

Wouldham All Saints Church of England Primary School

Year 5

Curriculum



Statement of Curriculum Intent

January 2022

"Learning is Natural

A love of learning is Normal

Real learning is Passionate Learning"

Passionate learning values....

"Questions above answers

Individuality above conformity

Creativity above memorising facts

Excellence above all else"

At Wouldham All Saints Church of England Primary School we strive to live out all of the above – everyday! We aim to set our learners free, open minds and foster independence and fully recognise that a 'set' curriculum can constrain and restrict and so we work hard to avoid this.

Our purposeful and ambitious curriculum, combined with high quality teaching and flexibility, ensures that children are led to be well rounded, empathetic young people who have a genuine passion for learning and enabled to live life in all its fullness.

Children need to Fly HIGH which summarises our school mission to ...

- ✿ Be HAPPY to be God's special children
- ✿ Strive to be IMPROVING all of the time
- ✿ Work hard at being GOOD at communicating
- ✿ With HIGH expectations of ourselves and each other

We 'make our best our standard' – pushing for excellence in all things.

At Wouldham All Saints Church of England Primary School we strive to enjoy our learning and make it as much fun and as meaningful and relevant to everyday life as possible. Great learning is highly memorable.

We provide a safe, calm, creative, inclusive and stimulating learning environment. Every child is recognised and valued as an individual – with interests, abilities and backgrounds that are unique. Teachers identify, support and capitalise on these qualities through their planning and selection of learning activities, involving each child as they journey together.

Being a Church of England school drives our Christian values of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control which permeates all that we do – both in learning about ourselves and the wider world in which we live.

We are fortunate at Wouldham All Saints Church of England to have a modern, spacious learning environment. This is respected and used by all in school and we aim, through our curriculum, to foster respect for our world, and how we should care for it for the benefit of future generations, as well as our own.

Inviting classroom environments stimulate and support individuals as passionate learners – enabling independence, enquiry and creativity.

The curriculum is hung upon a contextual hook (aka our theme) which has been mapped in detail to ensure effective coverage, practice, application and transfer of skills – See it, Nail it, Use it and Move it! These themes change at least termly. The thematic approach allows the school to develop strong, memorable and meaningful learning across curriculum subjects.

All learning is routinely acknowledged and celebrated.

We embrace child initiated learning as well as learning beyond the classroom and school site. Activities to enrich and support learning go well beyond the classroom and include visits, community engagement, Forest School, library visits, cultural activities as well as visitors and specialists coming into the school.

We carefully structure activities that teach 'all of the children' and 'all of the child'.

We expect every child to:

- Enjoy learning
- Challenge themselves and engage with their learning
- Feel successful in their learning
- Show curiosity, creativity and independence in their learning
- Have time for learning skills, master them and then use and apply them effectively
- Have ownership of learning, enabling real passion
- Be able to evaluate and assess their own learning
- Recognise positive relationships and promote co-operation with others
- Explore Britain's cultural heritage and its significance for us today

All great journeys begin with a single step – we recognise that all of our children have individual starting points and that they need progressive steps that have been carefully planned out upon a clearly marked pathway to success. This pathway is driven by agreed 'way-points' of skills that are clearly defined targets to aim for.

We expect all children to work hard and demonstrate progress across all curriculum areas so that they are fully prepared for their 'next steps' in learning and ultimately the modern workplace. Where children face particular learning challenges we adapt our approach to meet their needs - supporting their individual achievement and progress without negatively impacting opportunities or their passion for learning.

Seen it Nailed it Used it Moved it

Children are introduced to new skills, ideas and experiences which are guided by our curriculum framework. (Seen it!)

Opportunity is provided to practice these skills and experiences effectively, demonstrating confidence and ability in this learning. (Nailed it!)

Children are then pushed to using these skills in context, explaining how their learning has influenced their thinking and decision making. (Used it!)

A fully proficient learner will then be able to demonstrate the transfer of these skills and experiences across wider learning and activity with appropriate independence. (Moved it!)

