









Year 5	Autumn	Spring	Summer
Enquiry Question	<p>What is the impact of invasion?</p> 	<p>What is the Journey of Life?</p> 	<p>What can travel teach us?</p> 
Curriculum Principles	<p>The QBS curriculum principles are</p> 	<p>The QBS curriculum principles are</p> 	<p>The QBS curriculum principles are</p> 
Enquiry Driver	Humanities	STEM	Arts
Enquiry Enhancer(s)	History Geography English Art	Science DT English	Geography Art Science Spanish English
Discrete Subjects	Science Maths PE PHSE RE Computing Languages	Maths PE RE PSHE Computing	Maths PE RE PSHE Computing



Key Content Choices (e.g. significant people, events etc)	Anglo-Saxons Significant People: King Alfred the Great, Edward the Confessor, William the Conqueror Significant Event: Viking raid on Lindisfarne Significant Places: Lindisfarne, York, Scandinavia WW1 Significant People: Franz Ferdinand, Gavrilo Princip Significant Event: Assassination of FF Significant Places: Europe in 1910s	Significant People: Jane Goodall, John Dyer (artist – the Spirit of the rainforest) Significant Event: Setting up of the Jane Goodall Foundation Significant Places: Amazon Rainforest	Significant People: Yuri Gagarin, Buzz Aldrin, Neil Armstrong, Valentina Tereshkova (first and youngest women in space), Mae Jemison (first black woman in space), Helen Sharman (First Brit in Space), Tim Peake, Gustav Holst, Katherine Johnson, Christine Darden, Dorothy Vaughan, Mary Jackson (Hidden Figures) Significant Event: First satellite in space (1957), 1961 first man in space, 1969 first man on the moon Significant Places: USSR and USA
Expert and Experiences	Virtual Vikings - York Archaeology - Learning Skalds and Storytelling (York Archaeology Learning) Voices of WW1	Secondary School liaison and enrichment – British Science Week	Royal Observatory digital school sessions Royal Museums Greenwich (rmg.co.uk) Year 5 Residential Visit



Key Texts	Class Novels  	Class Novels 	Class Novels 		
	                    	          			
Diverse (linked to black history month) 	Poetry Focus Poet: John McCrae (Flanders Fields) Anthology: 	Diverse 	Poetry Focus Poet: William Blake (Tyger, Tyger) Anthology:  	Diverse 	Poetry Focus Poet: Brian Moses Anthology:  



Key Performance Outcomes to be taught in each subject in each term.:

English Reading

- ER5.1 Use knowledge of root words to understand meanings of words.
- ER5.2 Apply knowledge of prefixes to understand meaning of new words.
- ER5.3 Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably.
- ER5.4 Read and understand meaning of words on Y5/6 word list
- ER5.5 Use punctuation to determine intonation and expression when reading aloud to a range of audiences
- ER5.6 Listen to and discuss a range of fiction/poetry/non-fiction which they might not choose to read themselves.
- ER5.7 Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.
- ER5.8 Explore themes within and across texts.
- ER5.9 Make comparisons within a text e.g. characters' viewpoints of same events.
- ER5.10 Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries.
- ER5.11 Recommend books to their peers with reasons for choices.
- ER5.12 Read books and texts that are structured in different ways for a range of purposes.
- ER5.13 Express preferences about a wider range of books including modern fiction/traditional stories/myths/legends.
- ER5.14 Learn a wider range of poems by heart.
- ER5.15 Prepare poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to the audience.
- ER5.16 Check that the book makes sense to them and demonstrate understanding e.g. through discussion.
- ER5.17 Explore meaning of words in context.
- ER5.18 Demonstrate active reading strategies e.g. generating questions to refine thinking.
- ER5.19 Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence.
- ER5.20 Predicting what might happen from information stated and implied.
- ER5.21 Re-read and reads ahead to locate clues to support understanding.
- ER5.22 Scan for key words and text marking to locate key information.
- ER5.23 Summarise main ideas drawn from more than one paragraph and identifying key details which support this.
- ER5.24 Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech.
- ER5.25 Distinguish between statements of fact or opinion within a text.
- ER5.26 Provide reasoned justifications for their views by: Justifying opinions and elaborating by referring to the text (Point + Evidence + Explanation).
- ER5.27 Scan for key words and text marking to locate key information.
- ER5.28 Summarise main ideas drawn from more than one paragraph and identifying key details which support this.
- ER5.29 Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech.
- ER5.30 Distinguish between statements of fact or opinion within a text.
- ER5.31 Explore, recognise and use the terms metaphor, simile, imagery.
- ER5.32 Explain the effect on the reader of the authors' choice of language.
- ER5.33 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.
- ER5.34 Participate in debates on an issue related to reading.
- ER5.35 Provide reasoned justifications for their views.



