games with a strong understanding of tactics and composition. • Choose and use criteria to evaluate own and others' performance. • Explain why they have used particular skills or techniques, and the effect they have had on their performance. 				
<u>Dance</u>	<ul style="list-style-type: none"> • compose motifs and plan dances creatively and collaboratively in groups • adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use • perform different styles of dance clearly and fluently • organise their own warm-up and cool-down exercises • show an understanding of safe exercising • recognise and comment on dances, showing an understanding of style • suggest ways to improve their own and other people's work 				
<u>Gymnastics</u>	<ul style="list-style-type: none"> • create, practice and refine longer, more complex sequences for a performance, including changes in level, direction and speed • choose actions, body shapes and balances from a wider range of themes and ideas • adapt their performance to the demands of a task, using their knowledge of composition • understand the need for warming up and working on body strength, tone and flexibility • lead small groups in warm-up activities • use basic set criteria to make simple judgements about performances and suggest ways they could be improved 				
<u>Outdoor Adventurous Activity</u>	<ul style="list-style-type: none"> • identify where they are by using simple plans and diagrams of familiar environments • use simple plans and diagrams to help them follow a short trail and go from one place to another • respond to a challenge or problem they are set • begin to work and behave safely • work increasingly cooperatively with others, discussing how to follow trails and solve problems • recognise that different tasks make their body work in different ways • comment on how they went about tackling tasks 				

PE Expectations in Year 5

As sports stars the children will...



	Grand Designs	Earth and Space	Ancient Greeks	The Amazon Rainforest	Ancient Egypt
<u>Swimming</u>	<ul style="list-style-type: none"> Swim between 10m and 20m unaided in shallow water, using one stroke. Begin to swim 10m-15m unaided using a second stroke. Put face in water and breath correctly when swimming in one identifiable stroke. Use a float to aid their swimming and confidence in deeper water. Use a float to develop leg and arm techniques. Begin to explain how to keep safe whilst in water and what dangers should be identified. 				
<u>Ball Skills</u>	<ul style="list-style-type: none"> Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve Consolidate different ways of throwing and catching, and know when each is appropriate in a game 				
<u>Games</u>	<ul style="list-style-type: none"> Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together. Pass a ball with speed and accuracy using appropriate techniques in a game situation. Keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of space. Choose the best tactics for attacking and defending and shoot in a game. Use fielding skills as a team to prevent the opposition from scoring. 				
<u>Athletics</u>	<ul style="list-style-type: none"> understand and demonstrate the difference between sprinting and running for sustained periods know and demonstrate a range of throwing techniques throw with some accuracy and power into a target area perform a range of jumps, showing consistent technique and sometimes using a short run-up play different roles in small groups relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up compare and contrast performances using appropriate language 				

Computing in Year 5

As computer users, the children will...



