|  |
| --- |
| St Margaret’s C of E Primary School |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Curriculum content for Year 5 | | | | | | | | | | | | | | | |
| English | | | | | | Maths | | | | | Science | | | | |
| Priority Objectives | | | | Schemes/Resources | | Priority Objectives | | | | Schemes/Resources | Topics | | | Working Scientifically Objectives | |
| **Reading:**  To maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writin making comparisons within and across books  learning a wider range of poetry by heart  preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience  understand what they read by:  checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  asking questions to improve their understanding  drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  predicting what might happen from details stated and implied  summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas  identifying how language, structure and presentation contribute to meaning  discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  distinguish between statements of fact and opinion  retrieve, record and present information from non-fiction  participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously  explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary  provide reasoned justifications for their views  **Writing Transcription:**  use further prefixes and suffixes and understand the guidance for adding them  spell some words with ‘silent’ letters [for example, knight, psalm, solemn]  continue to distinguish between homophones and other words which are often confused  use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1  use dictionaries to check the spelling and meaning of words  use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary  use a thesaurus  **Handwriting**: write legibly, fluently and with increasing speed by:  choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  choosing the writing implement that is best suited for a task  **Composition:** plan their writing by:  identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  noting and developing initial ideas, drawing on reading and research where necessary  in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed  draft and write by:  selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  précising longer passages  using a wide range of devices to build cohesion within and across paragraphs  using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]  evaluate and edit by:  assessing the effectiveness of their own and others’ writing  proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  ensuring the consistent and correct use of tense throughout a piece of writing  ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  proofread for spelling and punctuation errors  perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear  **Grammar and Punctuation:**  develop their understanding of the concepts set out in English appendix 2 by:  recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  using passive verbs to affect the presentation of information in a sentence  using the perfect form of verbs to mark relationships of time and cause  using expanded noun phrases to convey complicated information concisely  using modal verbs or adverbs to indicate degrees of possibility  using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronouns.  **Grammar for year 5:** **Word** Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] **Sentence** Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] **Text** Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] **Punctuation** Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Terminology for pupils modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguit  indicate grammatical and other features by:  using commas to clarify meaning or avoid ambiguity in writing  using hyphens to avoid ambiguity  using brackets, dashes or commas to indicate parenthesis  using semicolons, colons or dashes to mark boundaries between independent clauses  using a colon to introduce a list  punctuating bullet points consistently  use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading | | | | **Read, Write Perform Units**  The Hunter and the Hunter, Planet Earth  Power of Reading units:  Floodland,  Cosmic, Clockwork, The Adventures of Odysseus  The Promise  **Online Resources:** spag.com  **Recommended Reads:**  Awful Auntie  Bill’s New Frock  Born to Run, Clockwork, Cosmic, Diary of a Wimpy Kid, Darkmouth, Fintan Fedora: The World’s Worst Explorer, Floodland, Flour Babies, Harry Potter series, Kensuke’s Kingdom, Millions, Percy Jackson, Shackleton’s Journey, Skellig, Stormbreaker, Street Child, The Adventures of Odysseus, The Demon Headmaster, The Firework Makers Daughter, The Outsiders, Kick, The Jaguar Trials, The Watertower, There’s a boy in the girls bathroom, War Horse, Why the Whales came, Wonder. | | **Number**  read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit  count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000  interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0  round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000  solve number problems and practical problems that involve all of the above  read Roman numerals to 1,000 (M) and recognise years written in Roman numerals  add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)  add and subtract numbers mentally with increasingly large numbers  use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy  solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why  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 (non-prime) numbers  establish whether a number up to 100 is prime and recall prime numbers up to 19  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 1,000  recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)  solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes  solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign  solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates  compare and order fractions whose denominators are all multiples of the same number  identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths  recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, 2/5 + 4/5 = 6/5 = 1 1/5 ]  add and subtract fractions with the same denominator, and denominators that are multiples of the same number  multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams  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  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  **Measurement**  convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]  understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints  measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres  calculate and compare the area of rectangles (including squares), 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]  solve problems involving converting between units of time  use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling  **Geometry**  identify 3-D shapes, including cubes and other cuboids, from 2-D representations  know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles  draw given angles, and measure them in degrees (°)  identify:  angles at a point and 1 whole turn (total 360°)  angles at a point on a straight line and half a turn (total 180°)  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 based on reasoning about equal sides and angles  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  **Statistics**  solve comparison, sum and difference problems using information presented in a line graph  complete, read and interpret information in tables, including timetables | | | | White Rose Maths  Gareth Metcalfe – I See Reasoning  Maths on Target  **Online resources:** Times Table Rockstars | **The Earth and beyond:**  **•**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 and the apparent movement of the sun across the sky.  **Materials**  • Compare and group together everyday materials based on evidence from comparative and fair tests, 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.  **Feel the Force** –  •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  **Lifecycles**  **•**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.  •Describe the changes as humans develop from birth to old age.  **Changing Materials**  •Demonstrate that dissolving, mixing and changes of state are reversible changes  •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.  •Understand 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 | | | * 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 and labels, classification keys, tables, and bar and line graphs * Use test results to make predictions to set up further comparative and fair tests * Use simple models to describe scientific ideas * Report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations * Identify scientific evidence that has been used to support or refute ideas or arguments | |
| Curriculum Enhancement | | | | | |
| * Y3 / Y5 Production * Sports Day * Online Safety Workshop * Playground Leader Training * Harvest, Remembrance, Christmas, Easter Services * Global Celebration Day * Safer Internet Day * Fairtrade Fortnight * World Book Day * DT Foodie Focus week | | **Intended visits:**   * Termly: Class visits to St. Margaret’s Church * Autumn Term: National Space Museum (Science) or Sarehole Mill (Geography) * Spring Term: Frank Chapman Centre (Residential) * Summer Term: Birmingham Museum and Art Gallery (History and Art)   **Clubs – Optional:**   * Fizz Pop Science * Dance Club * Aspire Sports (various clubs across year) * KS2 Choir * Young Archaeologists | | | |
| Art and Design | Citizenship/ RSHE  (Jigsaw) | | Computing  (iLearn2) | | Design and Technology  (Plan Bee) | | Languages | Geography  (Connected Geography) | History  (Connected History) | | | Music  (Charanga) | Physical Education  (Getset4PE) | | Religious Education  (Understanding Christianity /Sandwell SACRE) |
| * Artist study: Hokusai and Turner – How artists show the sea * How artists show the sky and space * Mask making (linked to The Mayans) | * Being me in my world * Celebrating difference * Dreams and goals * Healthy me * Relationships * Changing me | | * Programming * App design * Data handling * Computer networks * Physical devices * E-book creation * Music creation * Typing | | * Bridges- Understanding how the structure of bridges helps them to bear loads. * Bread- Designing and making bread. * Chinese Inventors. | | * Getting to know you * All About Ourselves * (Cultural Focus: Celebrations- Bastille Day) * That’s Tasty * Family and Friends * (Cultural Focus: French monuments) * School Life * Time Travelling * (Cultural Focus: French Artists) | * Who are Britain’s National Park’s for? * What is a river? * How is climate change affecting the world? | * The story of the Trojan horse: historical fact, legend or classical myth? * How did a pile of dragon bones help to solve an ancient Chinese mystery? * Why did the ancient Maya change the way they lived? | | | * Bon Jovi: Living on a Prayer * Adele: Make you feel my love * The Supremes: Dancing in the Street * The Fresh prince of Bel Air * Classroom Karaoke (revisit and revision) * Scratch DJing (Turntablism) | * Netball, * Gymnastics, * Fitness (one unit per half term) * Dance (danceXChange) * Tennis, * Athletics, * Cricket, * Swimming. * Yoga | | * What can we learn from being tempted? * What is it like to be a Sikh? * Leaders who made a difference * How and why do faith groups pray? * What would Jesus do? * What does it mean if God is holy and loving? |
| Online Safety | | | |
| **Scheme: Project Evolve**   * Self-image and identity * Online Relationships * Online Reputation * Online Bullying * Managing Online Information * Health, well-being and lifestyle * Privacy and security | | | |