English Writing	<ul style="list-style-type: none"> • Confidently use diagonal and horizontal joining strokes when writing independently to increase fluency. • Begin to choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten version. • Research relevant subject material to develop background knowledge and a bank of relevant and ambitious vocabulary. • Identify audience and purpose for a piece of writing. • Discuss the key features of the model text and plan to include those in their own writing. • Use ideas from their own reading, discussions, debates and modelled examples to plan their writing. • Consider the most appropriate organisational devices and text structure. • Write for an increasing range of audiences and purposes (including discussion texts). • Produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices. • Use a wide range of devices to build cohesion within and across paragraphs. • Engage the reader by creating an atmosphere in narrative writing. • Describe settings, characters and atmosphere with carefully- chosen vocabulary to change the mood, clarify meaning and create pace. • Use a range of descriptive techniques e.g., expanded noun phrases, similes/metaphors, personification, and onomatopoeia. • Use direct speech to convey character and advance the action. • Use further organisational features and presentational devices to structure texts and guide the reader (eg. 'Did You Know' boxes) • Use subordinate clauses and vary their position within sentences. • Use relative clauses, beginning with a relative pronoun, with confidence. • Use fronted adverbials. • Use a range of modal verbs to indicate degrees of possibility, e.g. might, should, will, must, could, would • 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). • Use pronouns and synonyms appropriately to aid cohesion and avoid repetition. • Use commas consistently to clarify meaning or to avoid ambiguity. • Use brackets, dashes or commas to indicate parenthesis. • Use a colon and semi colon in lists to separate clauses. • Assess the effectiveness of their own and others' writing and suggest improvements including additions, revisions and removing unnecessary repetition or irrelevant detail (using purple pen). • Propose changes to vocabulary, grammar and punctuation to enhance the effects and clarify meaning. • Ensure the consistent and correct use of tense throughout a piece of writing, ensuring correct subject-verb agreement when using singular and plural. • Independently proofread for spelling, punctuation and grammar errors and make revisions and corrections 					
Writing Units (min 2 per half term)	Writing to entertain: Character description – Grendl (Beowulf) Introduction Character shows emotion 2A sentence BOYS Expanded noun phrases Capital letters for proper nouns Full stops and capital letters	Writing to entertain: Story with flashbacks based on the Piano Introduction Character shows emotion Short sentences for effect Expanded noun phrases Fronted adverbials Create atmosphere with powerful language Speech punctuation Present and past tense BOYS	Writing to discuss: Should we eat meat? Introductory paragraph Paragraphs Facts Present tense Formal language Technical vocabulary Semi-colons (some:others) Conclusion Writing to persuade: Letters (formal / informal) about saving the rainforest	Writing to entertain: Rainforest adventure story Introduction Describe characters and setting Short sentences for effect Expanded noun phrases Adverbials of manner Adverbials of place Commas before conjunctions Commas in a list	Writing to persuade: Advertisement - Hotel on Mars – brochure Deals and bargains Direct address (can include flattery) Alliteration and assonance Facts and statistics Opinion (can be expert opinion) Repetition Rhetorical questions Emotive/exaggerated language Triples/the rule of three	Writing to inform: Newspaper report Writing to Entertain: Poetry - Space theme – anthology Writing to inform: Biography (Women in Space)