Year 5 English

Reading	Writing	Speaking & Listening
<p><u>Decoding/Word Reading:</u> No direct teaching of word-reading skills is required for most children. They work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology) They read some of the exception words (Y5-6 list and similar)</p> <p><u>Literal Understanding and Retrieval:</u> Children can discuss their understanding and explore the meaning of words in context; ask questions which develop their understanding; retrieve key details and begin to find quotations from a whole text They are learning to locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases; understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus Attention is paid to new vocabulary, both its meaning and correct pronunciation.</p> <p><u>Inferential Reading Skills:</u> Children learn to draw inferences independently, often justifying with textual evidence Make predictions from implied details, both before and after events Identify and discuss themes across a wide range of texts, both fiction, non-narrative and poetry Summarise main ideas Make comparisons within and across texts, referring to both reference points Discuss and explore the precise meaning of words and phrases in context</p> <p><u>Response to Text:</u></p>	<p><u>Handwriting:</u> Practise as required Check accuracy Develop fluent and legible style Decide whether or not to join specific letters</p> <p><u>Sentence Building:</u> Includes parenthesis within sentences Uses relative conjunctions e.g. <i>that, which, who</i> Writes short, irregular sentences for effect Begins to use the passive voice When tense is varied, it is appropriate to the writing Writes dialogue alongside narrative successfully Writes two main clauses within the same sentence Uses punctuation associated with parenthesis, e.g, pair of commas / pair of dashes / brackets Uses all internal punctuation within speech Begins to use alternative punctuation to separate two main clauses e.g. semi-colon / colon</p> <p><u>Text Building:</u> With some independence, organise information from beginning to end, using meaningful paragraphs Select from a range of conjunctions and adverbials, to achieve fluency and cohesion through the piece; link ideas across paragraphs using adverbials of time or place e.g. later, nearby; or tense choices e.g. he had seen her before Maintain cohesion through judicious vocabulary choices, according to the content and purpose of the piece With adult model, begin to write a précis of longer passages</p>	<p><u>Key skills</u> Present and perform Improvise Discuss and debate Hypothesise Evaluate Select register Communicate effectively</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication</p>

<p>Children extend their familiarity with texts to include modern fiction, fiction from our literacy heritage and books from other cultures</p> <p>During discussion, build on their own and others' ideas</p> <p>Maintain positive attitudes to reading texts structured in different ways for a range of purposes</p> <p>During supported discussion, make comparisons within and across texts</p> <p>With guidance, distinguish between fact and opinion</p> <p>Discuss and evaluate how authors use language, considering the impact on the reader</p> <p>Begin to understand figurate language e.g. metaphor, personification</p> <p><u>Fluency and Phrasing:</u></p> <p>Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace</p> <p>Read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity</p> <p>Prepare readings using appropriate intonation to show their understanding</p> <p>Notice more sophisticated punctuation eg of parenthesis and use expression accordingly</p> <p>Read silently and then discuss what they have read</p> <p>Sight-read all Y3/4 exception words and some Y5/6 words (and similar) with automaticity</p>	<p>Use organisational devices to structure non-narrative texts e.g. headings/underlining/bullet points</p> <p>Sustain and adjust tense accurately through the piece</p> <p>Know and use the features of a range of genres</p> <p>Sometimes independently, write poetry in different forms using models to guide and inspire</p> <p><u>Authorial Effect:</u></p> <p>Communicate coherently and effectively with increased confidence, independence and audience awareness:</p> <p>identify audience / different possible audiences</p> <p>identify purpose and how the pupil intends to affect that audience</p> <p>use other similar writing as models for their own plan writing, noting and developing initial ideas</p> <p>draft and write, selecting appropriate vocabulary and grammar to suit purpose and audience</p> <p>begin to write in formal ways</p> <p>describe e.g. settings, character, atmosphere, using well-chosen vocabulary</p> <p>experiment with and discuss vocabulary and effect when writing poetry</p> <p>with adult support, integrate dialogue to convey character and advance the action</p> <p>structure the text to guide the reader</p> <p>proof-read for clarity of meaning and effect</p>	
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Year 5 Maths

The White Rose scheme of work for teaching mathematics is used by our school.

