St. Anne's Curriculum Content – Year 5

Year 5: Reading

I can use knowledge of morphology and etymology to read aloud and understand new words

I can make comparisons within and across books

I can read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions

I can identify and discuss themes and conventions across a wide range of writing

I can discuss understanding of texts, including exploring meaning of words in context

I can ask questions to improve understanding of texts

I can summarise ideas drawn from more than one paragraphs, identifying key details

I can predict future events from details stated and implied

I can identify how language, structure and presentation contribute to meaning

I can discuss how authors use language, including figurative language, to affect the reader

I can make book recommendations, giving reasons for choices

I can participate in discussions about books, building on and challenging ideas

I can explain and discuss understanding of reading

I can participate in formal presentations and debates about reading

I can provide reasoned justifications for views

Year 5: Writing

I can spell some words with silent letters

I can recognise and use spellings for homophones and other often-confused words

I can use a dictionary to check spelling and meaning

I can identify the audience and purpose before writing, and adapt accordingly

I can select appropriate grammar and vocabulary to change or enhance meaning

I can develop setting, atmosphere and character, including through dialogue

I can précis longer passages

I can use a range of cohesive devices

I can use advanced organisational and presentational devices

I can use the correct tense consistently throughout a piece of writing

I can ensure correct subject and verb agreement

I can perform compositions using appropriate intonation, volume and movement

I can use a thesaurus

I can use expanded noun phrases to convey complicated information concisely

I can use modal verbs or adverbs to indicate degrees of possibility

I can use relative clauses

I can convert nouns or adjectives into verbs

I can use adverbials of time, place and number for cohesion

I can recognise vocabulary and structures that are appropriate for formal use

I can use passive verbs to affect the presentation of information

I can use the perfect form of verbs to mark relationships of time and cause

I can recognise difference in informal and formal language

I can use grammatical connections and adverbials for cohesion

I can use ellipsis

I can use commas to clarify meaning or avoid ambiguity

I can use brackets, dashes and commas to indicate parenthesis

I can use hyphens to avoid ambiguity

I can use semi-colons, colons and dashes between independent clauses

I can use a colon to introduce a list

I can punctuate bullet points consistently

Year 5: Maths

Number and place value

I can read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit

Interpret negative numbers in context

Read Roman numerals to 1000, including years

Use rounding to check answers and determine accuracy

Addition and subtraction

I can add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction)

I can add and subtract numbers mentally with increasingly large numbers

(eg 12,462 - 2,300 = 10,162)

Multiplication and Division

I can identify multiples and factors, including finding factor pairs and common factors

I can recognise and use square and cube numbers, and know the notation

I can use vocabulary: prime numbers, prime factors and composite numbers

I know prime numbers up to 19

I can multiply and divide numbers by 10, 100 or 1000, including decimals

I can use long multiplication for multiplying numbers of up to 4 digits by one or two digits

I can divide numbers using standard written short division

Fractions (including decimals)

I can convert between mixed numbers and improper fractions

I can compare and order fractions whose denominators are multiples of the same number

I can identify, name and write equivalent fractions including tenths and hundredths

I can add and subtract fractions with denominators that are multiples of the same number

I can multiply proper fractions and mixed numbers by whole numbers with support

I can read and write decimal numbers as fractions

I can round decimals with 2 decimals places to whole number or to one decimal place

I can read, write, order and compare numbers with up to 3 decimal places

I can recognise % symbol and explain as a fraction with denominator 100 (parts out of 100)

Measurement

I can understand and use common approximate conversions between metric and imperial

I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres

I can calculate and compare the area of rectangles (including squares), and including using standard units,

square centimetres (cm2) and square metres (m2)

Geometry- Properties of Shape

Identify 3-d shapes from 2-d representations

I can use the properties of rectangles to find missing lengths and angles

I can distinguish between regular and irregular polygons

I know angles are measured in degrees and compare acute, obtuse and reflex angles

I can draw and measure angles to the nearest degree

I can describe and represent the result of a reflection or translation

I can identify angles at a point, in a turn and on a straight line

Statistics

I can complete, read and interpret information in tables, including timetables

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Year 5: Science

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments

Biology

Living things and their Habitats

- 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

Animals Including Humans

- describe the changes as humans develop to old age

Chemistry

Properties and changes in Materials

- 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
- 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
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- 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

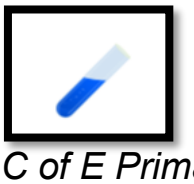
Physics

Earth and space

- 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

Forces

- 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



Year 5: Computing

Design, write and debug programs that accomplish specific goals, including controlling or stimulating physical systems; solve problems by decomposing them into smaller groups.