	<p>Writing to inform: Non-chronological report – The Anglo Saxons</p> <p>Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person – formal Statements giving factual information BOYS 2A sentences Question marks and exclamation marks</p>	<p>Writing to persuade: Molly/Tommo (PP) speech in courtroom re shooting for cowardice</p> <p>Introduction First person Formal language Facts and opinions Relative clauses (Noun/who) Expanded noun phrases Sentence starters to add information Emotive/exaggerated language Apostrophes for contractions</p>	<p>Address Date Salutation Brief introduction First person Formal language Facts and opinions Sign off Relative clauses Expanded noun phrases Parentheses Apostrophes for plural possession Emotive/exaggerated language Modal verbs Commas to separate clauses</p>	<p>Personification of an abstract noun (deforestation, drought, hunger, anger, death, destruction, etc.)</p> <p>Writing to entertain: Acrostic poetry from The Lost Words</p>	<p>Modal verbs Adverbs for possibility/degree Personal pronouns Expanded noun phrases Subordinating conjunctions Conjunctive adverbs Commands Commas for lists Hyphens</p> <p>Writing to entertain: Space story including setting description (based on Jamie Drake Equation)</p> <p>Introduction Direct speech Each character shows emotions Each character performs actions Short sentences for effect Expanded noun phrases Adverbs/adverbials of manner/place Relative clauses Parentheses Year 5/6 spellings Apostrophes for possession Contractions</p>	
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Maths (White Rose Maths)	Place Value <ul style="list-style-type: none">• Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals• 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• Solve number problems and practical problems involving the above• Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 Addition and Subtraction <ul style="list-style-type: none">• Add and subtract numbers mentally with increasingly large numbers• Add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction)• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why• Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000• Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Multiplication and Division A <ul style="list-style-type: none">• Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers• Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes• 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• Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)• Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000	Multiplication and Division B <ul style="list-style-type: none">• Multiply numbers up to four digits by a 1- or 2-digit number using a formal written method, including long multiplication for 2-digit numbers• Divide up to four digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context• Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes Fractions B <ul style="list-style-type: none">• Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams• Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number (Y4) Decimals and Percentages <ul style="list-style-type: none">• Read, write, order and compare numbers with up to 3 decimal places• Read and write decimal numbers as fractions• Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths• Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25• Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents• Solve problems involving numbers up to 3 decimal places• Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place• 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 Perimeter and Area <ul style="list-style-type: none">• Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	Shape <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 (°)• Identify angles at a point and 1 whole turn (total 360°)• 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°)• 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 3-D shapes, including cubes and other cuboids, from 2-D representations Position and Direction <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 Decimals <ul style="list-style-type: none">• Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents• Solve problems involving number up to 3 decimal places• Read, write, order and compare numbers with up to 3 decimal places• Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 Negative Numbers <ul style="list-style-type: none">• Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero Converting Units <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
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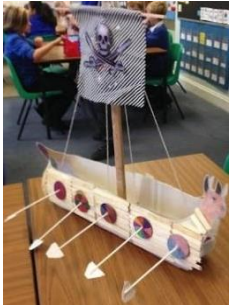
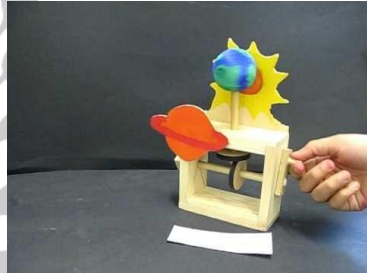