The in depth description for each area and the stage of the year it should be taught can be found on the school's Maths Long Term Overview and is supported on the White Rose maths website - [Maths resources for teachers | White Rose Maths](#)

Number	Geometry	Measure & Statistics
Place Value Addition and subtraction Multiplication and division Fractions Decimals and Percentages	Properties of Shape Position and Direction	Statistics Perimeter and Area Converting Units Volume

Year 5 Science

Branches of Science	Working Scientifically	History/ People
<p>Living things and their Habitats / Animals including Humans Describe the changes as humans develop to old age. 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.</p> <p>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.</p> <p>Properties of 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</p>	<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas or arguments</p>	<p>David Attenborough (Naturalist & TV Presenter)</p> <p>Jane Goodall (Wildlife Researcher & Conservationist who studied chimpanzees)</p> <p>Stephen Hawking (Physicist & Cosmologist who developed the theory that the Big Bang may have been caused by a black hole in reverse)</p> <p>Neil Armstrong (Astronaut who was the first human to walk on the Moon)</p> <p>Spencer Silver & Arthur Fry (Chemical Engineer & Chemist respectively who invented the post-it note)</p> <p>Archimedes (Mathematician who developed theories about how levers and pulleys can lift and move heavy objects)</p>

<p>burning and the action of acid on bicarbonate of soda.</p> <p>Forces</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>		
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	Yr5 ART & DESIGN	
Materials	Techniques	Artists/ Established works*
<p>Drawing Continue to choose and use a range of drawing tools and materials to develop and improve their work. Beginning to work more independently and less reliant on teacher suggestions.</p> <p>Painting Use a brush with control to produce marks appropriate to the work, e.g. small brush for detail.</p> <p>Begin to alternate brush size and tools used independently to achieve desired effect.</p> <p>Printing Begin to independently choose a range of inks and materials and overlay colours and textures.</p> <p>Textiles/ collage To explore how using wax (batik) and ink/dye can create different textures and patterns.</p> <p>Develop greater understanding of how changing and modify threads and fabrics as needed can result in different outcomes and desired effects.</p> <p>Sculpture Work in a safe and organised way, caring for equipment. Beginning to build an understanding of when and how to use tools and different materials on their own.</p> <p>Develop skill in applying Modroc to a framework or over other constructed foundations.</p>	<p>Drawing</p> <p>Drawings show an understanding of the effect of light on objects and people.</p> <p>Confidently, experiments with different ways of using a tool or material that is new to them.</p> <p>Develop use of different drawing techniques (hatching, crosshatching, stippling, blending, shading, erasing, side strokes) within their work and make sensible choices about what to do next.</p> <p>Use of scale, proportion and perspective more accurate.</p> <p>Can express their ideas and observations responding to advice from others (pupils and adults) to rework and improve design ideas. Continues to use the correct vocabulary for the key elements (line, tone, shape, texture, pattern, colour, form).</p> <p>Produce increasingly accurate drawings of people.</p> <p>Painting Create a colour wheel to show complementary colours and then compare with work of other artists.</p> <p>Mix and match colours to create atmosphere and light effects, e.g. using monochromatic colours.</p> <p>Mix colour, shades and tones with confidence.</p> <p>Begin to independently and confidently control the types of marks made to achieve different textures and effect such as movement (I.e. flow of water)</p>	<p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Identify artists who have worked in a similar way to own work.</p> <p>Evaluate and analyse creative works using the language of art, craft and design and using knowledge and understanding of artists and techniques.</p> <p>Can annotate a work of art to record ideas and emotions using this to inform design ideas.</p> <p>Suggested artist: -</p>

<p>Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish.</p>	<p>Printing Explain a few techniques, e.g. the use of poly-blocks, relief, and mono and resist printing.</p> <p>Choose the printing method appropriate to task.</p> <p>Build up layers and colours/textures.</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Textiles/ collage To be reflective when choosing a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Explore a range of different stitches that could be used to creatively produce different patterns and textures.</p> <p>Use a range of material to develop experiences working in 3D weaving.</p> <p>Demonstrate experience in combining techniques to produce an end piece, e.g. stitching into printed fabric. Design, plan and decorate a fabric piece.</p> <p>Sculpture Plan how to join parts of the sculpture and to know when to stop to secure work to continue at a later date as needed. (Beginning to think about what to do at a later date)</p> <p>Experiment and begin to develop freestanding work using a range of media.</p>	
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	<p>Recognise sculptural forms in the environment: furniture, buildings.</p>	
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Be aware of how to solve potential problems and
discuss solutions if they occur beginning to apply this
understanding to adapt work when necessary.

