

# YEAR 5 CURRICULUM OVERVIEW

## COMMUNICATION

### Non-Fiction Writing

- \* Write instructions, recounts, explanations, non-chronological reports,
- \* Write persuasively, formally & in a journalistic style.
- \* Write arguments and write biographies.

### Fiction Writing

- \* Write stories of adventure.
- \* Write letters.
- \* Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.

### Speaking & Listening

- \* Engage in meaningful discussions
- \* Listen to and learn a wide range of vocabulary
- \* identify vocabulary that enriches and enlivens stories
- \* Speak to small and larger audiences regularly
- \* Practise and rehearse sentences and stories
- \* Listen to & tell stories to internalise the structure.
- \* Articulate & justify opinions
- \* Debate issues and formulate well-constructed points.
- \* Give well-structured explanations
- \* Command of Standard English
- \* Consider & evaluate different viewpoints
- \* Use appropriate register

### Music

- \* Perform with control & expression solo & in ensembles.
- \* Improvise & compose.
- \* Listen to a range of music in detail and recall aurally.
- \* Use & understand basics of staff notation.
- \* Develop an understanding of music history.

### Dance

- \* Explore and choose movements to create and present dance, developing skills and techniques.
- \* Express and discuss ideas, thoughts and feelings.

### Reading

- \* Read & discuss a broad range of genres & texts
- \* Identify & discuss themes.
- \* Make recommendations to others.
- \* Learn a wide range of poetry by heart.
- \* Discuss authors' use of language.
- \* Read and listen to a wide range of styles of texts.
- \* Look at books with a different alphabet to English.

### Art

- \* Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
- \* Use sketchbooks to collect, record, review, revisit & evaluate ideas.
- \* Improve mastery of techniques.
- \* Use knowledge of great artists to influence own work.
- \* Give and accept constructive comments about own and other people's work.

### Poetry Writing

- \* Learn & perform a significant poem.
- \* Write haiku & cinquain.

### Drama

- \* Respond appropriately to others in role.
- \* Improvise, devise and script drama.
- \* Create, adapt and sustain different roles.
- \* Create & present scripted/ improvised drama.
- \* Respond to the experience of drama.
- \* Give and accept comments

## HEALTH & WELLBEING

### Physical Wellbeing

- \* Cook savoury dishes for a healthy & varied diet.
- \* Improve understanding of the human body to improve wellbeing and health.
- \* Learn to assess and manage risk.
- \* Know and demonstrate how to respond in a range of emergency situations.
- \* Know and demonstrate how to travel safely.
- \* Explore the importance of activity.

### Physical Education

- \* Use running, jumping, catching and throwing in isolation and in combination.
- \* Play competitive games, applying basic principles.
- \* Develop flexibility & control.
- \* Take part in Outdoor & Adventurous activities.
- \* Compare performances to achieve personal bests.
- Swimming proficiency at 25m.

### Mental & Emotional Wellbeing

- \* Express feelings clearly and develop the ability to talk about them.
- \* Understand we all experience a variety of thoughts and emotions that affect us.
- \* Understand how to access support.
- \* Understand that feelings and reactions can change.
- \* Know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships.
- \* Understand the importance of mental wellbeing and how this can be improved.
- \* Explore and develop skills and strategies to support themselves.
- \* Learn how to give support.

### Social Well-Being

- \* Explore entitled rights, exercise these appropriately and accept responsibilities.
- \* Show respect for the rights of others.
- \* Contribute to making the school community one which values individuals equally and is inclusive.
- \* Use and value opportunities to improve and manage learning.
- \* Represent class, school and/or wider community to develop self-worth and confidence.
- \* Contribute to bringing about positive change in the school and wider community.
- \* Value the opportunities given to make friends and be part of a group in a range of situations.

### Relationships Education\*\*

- \* Respectful relationships
- \* Experiences and situations
- \* Changing adolescent body

\*\*STATUTORY FROM 9/2020. THIS COMPLEMENTS OUR EXISTING WELLBEING AND SCIENCE CURRICULUM.

## GLOBAL UNDERSTANDING

### British Values

- \* Increasingly understand, across the curriculum:
  - Democracy: The rule of law;
  - Individual liberty: Mutual respect & tolerance

### RE

- \* Study Buddhism & Hinduism.
- \* Study other religions of interest to pupils.