	<ul style="list-style-type: none">• Multiply and divide numbers mentally, drawing upon known facts <p>Fractions A</p> <ul style="list-style-type: none">• Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths• Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number• Compare and order fractions whose denominators are all multiples of the same number• Add and subtract fractions with the same denominator, and denominators that are multiples of the same number	<ul style="list-style-type: none">• 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 <p>Statistics</p> <ul style="list-style-type: none">• Solve comparison, sum and difference problems using information presented in a line graph• Complete, read and interpret information in tables, including timetables	<ul style="list-style-type: none">• Solve problems involving converting between units of time <p>Volume</p> <ul style="list-style-type: none">• Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity• Estimate volume and capacity [for example, using water]
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<p>Art and Design</p>	<p><u>Making Monotypes</u> Link to Beowulf</p> <p>AD5.1 Brainstorm ideas generated when reading poetry or prose.</p> <p>AD5.2 Make visual notes to capture, consolidate and reflect upon the artists studied</p> <p>AD 5.20 Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks.</p> <p>AD 5.21 Understand that mono types are single monoprints.</p> <p>AD5.22 Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book.</p> <p>AD5.23 Combine mono type with painting and collage to make an “artists book” inspired by poetry or prose. See column 3 “printmaking” to explore how print is combined with paint and collage to create a cohesive artwork.</p>	<p><u>Architecture: Dream Big or Small?</u> Linked to the big question –How can we design buildings that make our world a better place? Design eco hotel using rainforest as aesthetic inspiration.</p> <p>AD5.3 Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc.</p> <p>AD5.24 Use a combination of materials, construction methods and tools.</p> <p>AD5.25 Use Design through Making and scale models to create a piece of architecture which would make the world a better place.</p> <p>AD5.26 Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building.</p> <p>AD5.4 Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better</p>	<p><u>mixed-media-land-and-city-scapes/ Batik/mixed media</u> – linked to Space. Start of unit introduce mixed media resist but link to space. Final piece is a space themed batik.</p> <div data-bbox="1778 268 1926 363" data-label="Image"> </div> <p>AccessArt mixed media – resist example</p> <div data-bbox="1778 395 1917 529" data-label="Image"> </div> <p>QBS (bespoke curriculum) mixed media (batik) resist. AD5.10 Make visual notes to capture, consolidate and reflect upon the artists studied.</p> <p>AD 5.18 Experiment with different media and different marks to capture the energy of space.</p> <p>AD 5.19 Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved.</p> <p>AD 5.11 Understand that there is a tradition of artists working from land, sea or cityscapes.</p> <p>AD5.12 Understand that artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this.</p>
	<p>Purpose/Visual Literacy/Articulation</p> <p>AD5.13 Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>AD5.6 Look at the work of designers, artists, animators, architects. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>AD5.14 Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).</p> <p>AD 5.15 Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....”). Talk about intention.</p> <p>AD 5.16 Listen to feedback about your own work and respond.</p> <p>AD5.8 Document work using still image (photography) Consider lighting and focus.</p> <p>AD 5.17 Document work by making a drawing of the work.</p> <p>AD5.9 Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?</p>		