Year 5 Computing

Programming / control	Applying Word/Typing; Data Handling; Animation; Video Photography / digital art; Sound	Safe and responsible use
<p>I can create programs by decomposing them into smaller parts</p> <p>I can use selection in programs</p> <p>I can use conditions in repetition commands</p> <p>I can work with variables</p> <p>I can create programs that control or simulate physical systems</p> <p>I can evaluate my work and identify errors</p>	<p>I can start to apply other useful effects to my documents such as hyperlinks.</p> <p>I can import sounds to accompany and enhance the text in my document.</p> <p>I can organise and reorganise text on screen to suit a purpose</p> <p>I can create and publish my own online questionnaire and analyse the results.</p> <p>I can use simple formulae to solve calculations including =sum and other statistical functions</p> <p>I can edit and format difference cells in a spreadsheet.</p> <p>I can record animations of different characters and edit them together to create an interview.</p> <p>I can add green screen effects to a stop motion animation.</p> <p>I can create flip book animation using digital drawings and export as a Gif or video</p> <p>I can use cutaway and split screen tools in iMovie.</p> <p>I can evaluate and improve the best video tools to best explain my understanding.</p> <p>I can further improve green screen clips using crop and resize and explore more creative ways to use the tool - wearing green clothes and the masking tool.</p> <p>I can make a digital photo using camera settings</p> <p>I can enhance digital photos and images using crop, brightness and resize tools</p> <p>I can link and explain how to photoshop images and how this is used in the media</p> <p>Add voice over and edit sound clips (volume, pitch, fade, effect) to create a podcast.</p> <p>Create a remix of a popular song.</p>	<p>I can explain how identity online can be copied, modified or altered.</p> <p>I can demonstrate responsible choices about my online identity, depending on context.</p>

Year 5 Design & Technology

Design	Evaluate	Techniques
<p><u>Context, uses and purpose:</u> Recap - Gather information about the needs and wants of particular individuals and groups. Develop their own design criteria and use these to inform their ideas. Identify the maker of a product. Identify when a product was made and its purpose. Evaluate the product based on design and use.</p> <p>Identify how environmentally friendly the materials are.</p> <p>Evaluate the product appearance.</p> <p>Identify the cost to make the product.</p> <p>Identify preferences of particular individuals and groups.</p> <p>Carry out research through use of questionnaires or surveys.</p> <p>Develop a simple design specification to guide their thinking.</p> <p><u>Ideas:</u> Recap - Generate ideas through brainstorming and identify a purpose for their product.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail.</p> <p>Use results of investigations, information sources, including ICT when developing design idea.</p>	<p><u>Own ideas and products</u> Recap - Identify the strengths and areas for development in their ideas and products Consider the views of others, including intended users, to improve their work</p> <p>Start to evaluate a product against the original design specification and by carrying out tests.</p> <p>Evaluate their work both during and at the end of the assignment.</p> <p>Begin to evaluate it personally and seek evaluation from others.</p> <p><u>Existing products</u> Evaluate how much products cost to make.</p> <p>Evaluate how innovative products are.</p> <p>Evaluate what methods of construction have been used.</p> <p>Evaluate whether products can be recycled or reused.</p> <p>Begin to evaluate the key designs of individuals in design and technology and how it has helped shape the world.</p>	<p>Recap - Select appropriate tools and techniques for making their product. Measure, mark, cut and shape a range of materials, using appropriate tools, equipment and techniques.</p> <p>Measure and mark out accurately.</p> <p>Use skills in using different tools and equipment safely and accurately.</p> <p>Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately.</p> <p>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.</p> <p>Use materials with awareness of conservation.</p> <p>Weigh and measure accurately (time, dry ingredients, liquids).</p> <p>Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p> <p><u>Cooking and Nutrition</u> Recap - Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Begin to understand that seasons may affect the food available.</p>

<p>With growing confidence apply a range of finishing techniques, including those from art and design.</p> <p>Draw up a specification for their design- link with Mathematics and Science.</p>		<p>Understand how food is processed into ingredients that can be eaten or used in cooking.</p> <p>Understand and apply principles of a healthy and varied diet.</p> <p>Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Demonstrate a range of baking and cooking techniques.</p> <p>Understand that recipes can be adapted to change appearance, taste, texture and aroma.</p> <p>Begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</p> <p>Develop understanding of how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p><u>Skills:</u></p> <p>Snip - with greater dexterity and control, e.g. to shred lettuce or cabbage leaves for salad.</p> <p>Peel - with a swivel peel to create food ribbons to be used in a dish, e.g. courgette/carrot ribbons with supervision.</p> <p>Mix/stir - fold ingredients together carefully.</p> <p>Measure - using a measuring jug independently and accurately.</p>
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		<p>Grate - using the zesting part of a grater, e.g. lemon, orange.</p> <p>Tread - higher resistance foods onto kebab sticks, e.g. peppers, onions.</p> <p>Cut - higher resistance food with a vegetable knife, using the claw grip, e.g. celery, carrots.</p>
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Year 5 Geography

