

**Writing****Narrative**

Write stories that contain mythical, legendary or historical characters or events.

Write letters.

Non-fiction

Write instructions.

Write recounts.

Write persuasively.

Write explanations.

Write biographies.

Write in a journalistic style.

Write arguments.

Write formally.

Poetry

Learn by heart and perform a significant poem.

Write poems that convey an image (simile, word play, rhyme and metaphor).

Reading

Read and listen to a wide range of styles of text, including fairy stories, myths and legends.

Listen to and discuss a wide range of texts.

Learn poetry by heart.

Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.

Take part in conversations about books.

Use the school and community libraries.

Look at books with a different alphabet to English.

Read and listen to whole books.

Communication

Engage in meaningful discussions in all areas of the curriculum.

Listen to and learn a wide range of subject specific vocabulary.

Through reading identify vocabulary that enriches and enlivens stories.

Speak to small and larger audiences at frequent intervals.

Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.

Listen to and tell stories often so as to internalise the structure.

Debate issues and formulate well-constructed points.

Mathematics

Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.

Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.

Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.

Explore numbers and place value so as to read and understand the value of all numbers.

Add and subtract using efficient mental and formal written methods.

Multiply and divide using efficient mental and formal written methods.

Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.

Describe position, direction and movement in increasingly precise ways.

Use and apply measures to increasingly complex contexts.

Gather, organise and interrogate data.

Understand the practical value of using algebra.

Science**Biology****All living things**

Look at the life cycle of animals and plants.

Look at reproduction in plants and animals, and human growth and changes.

Chemistry**Materials**

Examine the properties of materials using various tests.

Look at solubility and recovering dissolved substances.

Separate mixtures.

Examine changes to materials that create new materials that are usually not reversible.

Physics**Forces and magnets**

Look at the effect of gravity and drag forces.

Look at transference of forces in gears, pulleys, levers and springs.

Earth and space

Look at the movement of the Earth and the Moon.

Explain day and night.

Working Scientifically

Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section.)

Art & Design

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.

Computing

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

Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.

Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.

Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.

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

Design & Technology**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.

Technical knowledge

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

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

Cooking and nutrition

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.

Geography

Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.

Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle

- human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.

Use a wide range of geographical sources in order to investigate places and patterns.

History

The Viking and Anglo Saxon struggle for the Kingdom of England.

Ancient Greece.

Language

In the chosen modern language:

- Speak
- Read
- Write.

Look at the culture of the countries where the language is spoken.

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.

Physical Education

Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending.

Take part in gymnastics activities.

Take part in athletics activities.

Perform dances.

Take part in outdoor and adventurous activity challenges both individually and within a team.

Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.

Additional Content

RE Y5 Key Questions

Aut

UKS2 2.1: Why do some people think God exists?

UKS2 2.4: If God is everywhere, why go to a place of worship?

Spr

UKS2 2.2: What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)

Sum

UKS2 2.6: What does it mean to be a Muslim in Britain today?

RE Aims

Aims

Know about and understand a range of religions and world views.

Express ideas and insights about the nature and significance and impact of religions and world views.

Gain and deploy the skills needed to engage seriously with religions and world views.

UKS2 Science

Y5

Properties and changes of materials

Earth and Space Forces

Living things and their habitats

Animals, including humans

Y6

Light

Electricity

Evolution and inheritance

Living things and their habitats

Animals, including humans

Art Year 5 Contexts

Objects and meanings-

Drawing/Painting

Harmen Van Steenwyck/Picasso/ Jan Van Os :

Containers-

3D

Richard Godfrey/Jenny Beavan:

Talking Textiles-

Textiles

Brave Explorers

Brave Explorers show

>Independence and Courage

>Resilience and Adaptability

>Imagination and Making Connections

>Good Team Work

Each class will have its own goals to aim at for the end of the year.

DT Year 5

5/6 A - Food - Celebrating culture and seasonality*

5/6 B - Textiles - Combining different fabric shapes

5/6 C - Structures - Frame structures