Computing	Systems - inputs and outputs Video production C5.7 know how to use logical methods to detect and correct errors C5.10 know how to use several ways of sharing digital content C5.11 know how to analyse and evaluate information reaching a conclusion that helps with future developments C5.4 know how to change inputs to achieve different outputs C5.8 know how to combine a variety of software on a range of digital devices to design and create content to accomplish given goals	Online Safety Databases C5.14 know the value of computer networks but are also aware of the main dangers C5.9 know how to analyse, evaluate and present data and information when creating content	Vector drawings Programming C5.1 know about code structure, how to debug and interpret code (e.g. the use of tabs to organise code and the naming of variables) C5.2 know how to turn complex real-life situations into algorithms for a program by deconstructing it into manageable parts C5.3 know how to write a program to control an external device C5.4 know how to change inputs to achieve different outputs C5.5 know how to develop a program that has specific variables identified 5.6 know how to test and debug a program as they go
Using Technology Safely	C5.12 know how to identify credible webpages C5.13 know how search results are selected and ranked	C5.15 know how to make choices when using technology and that not everything is true and/or safe	
Design and Technology	Viking long ships  DT5.1 Explore through research the impact of well-known designers and inventors' products DT5.2 Create diagrams that include layers, labels, magnified images, key vocabulary, techniques, materials/tools DT5.3 Create a simple prototype DT.5.11 Cut accurately to 1mm DT5.14 Build a framework using a range of materials (e.g. wood, card and corrugated plastic) to support mechanisms DT5.4 Create a success criterion for products that appeal to individuals or groups	Food Around the World DT5.16 Explore how different food types help your body function DT5.20 Use a map to identify where different foods are produced DT5.17 Explore seasonal foods DT5.18 Select from a limited range of tools to follow a given recipe to make a savoury dish DT5.19 Estimate amount of ingredients to an appropriate level of accuracy using Year 5 maths scales	Discrete - Cam models  DT5.1 Explore through research the impact of well-known designers and inventors' products DT5.2 Create diagrams that include layers, labels, magnified images, key vocabulary, techniques, materials/tools DT5.3 Create a simple prototype DT.5.11 Cut accurately to 1mm DT5.14 Build a framework using a range of materials (e.g. wood, card and corrugated plastic) to support mechanisms DT5.8 Cut internal shapes DT5.9 Join wood using a basic butt DT5.10 Build models, incorporating switches to turn on and off



	<p>DT5.5 Clearly communicate and justify choices such as dimensions, materials, tools etc</p> <p>DT5.6 Create a 3-D product using a range of materials and sewing techniques</p> <p>DT5.7 Make simple printing blocks out of lino</p>		<p>DT5.12 Begin to identify how/why an existing product achieves its purpose for its audience</p> <p>DT5.13 Ask and make note of a peer's feedback on their product</p> <p>DT5.15 Use cams or gears in their products</p>
Geography		<p>G5.8 know what is meant by biomes and what are the features of a specific biome (e.g. rainforests, grasslands, aquatic, forest, tundra, desert)</p> <p>G5.9 know the key physical aspects of vegetation belts</p> <p>G5.10 know key topographical features (for example, hills, mountains, coasts and rivers) and land use patterns and understand how some of these aspects have changed over time</p> <p>G5.3 know the names and locate a number of world countries.</p> <p>G5.1 name and locate the position and significance of latitude and longitude.</p> <p>G5.2 know and locate the Tropics of Cancer and Capricorn.</p> <p>G5.12 know how to use graphs to record features such as temperature or rainfall across the world.</p> <p>G5.4 know the names of some North and South American countries.</p> <p>G5.5 know key similarities and differences between living in the UK and in a country in either North or South America.</p> <p>G5.6 know the key physical features of climate zones</p> <p>G5.7 know the causes and impact of climate change.</p> <p>G5.11 know how to use digital mapping to see how land use has changed over time and describe the features studied</p>	
History	<p>Anglo-Saxons – Vikings</p> <p>H5.1 know about the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>H5.2 Know about the Scots invasions from Ireland to north Britain (now Scotland)</p> <p>H5.3 Know about Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>H5.4 know the impact of the Anglo-Saxon settlers (e.g. art, culture, beliefs including Christian</p>		<p>Space Race</p> <p>H5.7 know how to ask and answer questions about the past, considering aspects of change, cause, significance, similarity and difference.</p> <p>H5.8 know how check the accuracy of historical interpretations, stating which sources of evidence are more reliable and why</p>