Grand Designs Grand Designs	Earth and Space	Ancient Greeks	The Amazon Rainforest	Ancient Egypt
<p>Computing Focus – Using satellite images/maps to map old Railway Line from Kirkby Stephen Tebay. Crop/Snip, edit and piece together evidence, adding own photos to support.</p> <p>Online Safety</p> <ul style="list-style-type: none">• Acceptable Use Policy: ways to report online safety issues (including extremism discussion)• Digital footprints (including online bullying and personal information) <p>Digital Literacy</p> <ul style="list-style-type: none">• Begin to recognise that the internet may contain material that is irrelevant, biased and inappropriate. Decide what is appropriate for our History research on Isambard Kingdom Brunel.• Begin to understand how issues of copyright apply to their own work• Use strategies to verify the reliability and accuracy of information on the internet <p>Computer Science</p> <ul style="list-style-type: none">• Begin to understand the history of Computer Science. <p>Information Technology</p> <ul style="list-style-type: none">• To evaluate a range of digital media, appropriate to task e.g website, prezi, blog, pdfs and recognise key features of layout and design and relate to other curriculum areas (Reading/Writing/Topic)• To select and import graphics from digital cameras, graphics packages and online sources – Geography	<p>Computing Focus – To use scratch to complete a project, designing/evaluating/improving a quiz based on Earth and Space/Ancient Greece/Olympic games. Plan/Video/Edit their poems that they will learn and perform.</p> <p>Online Safety</p> <ul style="list-style-type: none">• Copyright, plagiarism and creating strong passwords• Malware - including definitions of Trojan horses and viruses <p>Computer Science</p> <ul style="list-style-type: none">• To begin to develop understanding of how technology works; how computers process instructions and commands, including the use of coding languages.• To experience a selection of coding environments (Scratch, Code.org)• To design their own game including sprites, backgrounds, scoring and/or timers.• To use conditional statements to create unique algorithms• Use variables to add variation to algorithms• To program start and ends to games involving wins, losses and draws• To create variable interaction in quizzes and games using a combination of selection, conditional statements and variables (Data blocks in scratch)• To evaluate the effectiveness of their algorithms• To continually debug code to identify and correct errors, exceptions and exploits <p>Information Technology</p> <ul style="list-style-type: none">• To capture video clips to communicate ideas and information to specific audiences• To edit, reorganise and enhance digital video for a specific purpose or audience• Use technology to present their work, showing an increasing degree of skill and using advanced software• To use different filming techniques and camera angles e.g. zoom, panning, wide shot etc. to create different mood/perspective• To plan a video or animation by drawing a storyboard (Storyboard It)• To use a range of sound effects, music and voice-overs to create mood/ atmosphere• To select and edit sounds, text, movie clips and other effects to suit purpose and audience		<p>Computing Focus – To create a PowerPoint to aid a presentation on the effects of deforestation and what we can do to change this.</p> <p>Online Safety</p> <ul style="list-style-type: none">• Using media channels such as YouTube (age appropriateness, site conditions, viral videos)• Safe social networking including sexting <p>Digital Literacy</p> <ul style="list-style-type: none">• Begin to understand the different type of copyright pertaining to digital medias <p>Information Technology</p> <ul style="list-style-type: none">• To use presentation software and skills to present work or information relating to their learning.• To select software to support structure and layout of document/presentation• To improve presentation of a document by considering its target audience• To select and import sounds (eg own recording, free online sources) video/visual effects• Through self-evaluation, evaluate projects both during and after completion, and make suitable improvements• To develop projects with an awareness of intended audience• To begin to produce a portfolio of written and visual work and projects for sharing with other children inside and out of school• To use online communication methods to support topic work• To consider language, layout and format when communicating with different people online	

Computing in Year 5

As computer users, the children will...



Grand Designs

Earth and Space

Ancient Greeks

The Amazon
Rainforest

Ancient Egypt

Key Skills

- To be able to use an online dictionary/thesaurus to search out level specific grammar and vocabulary independently (to run all year in English/Writing)
- Use spellchecker and grammar checker to ensure consistency throughout work (to run all year in English/Writing)
- To use a variety of techniques to save and annotate on screen projects (screenshots/snipping) - Through Geography Lessons on Old Railway Line
- To find, save, crop and edit images to suit needs of projects - Through Geography Lessons on old railway
- Continue to practice touch typing and use several fingers when typing (to run all year in English/Writing)

French in Year 5

As an International Speaker, the children will...