Place and location knowledge	Human and Physical	Map work skills
<p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day.</p> <p>Identify the physical characteristics and key topographic features of the countries within North America.</p> <p>Know about the wider context of places e.g. county, region and country.</p> <p>Know location of: Capital cities of countries of British Isles and U.K. Seas around U.K. European Union countries with high population and large areas. Largest cities in each continent.</p>	<p>Understand key physical geography, including volcanoes and earthquakes</p> <p>Locate, describe and explain where earthquakes and volcanoes occur around the world. Begin to understand the reasons for why these hazards occur and why some of them affect people more seriously in some parts of the world than others.</p> <p>Suggest reasons for different types of economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - looking at the impact this has on settlements</p> <p>Understand that different countries use different amounts and sources of energy.</p> <p>Describe how energy is used for different purposes and why demand can change over time.</p>	<p>Use 8 compass points and 4 figure co-ordinates to locate features on a map.</p> <p>Find/recognise places on maps of different scales.</p> <p>Use medium scale land ranger OS maps.</p> <p>Explore use of digital/computer mapping and navigation and use to locate places and follow routes.</p>

Year 5 History

Chronological Understanding	Historical Knowledge	Historical Enquiry and Interpretation
<p>Use timelines to place and sequence local, national and international events.</p> <p>Can sequence historical periods.</p> <p>Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.</p> <p>Identify changes within and across historical periods.</p>	<p>Study different aspects of different people. Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Examine causes and consequences of great events, situations and changes in period studied and the impact on people.</p> <p>Compare an aspect of life with the same aspect in another period.</p> <p>Identify changes and links within and across the time periods studied.</p>	<p>Can independently use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Ask a range of questions about the past.</p> <p>Choose reliable sources of evidence to answer questions.</p> <p>Realise that there is often not a single answer to historical questions and is beginning to evaluate sources differing perspectives on events.</p> <p>Look at different versions of the same event and identify differences in the accounts.</p> <p>Give clear reasons why there may be different accounts of history.</p> <p>Know that people (now and in past) can represent events or ideas in ways that persuade others</p>

Year 5 French

Speaking and Listening

Begin to show an understanding of more complex sentences that include vocabulary learned.
Understand the main points of a short spoken passage made up of a few familiar words and phrases.
Ask and answer questions on a given topic.
Produce some short phrases about a given topic.

Reading and Writing

Read and show understanding of more complex written phrases.
Read and show understanding of a piece of writing based on the current topic.
Use dictionaries to find the meaning of unknown words and to translate own ideas.
Write words, phrases and short simple sentences from memory.

Intercultural Understanding

Appreciate stories, songs, poems and rhymes in French.
Understand the differences in eating habits between England and France.

Year 5 Music

Listening & Exploring

*NC : Listen with attention to detail and recall sounds with increasing aural memory.
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Develop an understanding of the history of music.*

Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary.

Identify and begin to evaluate the features within different pieces of music.

Analyse and compare features from a wide range of music.

Discern and distinguish layers of sound and understand their combined effect.

Contrast the work of established composers and show preferences.

Performing

*NC : Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Use and understand staff and other musical notations*

Sing and use their understanding of meaning to add expression.

Perform 'by ear' and from simple notations.

Improvise within a group using melodic and rhythmic phrases.

Recognise and use basic structural forms e.g. rounds, variations, rondo form.

Maintain their part whilst others are performing their part.

Composing

NC : Improvise and compose music for a range of purposes using the inter-related dimensions of music - (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.)

Use standard notation.

Use their notations to record groups of pitches (chords).

Choose the most appropriate tempo for a piece of music.

Use technology to compose music which meets a specific criterion.

Suggest improvements to their own or others' work.