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Understand computer networks, including the internet, how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Year 5: Art

Use experiences, other subjects across the curriculum and ideas as inspiration for artwork
Develop and share ideas in a sketchbook and in finished products
Improve mastery of techniques
Learn about the great artists, architects and designers in history

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Year 5: Music

Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression

Improvise and compose music using the inter-related dimensions of music separately and in combination

Listen with attention to detail and recall sounds with increasing aural memory

Use and understand the basics of the stave and other musical notations

Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers

Develop an understanding of the history of music

Year 5: PE

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

Pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

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Year 5: Design and Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

Design

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

Investigate and analyse a range of existing products

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages

Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors

Apply their understanding of computing to programme, monitor and control their products

Cooking and nutrition

Understand and apply the principles of a healthy and varied diet

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed

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Year 5: PSHE

Families and Friendships

Managing friendships and peer influence

Safe Relationships

Physical contact and feeling safe

Respecting Ourselves and Others

Responding respectfully to a wide range of people; recognising prejudice and discrimination

Belonging to a Community

Protecting the environment; compassion towards others

Media Literacy and Digital Resilience

How information online is targeted; different media types, their role and impact

Money and Work

Identifying job interests and aspirations; what influences career choices; workplace stereotypes

Physical Health and Mental Wellbeing

Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies

Growing and Changing

Personal identity; recognising individuality and different qualities; mental wellbeing

Keeping Safe

Keeping safe in different situations, including responding in emergencies and First Aid

Year 5: Religious Education

Unit Number 5.1 Inspirational People in Today's World

Knowledge

- Religious content can include examples such as: Dr Martin Luther King, Saint Teresa of Kolkata, Gandhi, William Booth of Sneinton (founder of the Salvation Army), Dr Hany El Banna (founder of Islamic Relief), Desmond Tutu, John Sentamu, the Archbishop of York to 2020, Pandurang Shastri Athavale or Swami Vivekananda (Hindu leaders), other local or international examples.

Skills

- Applying the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadership.

Unit Number 5.2 Religion and the Individual- What matters to Christians?

Knowledge

Religious content will include:

- the deeper meanings of the celebrations of Christmas, Easter, Pentecost and Eucharist;
- The ways Christians use some examples of Bible texts to guide them in facing life's challenges; the role of the Christian community in helping people to live a good life, and the pupils' reflections on Christians' uses of ideas such as Trinity, forgiveness or inspiration.

Skills

- Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts.

Unit Number 5.3 Beliefs and Questions

Knowledge

Pupils will learn:

- about different ideas and forms of expression in relation to belief about God in Muslim and Hindu life,
- to reflect on their own responses to Hindu and Muslim texts and expression in creative arts and architecture.

Skills

- Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts.
- They will consider how to express respectful attitudes to people different from themselves.

Year 5: Religious Education

Unit Number 5.4 Beliefs in action in the World

Knowledge

Pupils will learn:

- about some great examples of religious architecture from across the world and some local examples, including for instance Southwell Minster, local churches and chapels, a local Synagogue, Mandir and Mosque,
- about different charities which apply the 'golden rule' ('treat others as you would like to be treated',
- 'love your neighbour as you love yourself') from a range of religions and worldviews to some global problems.

Skills

- Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. They will consider how religious charities and architecture might be connected, thinking about dilemmas for themselves via discussion.