Grand Designs		Earth and Space	Ancient Greeks	The Amazon Rainforest	Ancient Egypt
<p><u>Talking all about us</u></p> <ul style="list-style-type: none"> - To recall and re-use familiar core language knowledge in new contexts - To revisit and build confidence in spoken personal information dialogues - To extend knowledge of adjectives - To practise listening for information, speaking in sentences and sequences of sentences - To develop reading skills to aid understanding of unfamiliar words - To write familiar language in sentences and using memory skills to do so - To explore the use of verbs and moving from talking about "I and You" to talking about "He and She" 	<p><u>In the City</u></p> <ul style="list-style-type: none"> - To explore nouns and adjectives. - To practise simple dialogue phrases to buy tickets and ask about places. - To explore the culture of target language cities - To revisit and use unfamiliar language in new contexts - To develop listening and reading to understand meaning - To practise writing sentences to describe a place in a city - To develop skills in speaking and writing shorter texts. <p><u>Christmas Shopping</u></p> <ul style="list-style-type: none"> - Explore numbers and prices up to 100 - Practise simple dialogue phrases to buy gifts - Explore culture of Christmas in France - Develop listening and responding skills - Practise writing words, phrases and simple sentences. 	<p><u>Happy New Year</u></p> <ul style="list-style-type: none"> - How to recognise, recall and begin to use familiar and un-familiar parts of the present tense of etre (to be) - How to build confidence in spoken use of the verb etre. - Practise ways of remembering the paradigm of the verb. - Use drama and performance skills to aid memory of new language and grammar structures. <p><u>Healthy Eating and Going to the Market</u></p> <ul style="list-style-type: none"> - Look at the gender of nouns and polite requests - Use known and new language to create a recipe for fruit salad - Recall nouns for fruit and vegetables - Participate in simple shopping dialogue. 	<p><u>Carnival and Clothes</u></p> <ul style="list-style-type: none"> - Listen to and join in with songs and games - Consolidate understanding of nouns, gender, singular and plural - Extend knowledge of adjectives, agreement and position after nouns in descriptive sentences. - Practise and explore the verbs to have and wear - Develop speaking, listening, reading and writing skills - Explore how to build more complex sentences using nouns, verbs and adjectives in French. 	<p><u>Out of this World</u></p> <ul style="list-style-type: none"> - Explore the names of the planets in French - Revisit and extend personal information questions and answers - Practise constructing dialogues and simple conversations. - Practise writing descriptive sentences with known and new words. 	<p><u>Seaside</u></p> <ul style="list-style-type: none"> - Explore adjectives and nouns associated with the seaside. - Develop listening and reading for meaning - Practise writing extended sentences using conjunctions and opinion phrases - Develop skills in speaking and writing short texts - Practise memorising and presenting short texts.

For specific vocabulary taught please refer to key word document which is found in the French folder on the school server. This also includes the correct pronunciation of words and correct spelling.

Religious Education (1) in Year 5

In RE, the children will...