### History

- \* Use primary and secondary sources to research events in the past.
- \* Interpret historical evidence from a range of periods to help to build a picture of Britain's heritage and a sense of chronology.
- \* Investigate a historical theme to discover how past events or the actions of individuals or groups have shaped a society.
- \* Explore why people and events from a particular time in the past were important, placing them within a historical sequence and drawing comparisons.

### Languages

- \* Listen & engage in conversations, expressing opinions.
- \* Speak in simple language & be understood -develop pronunciation.
- \* Present ideas & information orally.
- \* Show understanding in simple reading.
- \* Adapt known language to create new ideas.
- \* Describe people, places & things.

### Geography

- \* Use digital and traditional mapping sources to investigate the world.
- \* Discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way.
  - \* Use 4- and 6-figure grid references on OS maps.
  - \* Use fieldwork to record & explain areas.
- \* Use a sophisticated range of vocabulary to discuss and describe key physical and human features.

### Science - Biology

- \* Life cycles of plants & animals.
- \* Describe changes as humans develop & mature.

### Design & Technology

- \* Use research & criteria to develop products which are fit for purpose and aimed at specific groups.
- \* Use annotated sketches, cross-section diagrams & computer-aided design.
- \* Analyse & evaluate existing products and improve own work.
- \* Use mechanical & electrical systems in own products, including programming.

## S.T.E.M

### Computing

- \* Access, retrieve and use information from electronic sources to support, enrich or extend learning in different contexts.
- \* Use search facilities of electronic sources.
- \* Design & write programs to solve problems.
- \* Use sequences, repetition, inputs, variables and outputs.
- \* Detect & correct errors in programs.
- \* Understand uses of networks.
- \* Be discerning in evaluating digital content.

### Science - Physics

- \* Understand location and interaction of Sun, Earth & Moon.
- \* Gravity, resistance & mechanical forces.

### Working Scientifically

- \* Plan enquiries, including variables where necessary.
- \* Use appropriate techniques, apparatus, and materials
- \* Take measurements with accuracy and precision.
- \* Record data and results.
- \* Report findings from enquiries.
- \* Present findings in various ways.
- \* Use test results to make predictions.
- \* Use simple models to describe ideas.

### Science - Chemistry

- \* Classify materials according to a variety of properties.
- \* Understand mixtures & solutions.
- \* Reversible changes: identify irreversible.

## KEY SKILLS

### Reading:

- \* Apply knowledge of morphology & etymology when reading new words
- \* Retrieve & present information from non-fiction texts.
- \* Use libraries and classification systems
- \* Draw inference & make predictions

### Writing:

- \* Secure spelling, inc. homophones, prefixes, silent letters, etc.
- \* Use a thesaurus
- \* Legible, fluent handwriting
- \* Plan writing to suit audience & purpose
- \* Develop character, setting and atmosphere in narrative

- \* Use organisational & presentational features
- \* Use consistent appropriate tense
- \* Proof-reading
- \* Perform own compositions
- \* Use expanded noun phrases
- \* Use modal & passive verbs
- \* Use relative clauses
- \* Use commas for clauses
- \* Use brackets, dashes & commas for parenthesis

### Maths - Number/Calculation:

- \* Secure place value to 1,000,000
- \* Use negative whole numbers in context
- \* Use Roman numerals to 1000 (M)
- \* Use standard written methods for all four operations
- \* Confidently add & subtract mentally
- \* Use vocabulary of prime, factor & multiple
- \* Multiply & divide by powers of ten
- \* Use square and cube numbers

### Maths - Geometry & Measures:

- \* Convert between different units
- \* Calculate perimeter of composite shapes & area of rectangles
- \* Estimate volume & capacity
- \* Identify 3-d shapes
- \* Measure & identify angles
- \* Understand regular polygons
- \* Reflect & translate shapes

### Maths - Data

- \* Interpret tables & line graphs
- \* Solve questions about line graphs
- \* Maths - Fractions
- \* Compare & order fractions
- \* Add & subtract fractions with common denominators
- \* Multiply fractions by units
- \* Write decimals as fractions
- \* Order & round decimal numbers
- \* Link percentages to fractions & decimals