Year 5: History

Ancient Greece
A study of Greek life and achievements and their influence on the western world

Ancient Egypt
The achievements of the earliest civilizations
An overview of where and when the first civilizations appeared and a depth study of Ancient Egypt

Chronological Awareness

- I can sequence historical periods.
- I can identify changes within and across historical periods.
- I can use words and phrases relating to specific periods.
- I can plot events on a timeline using centuries.
- I can use dates and historical language in my work.

Knowledge and Understanding

- I can identify some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.
- I can give short term cause and consequence of the main events, situations and changes in the period studied.
- I can explain how people in the past lived differently (e.g. cooking, travelling, weapons etc)
- I can appreciate that significant events in history have helped shape the country we have today.

Historical Contexts

- I can question the reliability of source material and can give reasons why something is or is not reliable.
- I realise that there is often not a single answer to historical questions and give clear reasons why there might be different accounts.
- I can give more than one reason to support an historical argument.
- I can appreciate how artefacts have helped us understand more about British lives in the present and the past.

Organise, Evaluate and Communicate Information

- I can present structured and organised findings about the past through discussion, writing, maths, ICT, drama and drawing skills.
- I can choose the most appropriate way to present information to an audience.
- I can use dates and terms correctly.

Year 5: Geography

Locational Knowledge

- I know that the world is split up in to seven continents and I can record the key physical and human characteristics of North and South America and its countries.
- I am secure in using map and globes to locate continents, countries and cities.
- I can use geographical symbols on a map. E.g. contours to identify flattest and hilliest areas of North and South America.
- I can ask questions e.g. what is this landscape like? What is life like there?
- I can make comparisons between North and South America.
- I can name and locate the cities of the United Kingdom and I can identify the human and physical characteristics.
- I can use atlases/maps to describe and locate places in the United Kingdom using 4 figure grid references.
- I can use maps to locate features of the United Kingdom.
- I can explain and argue which are physical and which are human features.
- I can study 3 different areas of the United Kingdom.
- I can ask geographical questions. E.g. Do they have similar features? How is the land used? Could it change in the future?
- I can locate the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.
- I can draw conclusions about the climates of countries on the Equator and on the tropics.

Place Knowledge

- I can look at maps, pictures and other sources to identify similarities and differences between a region of the United Kingdom, a region in a European country and a region within North or South America.
- I can compare physical and human features, draw conclusions and ask questions.
- I can identify main trade and economy of a region in a European country and compare to a region of the United Kingdom and a region within North or South America.
- I can analyse evidence and draw conclusions about all regions. E.g. Make comparisons between locations using photos, analyse temperatures in different locations.
- I can identify and explain different views of people including themselves.

Human and Physical Geography

- I can use the correct vocabulary when discussing rivers e.g. erosion, deposition, transportation.
- I can explain and present the process of rivers.
- I can compare how river use has changed over time and research the impact on trade in history.
- I can research and discuss how water affects the environment, settlement, environmental change and sustainability.
- I can identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas.
- I can discuss and debate fair trade.
- I can investigate the facts and join in a reasoned discussion.
- I can generate solutions and promote ethically sound trade.

Year 5: Geography

Geographical Skills and Fieldwork

- I can securely use maps, globes and Google Earth.
- I can use atlases/maps to describe and locate rivers using 6 figure grid references.
- I can make field notes/observational notes about land features.
- I can visit a river, locate and explain the features.
- I can record measurement of river width/depth.

Year 5: MFL

Through learning French, we aim to enable pupils to have a gateway into another culture. We aim to foster pupils' curiosity and deepen their understanding of the world. We will teach French in KS2 which will enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, in speech and in writing. Through practical examples, we hope to enable them to communicate in French.

Pupils will learn:

- Buildings on the high street
- Directions
- Connectives and adjectives
- Asking where places are
- Pause words
- Revision of days of the week
- Times of the day
- Christmas
- Revision of days of the week
- Revision of hobbies
- Simple future tense
- Months of the year
- Numbers 0-50
- Comparisons
- Revision of immediate future
- Revision of fruit and food (Y3)
- Food items
- Breakfast
- French Dessert
- Revision of days/weeks/months
- Weather
- Seasons
- Saying where you live