Grand Designs		Earth and Space	Ancient Greeks	The Amazon Rainforest	Ancient Egypt
<p>Theme: Belief into action</p> <p>Key Question: How far would a Sikh go for his/her religion? Religion: Sikhism</p> <p>Suggested Teaching Children to have a traffic light each or project a traffic light on a screen and ask children for each coloured light to think of something they are committed to and the level of commitment they show, e.g. green light something they practise daily and train towards, red for something they do but don't really practise and do because they have been asked to and explain why they have chosen this level of effort – don't make it a focus just an intro.</p> <p>Using different symbols around the room, ask the children 'how does this symbol help Sikhs to show their commitment to their faith? Children to write their ideas on post-it notes as they move around the room.</p> <p>Focus on the khanda Ask children to try and work out the different component parts and what they might symbolise</p>	<p>Theme: Christmas Concept: Incarnation</p> <p>Key Question: Is the Christmas story true? Religion: Christianity</p> <p>Suggested Teaching Children can write a newspaper report based on interviewing a person present at the event from either Matthew or Luke's account, including the main events. Needs to include the emotions of the people present – interviewer could ask participants why they acted the way they did.</p> <p>Class vote – children can role play a court room scene with both sides arguing who is telling the true version of events – Matthew or Luke? What ruling does the jury come to? Need to include the reason for the different truths i.e. the different audiences – what was the reason for the differences?</p>	<p>Theme: Beliefs and moral values</p> <p>Key Question: Are Sikh stories important today? Religion: Sikhism</p> <p>Suggested Teaching Explain to the children that the local library/school library is closing down for good. Can the children write a persuasive letter, explaining why books are important and that the library needs to stay open?</p> <p>Retell the Sikh stories they have heard and make a class compilation of these stories. Children to try and sum up the stories using RE key words – make a compilation of key words and summative sentences that show what the messages are and how these messages could impact on daily life.</p>	<p>Theme: Easter Concept: Salvation</p> <p>Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity</p> <p>Suggested Teaching Using the cross, ask the children to design their own piece of jewellery (using playdough or Modroc) to remember Jesus. They must be able to say or write a detailed description/explanation of what the piece represents.</p> <p>Children to listen to/see famous Christian leaders giving their Easter message. Children to write their own Easter message to the local community, encompassing the meaning of Easter.</p> <p>Using pictures of the key events during Holy Week, children to think about Jesus might be feeling during each of these events? Also include the feelings of those witnessing the events – the general public who would have been ordinary people of the time like we are now. What would they think?</p>	<p>Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism</p> <p>Suggested Teaching Focus on the Gurdwara (meaning 'door to the Guru') – How does the Gurdwara show commitment? Use photos of Gurdwara inside and out. Ensure the photos include things like the shoe racks, carpeted prayer room, Guru Granth Sahib's 'bedroom', langar, khanda symbol, - children to focus in small groups on one of the main symbols mentioned and consider its design, purpose and significance – how does it show commitment (i.e. the Guru Granth Sahib bedroom shows dedication to the words about Waheguru – it is treated as a living guru) etc</p>	<p>Theme: Beliefs and Practices</p> <p>Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity</p> <p>Suggested Teaching Think of something/someone you are committed to. Can you show the steps you take to show this level of commitment/how you work towards it? Why are you committed to it? Why do you want to show commitment to it?</p> <p>Imagine being a Christian in daily life – give the children some of the quotes used in the enquiry e.g. love your neighbour as yourself. Explore the idea of loving yourself by thinking of your talents and strengths. How can these talents be put to good use in accordance with these quotes? Think of examples for in school, at home, in society, in the future</p>

Religious Education (2) in Year 5

In RE, the children will...



Grand Designs	Earth and Space	Ancient Greeks	The Amazon Rainforest	Ancient Egypt	
<p>Children to make a lift the flap book, showing each of the 5 k's with a description and the actual 'k' underneath the flap. Children try to work out why these symbols came about – what was the context? What is the symbolism of each? Are they still useful today or largely symbolic?</p> <p><u>Questions to support greater depth</u> What are you committed to and why? Can you think of practices that a Sikh may choose to do to show his faith? What are the 5Ks and what do they represent? Do you think Sikhs may put in varying amounts of effort into their religion? Can you explain why you do or do not think this is acceptable? Why is a circle sometimes a symbol for God?</p>	<p><u>Questions to support greater depth</u> What does Christmas mean to Christians? Which account of the nativity do you think is more believable/true – Matthew or Luke? Why are there different versions of the same event? How can truth be different for different people or different times? What do you understand by incarnation? Does it matter whether the Christmas story is true? What do you think? Is there a greater meaning behind the story, rather than the actual events as they did or did not happen?</p>	<p><u>Questions to support greater depth</u> Stories are important because... Do you have a story that means something to you and if so why? (Children to complete the sentence stem giving their reason.) How are these stories relevant today to Sikhs/non-Sikhs? What can we learn from the Sikh stories we have heard?</p> <p>If I followed these stories myself how might it influence my thoughts, words and actions?</p>	<p><u>Questions to support greater depth</u> What is the difference between purpose and destiny? Does belief in either, affect how someone might live their life? What do we think was God's plan was for Jesus' life according to Christianity? Do you think God intended Jesus to die on Good Friday or was it a culmination of events during Holy Week that led to his death? What evidence do you have to support this theory? What is most likely?</p> <p>Can you explain whether you think Jesus knew he was going to die? Why do you think this? If he did, why did he not try and stop it?</p> <p>Jesus' death can raise more questions than it answers. Do you have any questions?</p> <p>Christians believe that Jesus dying was part of God's plan. If this is the case what do you think about the plan and how Jesus died as part of this plan?</p>	<p><u>Questions to support greater depth</u> What is commitment? What does it look like? Can you explain if you think it is possible to show the same level of commitment to everything we do? If not, why not? What are you committed to?</p> <p>What is one of the main Sikh beliefs? How might they show this belief in action? Can you think of other ways that Sikhs may put their beliefs into action?</p> <p>There are many ways a Sikh shows their commitment to God. Which way(s) do you think is the best? Is it possible to rank them or not?</p> <p>How is looking after the Guru Granth Sahib showing God respect and commitment?</p>	<p><u>Questions to support greater depth</u> Explain how easy or hard it can be to show commitment to something/someone?</p> <p>Can you think of ways that Christians show their commitment to God and which beliefs support these actions?</p> <p>Do you think it matters how committed a Christian is to their faith?</p> <p>Is there a hierarchy of practices that show a greater/lesser level of commitment?</p>

