



| SUBJECT | YEAR 5 CURRICULUM SKILLS COVERAGE |
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| ENGLISH | <p>Reading:</p> <p>Pupils should be taught to and begin to:</p> <ul style="list-style-type: none">▪ maintain positive attitudes to reading and understanding of what they read by:▪ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks▪ reading books that are structured in different ways and reading for a range of purposes▪ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions▪ recommending books that they have read to their peers, giving reasons for their choices▪ identifying and discussing themes and conventions in and across a wide range of writing▪ making comparisons within and across books▪ learning a wider range of poetry by heart▪ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience▪ understand what they read by:▪ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context▪ asking questions to improve their understanding▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence▪ predicting what might happen from details stated and implied▪ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas▪ identifying how language, structure and presentation contribute to meaning▪ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader▪ distinguish between statements of fact and opinion▪ retrieve, record and present information from non-fiction <p>Writing:</p> <p>Pupils should be taught to and begin to:</p> <ul style="list-style-type: none">▪ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms▪ use passive verbs to affect the presentation of information in a sentence▪ use the perfect form of verbs to mark relationships of time and cause▪ use expanded noun phrases to convey complicated information concisely▪ use modal verbs or adverbs to indicate degrees of possibility▪ use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun▪ indicate grammatical and other features by:▪ use commas to clarify meaning or avoid ambiguity in writing, use hyphens to avoid ambiguity, use brackets, dashes or commas to indicate parenthesis, use semi-colons, colons or dashes to mark boundaries between independent clauses, use a colon to introduce a list and punctuate bullet points consistently▪ plan their writing by:▪ identifying the audience for and purpose of the writing, selecting the appropriate form and use 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▪ use a wide range of devices to build cohesion within and across paragraphs |

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| | <ul style="list-style-type: none"> use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] |
| <i>MATHS</i> | <p>Autumn Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division Statistics</p> <p>Spring Number: Fractions Number: Decimals Number: Percentages</p> <p>Summer Geometry: Angles Geometry: Shapes Geometry: Position and Direction Measurement: Converting Units Number: Prime Numbers Perimeter and Area Measures Volume</p> |
| <i>SCIENCE</i> | <p>Working scientifically, planning different types of scientific enquiries to answer questions., Materials, compare and group together everyday materials on the basis of their properties, Animals, describe the changes as humans develop to old age Living things habitats, describe the life process of reproduction in some plants and animals Forces and Magnets, identify the effects of air resistance, water resistance and friction Earth and Space, describe the movement of the Earth and other planets.</p> |
| <i>COMPUTING</i> | <ul style="list-style-type: none"> can choose a secure password and screen name. protect my password and other personal information. can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult. know that anything I post online can be seen, used and may affect others. can talk about the dangers of spending too long online or playing a game. can explain the importance of communicating kindly and respectfully. can discuss the importance of choosing an age-appropriate website, app or game. can explain why I need to protect my computer or device from harm. <ul style="list-style-type: none"> can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program. can refine a procedure using repeat commands to improve a program. can use a variable to increase programming possibilities. can change an input to a program to achieve a different output. can use ‘if’ and ‘then’ commands to select an action. can talk about how a computer model can provide information about a physical system. can use logical reasoning to detect and debug mistakes in a program. use logical thinking, imagination and creativity to extend a program. can use a spreadsheet and database to collect and record data. can choose an appropriate tool to help me collect data.. can present data in an appropriate way. can search a database using different operators to refine my search. can talk about mistakes in data and suggest how it could be checked. <ul style="list-style-type: none"> can use text, photo, sound and video editing tools to refine my work. can use the skills I have already developed to create content using unfamiliar technology. can select, use and combine the appropriate technology tools to create effects that will have an impact on others. <ul style="list-style-type: none"> can select an appropriate online or offline tool to create and share ideas. can review and improve my own work and support others to improve their work. <ul style="list-style-type: none"> can describe different parts of the Internet. can use different online communication tools for different purposes. can use a search engine to find appropriate information and check its reliability. can recognise and evaluate different types of information I find on the World Wide Web. can describe the different parts of a webpage. can find out who the information on a webpage belongs to. know which resources on the Internet I can download and use. |

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| | <ul style="list-style-type: none"> • can describe the ways in which websites advertise their products to me. |
| <i>HISTORY</i> | <ul style="list-style-type: none"> • Sequence four periods or events into correct chronological order. • Show increasing depth of factual knowledge and understanding of British, local and world history using dates and historical terms. • Describe features of past societies and periods and to begin to make connections or contrasts between them. • Ask and answer historically valid questions, and begin to give reasons for, and results of, events and changes. • Describe some events, people and changes have been interpreted in different ways and suggest possible reasons for this. • Review and evaluate a wide range of sources in detail and identify those that are useful for particular tasks. • Select and organise sources to answer questions and test hypotheses. • Produce structured work that makes connections and contrasts, analyses some trends using appropriate dates and terms. |
| <i>GEOGRAPHY</i> | <ul style="list-style-type: none"> • Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. • Begin to understand the differences between maps e.g. Google/Google Earth, and OS maps and choose the most appropriate map/globe for a specific task. • Investigate different places, environments and geographical issues by asking and answering questions that are more causal. • Use more detailed geographical language relating to physical and human processes e.g. biomes, tundra. • Communicate geographical information in a variety of ways including maps & diagrams |
| <i>P.E.</i> | <p>Autumn Gymnastics Invasion</p> <p>Spring Net/wall games Dance</p> <p>Summer Athletics Striking/Fielding</p> |
| <i>MUSIC</i> | <p>Autumn Structure/performance</p> <p>Spring Beat/Holst Planets Suite</p> <p>Summer Composition and performance Improvise and compose with dimension of music/listen and recall aurally. Use and understand basic notation. Composers and musical history</p> |
| <i>ART AND DESIGN</i> | <p>Use sketchbooks to collect, record, review, revisit & evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with varied materials Learn about great artists, architects & designers</p> |
| <i>DESIGN AND TECHNOLOGY</i> | <p>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 Cook savoury dishes for a healthy & varied diet</p> |
| <i>R.E.</i> | <p>Caring for others and animals Sharing and being generous Being loyal and steadfast Being hopeful and visionary Being open, honest and truthful Being silent and attentive Participating and willing to learn Being modest and listening Being temperate Being accountable and living with integrity Being imaginative and explorative</p> |
| <i>MODERN LANGUAGES</i> | <p>Quel temps fait-il? (What's the weather like?) Children learn more phrases about the weather and how to say the temperature (including with negative numbers). Aesop's fable Le Vent et le Soleil (The Wind and the Sun) is used. Children learn the names of some common articles of clothing and relate these to the weather. They learn to say the date and to write and say telephone numbers.</p> <p>Le sport (Sport) Children learn the names for some sports. They learn the names of some food and drinks associated with healthy and unhealthy lifestyles. They revise the days of the week to learn to say what activities they do on particular days.</p> |