	<p>conversion: Canterbury, Iona and Lindisfarne; attempts to bring about law and order into the country)</p> <p>H5.5 know about Viking raids, invasions and further invasions (including Danegeld)</p> <p>H5.6 know that the Vikings and Anglo-Saxons engaged in a struggle for the Kingdom of England to the time of Edward the Confessor (e.g. the resistance by Alfred the Great and Athelstan)</p> <p>H5.10 know how to timeline the changes in British history between the end of The Roman occupation of Britain and 1066</p> <p>H5.11 know and represent the changing state of Britain throughout the years leading up to 1066</p> <p>H5.12 know some of the key conflicts between the Vikings and the Anglo-Saxons and place these on a timeline</p>		H5.9 know how to use a range of sources to make the most accurate interpretation of a historical period
Languages	<p>Greek</p> <p>Spanish – phonetics/do you have a pet?</p> <p>MFL5.1 know an increasing range of vocabulary (e.g. numbers in multiples of 10 up to 100, directions)</p> <p>MFL5.2 know how to hold a simple conversation with at least 3 exchanges</p> <p>MFL5.10 know how to substitute words and phrases</p> <p>MFL5.11 know how to write a paragraph of 3-4 sentences including the description of people, places and objects</p> <p>MFL5.15 know some places of interest/importance within the selected country</p> <p>MFL5.16 know aspects of everyday lives from the perspective of someone from the selected country</p>	<p>Spanish – my home/what is the weather?</p> <p>MFL5.6 know how to read aloud to a partner or a small group with accurate pronunciation and intonation</p> <p>MFL5.4 know some key words or phrases when listening to a rhyme, story or a poem.</p> <p>MFL5.5 know how to perform a song or rhyme from memory</p> <p>MFL5.7 know how to identify the main points in a short story or factual text and explain them</p> <p>MFL5.12 know how to use knowledge of phonics to read aloud more complex familiar sentences</p> <p>MFL5.13 know how to speak correctly using grammatical knowledge</p>	<p>Spanish – the date/clothes</p> <p>MFL5.3 know how to ask and answer more complex, familiar questions</p> <p>MFL5.8 know how to use the context to work out unfamiliar words</p> <p>MFL5.9 know how to use a bi-lingual dictionary to find the meaning of unknown words and change them in a sentence to make them grammatically correct in context</p> <p>MFL5.14 know how to use simple grammatical rules in TL correctly in their writing</p>
Music	<p>Singing</p> <p>M5.1 Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.</p> <p>M5.2 Include observing phrasing, accurate pitching and appropriate style.</p> <p>M5.3 Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p>	<p>Reading Notation</p> <p>M5.7 Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers.</p> <p>M5.8 Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>M5.9 Read and perform pitch notation within an octave (e.g., C–C'/do–do).</p> <p>M5.10 Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p> <p>Compose</p>	<p>Instrumental Performance</p> <p>M5.4 Play melodies on tuned percussion, melodic instruments, or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.</p> <p>M5.5 Understand how triads are formed, and play them on tuned percussion, melodic instruments, or keyboards. Perform simple, chordal accompaniments.</p>



M5.13 Compose melodies made from pairs of phrases in a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.
M5.14 Working in pairs, compose a short ternary piece.
M5.15 Use chords to compose music to evoke a specific atmosphere, mood or environment

M5.6 Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.

Improvise

M5.11 Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.
M5.12 Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).