PSHRE in Year 5

In PSHRE the children will...



Grand Designs		Space and Earth	Ancient Greeks	The Amazon Rainforest	Ancient Egypt
What makes up a person's identity?	What decisions can people make with money?	How can friends communicate safely?	What jobs would we like?	How does my mindset affect my learning?	How will we grow and change?
Health and Well-being Identity; personal attributes and qualities	Living in the wider world Money; making decisions; spending and saving	Relationships Friendships; relationships; becoming independent; online safety	Living in the wider world Careers; aspirations; role models; the future	Health and Well-being Fixed and growth mindset	Health and Well-being Growing and changing; puberty
<ul style="list-style-type: none"> How to recognise and respect similarities and differences between people and what they have in common with others That there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) How individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others How to challenge stereotypes and assumptions about others 	<ul style="list-style-type: none"> How people make decisions about spending and saving money and what influences them How to keep track of money so people know how much they have to spend or save How people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans How to recognise what makes something 'value for money' and what this means to them That there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions 	<ul style="list-style-type: none"> About the different types of relationships people have in their lives How friends and family communicate together; how the internet and social media can be used positively How knowing someone online differs from knowing someone face-to-face How to recognise risk in relation to friendships and keeping safe About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family How to respond if a friendship is making them feel worried, unsafe or uncomfortable How to ask for help or advice and respond to pressure, inappropriate contact or 	<ul style="list-style-type: none"> That there is a broad range of different jobs and people often have more than one during their careers and over their lifetime That some jobs are paid more than others and some maybe voluntary (unpaid) About the skills, attributes, qualifications and training needed for different jobs That there are different ways into jobs and careers, including college, apprenticeships and university How people choose a career/job and what influences their decision, including skills, interests and pay How to question and challenge stereotypes about the types of jobs people can do How they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions 	<ul style="list-style-type: none"> Identify that our intelligence is not set but can be nurtured Appreciate that there are not things that we cannot do; just things we haven't managed yet Appreciate that people are different and we each have a different starting point when we attempt to achieve something Identify growth and fixed mindsets Begin to consider our attitude toward challenges 	<ul style="list-style-type: none"> About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams How puberty can affect emotions and feelings How personal hygiene routines change during puberty How to ask for advice and support about growing and changing and puberty

Year 5

Our Nine Standard Challenge



At the end of year two the children will...

Tie 3 knots

Plant a tree

Identify strengths, weaknesses and goals for the future

Raise money for charity

Cook a hot meal with two or more elements.

Clear and wash dishes

Emotional/mental health and wellbeing: demonstrate a yoga pose or a breathing technique for relaxation

Climb a mountain

Watch live sport