Year 5 Physical Education

Games	Movement & Athletics	Swimming, Outdoor & Adventure
<p>Be able to pass and receive a pass at speed whilst keeping the ball under control.</p> <p>Defend a player and make some successful interventions when playing as a team.</p> <p>Develop tactics as a team for competitive games.</p> <p>Successfully score whilst in the scoring area.</p> <p>Tap the ball/shuttlecock either using forehand or back hand motion.</p> <p>Move towards the ball/ shuttlecock from 'ready' position choosing either forehand or backhand depending on where the ball is.</p> <p>Demonstrate the correct swing technique when hitting the ball/ shuttlecock over a net sometimes showing control over the hit.</p> <p>Serve the ball/shuttlecock correctly to purposefully aim for space to score in competitive games.</p> <p>Use correct passes and make decisions about which one to use in context.</p> <p>Bowl accurately to a batter.</p> <p>Learn the role of backstop.</p> <p>Demonstrate communication with a team and use a range of simple tactics in a competitive game.</p>	<p>Combine own work with that of others, identifying strengths & weaknesses.</p> <p>Include change of speed, direction and shape in movements.</p> <p>Follow a set of 'rules' to produce a sequence possibly made by peers.</p> <p>Create mirror, match, cannon sequence with varying dynamics on floor and different height apparatus (bench, box, wall bars).</p> <p>Create and perform fluent dances that show sensitivity to an idea/stimuli.</p> <p>Show characteristics of different/styles and eras within a created dance.</p> <p>Adapt and refine dances that vary direction, space and rhythm.</p> <p>Give and respond to peer feedback to improve with suitable dance terminology.</p> <p>Explore running techniques required for different terrains and distances.</p> <p>Identify and apply techniques when running a relay i.e baton handover.</p> <p>Use different techniques when jumping a distance.</p> <p>Throw a range of different objects with accuracy and power.</p>	<p>Navigate using maps. Understand symbols and key.</p> <p>Prepare for and complete a trek of at least 7.5km</p> <p>Experience coastal features including beach types, cliffs, estuary, erosion controls.</p> <p>Understand tides and water safety.</p> <p>Simple bouldering and rope work – on walls and on rocks.</p> <p>Complete small group challenges.</p> <p>Swim England School Swimming & Water Safety Award Level 6</p>

Year 5 PSHE

We use 'Jigsaw' as a whole-school approach as it embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn. Headings indicate the themed content with further details available through our subscription to the web resource.

Being Me In My World & Celebrating Difference	Dreams and Goals & Healthy Me	Relationship & Changing Me
<p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating</p> <p>Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p> <p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p>	<p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules</p> <p>Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p>

Year 5 Religious Education

Old Testament	New Testament	Other Faiths
<p><u>God</u> – Children will learn that: Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace. Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God’s love. Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. Christians believe getting to know God is like getting to know a person rather than learning information</p> <p><u>People of God</u> – Children will learn that: The Old Testament pieces together the story of the people of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus’ death and resurrection also rescue people from slavery to sin. Christians apply this idea to living today by trying to serve God and to bring freedom to others: for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God: for example, as salt and light in the world.</p>	<p><u>Incarnation</u> – Children will learn that: Jesus was Jewish. Christians believe Jesus is God in the flesh. They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. The Old Testament talks about a ‘rescuer’ or ‘anointed one’ – a messiah. Some texts talk about what this ‘messiah’ would be like. Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) Christians see Jesus as their Saviour (see Salvation).</p> <p><u>Salvation</u> – Children will learn that: Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God. The Gospels give accounts of Jesus’ death and resurrection. The New Testament says that Jesus’ death was somehow ‘for us’. Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone’s sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. Christians remember Jesus’ sacrifice through the service of Holy Communion (also called the Lord’s Supper, the Eucharist or the Mass). Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</p>	<p><u>Judaism</u> – Children will learn to: Make between Jewish practice, teachings from the Torah and their beliefs about God. Make connections between Jewish practice, teachings from the Torah and their beliefs about God. Comment thoughtfully on how the role of women varies within Judaism. I can explain the meaning and significance of Jewish rituals and practices. I can explain the meaning and significance of Jewish rituals and practices. I can explain the meanings behind the symbolic elements of the Seder</p> <p><u>Islam</u> – Children will learn to: Make links between Muslim practice of the five pillars and Muslim beliefs about God Make links between Muslim practice of each of the five pillars and Muslim beliefs about Prophet Muhammad Describe and reflect on how the Qur’an is significant to Muslims.</p>