PE	<p>Swimming PE5.44 swim competently, confidently and proficiently over a distance of at least 25 metres PE5.45 use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) PE5.46 can perform a safe self-rescue in different water-based situations</p> <p>Tag rugby; Netball PE5.12 communicate with my team and move into space to keep possession and score PE5.13 pass and receive the ball with some control under pressure PE5.14 tag opponents and close down space PE5.15 know what position I am playing and how to contribute when attacking and defending PE5.16 understand the needs for tactics and identify when to use them in different situations PE5.17 understand the rules of the game and apply them honestly most of the time PE5.18 understand that they are different skills for different situations and being to apply this PE5.19 stay with an opponent and confident to intercept</p> <p>Fitness PE5.6 analyse my performance in relation to the fitness component being used PE5.7 work with others to manage activities PE5.8 demonstrate good balance and control when performing other fundamental skills PE5.9 show accuracy and power when throwing for distance PE5.10 understand the different components of fitness and how they help me in other activities PE5.11 understand what maximum effort looks and feels like being determined to achieve it</p> <p>PE5.41 set criteria to make simple judgements about performances and suggest ways they would be improved PE5.42 identify when I was successful and what I need to do to improve</p>	<p>Gymnastics PE5.1 create and perform sequences using apparatus, individually and with a partner PE5.2 lead a partner through short warm-up routines PE5.3 use canon and synchronisation and matching and mirroring when performing with a partner and a group saying how it affects performance PE5.4 use strength and flexibility to improve the quality of a performance PE5.5 work safely when learning a new skill</p> <p>Football PE5.12 communicate with my team and move into space to keep possession and score PE5.16 understand the needs for tactics and identify when to use them in different situations PE5.17 understand the rules of the game and apply them honestly most of the time PE5.18 understand that they are different skills for different situations and being to apply this PE5.20 dribble, pass, receive and shoot the ball with some control under pressure PE5.21 often make the correct decision or who to pass to and when PE5.22 use tracking and intercepting when playing in defence</p> <p>Athletics PE5.26 choose the best pace for a running event PE5.27 identify good athletic performance and explain why it is good PE5.28 perform a range of jumps showing some technique PE5.29 take on the role of a coach, official and timer when working as a group PE5.30 use feedback to improve sprinting technique PE5.31 persevere to achieve personal best</p> <p>PE5.41 set criteria to make simple judgements about performances and suggest ways they would be improved PE5.42 identify when I was successful and what I need to do to improve</p>	<p>Dance PE5.32 accurately copy and repeat set choreography PE5.33 choreograph phrases individually and with others considering actions and dynamics PE5.34 confidently perform different styles of dance, clearly and fluently showing a good sense of timing PE5.35 refine the way I use actions, dynamics, relationships and pace in my dance in response to a stimulus PE5.36 use counts when choreographing to stay in time with others and the music</p> <p>Cricket; Badminton PE5.16 understand the needs for tactics and identify when to use them in different situations PE5.17 understand the rules of the game and apply them honestly most of the time PE5.18 understand that they are different skills for different situations and being to apply this PE5.23 developing a wider range of fielding skills and beginning to use these under some pressure PE5.24 strike a bowled ball with increasing consistency PE5.25 work co-operatively with other to manage the game</p> <p>Swimming PE5.44 swim competently, confidently and proficiently over a distance of at least 25 metres PE5.45 use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) PE5.46 can perform a safe self-rescue in different water-based situations</p> <p>OAA – Year 5 residential PE5.37 am inclusive of others and can share job roles PE5.38 reflect on when I was successful at solving challenges and alter my methods to improve PE5.39 use critical thinking to approach a task PE5.40 work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy</p>
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	PE5.43 use feedback to improve my work	PE5.43 use feedback to improve my work	PE5.41 set criteria to make simple judgements about performances and suggest ways they would be improved PE5.42 identify when I was successful and what I need to do to improve PE5.43 use feedback to improve my work
PSHE	Being Me in my World Celebrating Difference PSHE5.8 know their individuality and personal qualities PSHE5.14 know that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different PSHE5.15 know that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability PSHE5.17 know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely PSHE5.18 know strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support PSHE5.19 know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this PSHE5.20 know the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships PSHE5.21 know how to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own PSHE5.22 know about the relationship between rights and responsibilities	Dreams and Goals Healthy Me PSHE5.1 know about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay PSHE5.2 know how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle PSHE5.3 know how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn PSHE5.4 know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed PSHE5.10 know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact PSHE5.11 know about basic first aid and dealing with common injuries PSHE5.12 know why people choose to use or not use drugs (including nicotine, alcohol and medicines) PSHE5.13 know about the mixed messages in the media about drugs, including alcohol and smoking/vaping PSHE5.16 know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and	Relationships Changing Me PSHE5.5 know a varied vocabulary when talking about feelings and how to express them in different ways PSHE5.6 know strategies to respond to feelings, including intense or conflicting feelings and how to manage and respond to feelings appropriately and proportionately in different situations PSHE5.7 know that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult PSHE5.9 know the importance of personal hygiene during puberty, the importance of keeping clean and how to maintain personal hygiene PSHE5.27 know different ways to keep track of money PSHE5.28 know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe PSHE5.29 know some of the skills that will help them in their future careers (e.g. teamwork, communication and negotiation) PSHE5.30 know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid



	<p>PSHE5.23 know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>PSHE5.24 know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>	<p>experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>PSHE5.25 know things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>PSHE5.26 know how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p>	
Religious Education	<p>RE5.1 Outline clearly a Christian understanding of what God is like, using examples and evidence</p> <p>RE5.9 Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging</p> <p>RE5.11 Express thoughtful ideas about the impact of believing or not believing in God on someone's life</p> <p>RE5.14 Present different views on why people believe in God or not, including their own ideas</p> <p>RE5.2 Outline Jesus' teaching on how his followers should live</p> <p>RE5.7 Explain the impact Jesus' example and teachings might have on Christians today</p>	<p>RE5.10 Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live</p> <p>RE5.16 Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today</p> <p>RE5.6 Make connections between how believers feel about places of worship in different traditions</p> <p>RE5.15 Present ideas about the importance of people in a place of worship, rather than the place itself</p> <p>RE5.12 Give examples of how places of worship support believers in difficult times, explaining why this matters to believers</p> <p>RE5.13 Select and describe the most important functions of a place of worship for the community</p>	<p>RE5.3 Make connections between the key functions of the mosque and the beliefs of Muslims</p> <p>RE5.4 Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad</p> <p>RE5.5 Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</p> <p>RE5.8 Describe and reflect on the significance of the Holy Qur'an to Muslims</p>
Science	<p>Properties and Changes of Materials</p> <p>SC5.1 compare and group materials according to whether they are solids, liquids or gases and name their properties.</p> <p>SC5.2 describe the properties of materials using scientific vocabulary.</p> <p>SC5.3 investigate the thermal insulation of different materials.</p> <p>SC5.4 compare and group materials based on their response to magnets.</p> <p>SC5.5 know that some materials dissolve in a liquid to make a solution.</p> <p>SC5.6 predict how I could separate mixtures.</p> <p>SC5.7 explain why some changes are irreversible.</p>	<p>Living Things and their Habitats</p> <p>SB5.1 discuss the seven life processes.</p> <p>SB5.2 explain how mammals reproduce.</p> <p>SB5.3 explain how animals reproduce.</p> <p>SB5.4 understand reproduction in plants.</p> <p>SB5.5 describe the differences in the life cycles of mammals, amphibians, reptiles, insects and birds.</p> <p>SB5.6 explain the life cycle of plants.</p> <p>Animals Including Humans</p> <p>SB5.7 describe the human life cycle.</p> <p>SB5.8 understand how a foetus develops in the womb.</p> <p>SB5.9 describe what happens when I am a teenager.</p> <p>SB5.10 describe what happens when I am a senior.</p>	<p>Forces</p> <p>SP5.1 explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and falling objects.</p> <p>SP5.2 identify the effect of friction between moving surfaces.</p> <p>SP5.3 identify the effect of air resistance.</p> <p>SP5.4 identify the effect of water resistance.</p> <p>SP5.5 recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p> <p>Earth and Space</p> <p>SP5.6 describe the planets in the solar system.</p> <p>SP5.7 describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>SP5.8 describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p>



			<p>SP5.9 describe the movement of the Moon relative to the Earth.</p> <p>SP5.10 use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>SP5.11 describe the movement of the Moon relative to the Earth.</p>
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