

# Curriculum Overview for Year 5

<h2>English</h2> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Apply knowledge of morphology &amp; etymology when reading new words</li> <li>Reading &amp; discuss a broad range of genres &amp; texts</li> <li>Identifying &amp; discussing themes</li> <li>Make recommendations to others</li> <li>Learn poetry by heart</li> <li>Draw inference &amp; make predictions</li> <li>Discuss authors' use of language</li> <li>Retrieve &amp; present information from non-fiction texts.</li> <li>Formal presentations &amp; debates</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Secure spelling, inc. homophones, prefixes, silent letters, etc.</li> <li>Use a thesaurus</li> <li>Legible, fluent handwriting</li> <li>Plan writing to suit audience &amp; purpose</li> <li>Develop character, setting and atmosphere in narrative</li> <li>Use organisational &amp; presentational features</li> <li>Use consistent appropriate tense</li> <li>Proof-reading</li> <li>Perform own compositions</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Use expanded noun phrases</li> <li>Use modal &amp; passive verbs</li> <li>Use relative clauses</li> <li>Use commas for clauses</li> <li>Use brackets, dashes &amp; commas for parenthesis</li> </ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>Give well-structured explanations</li> <li>Command of Standard English</li> <li>Consider &amp; evaluate different viewpoints</li> <li>Use appropriate register</li> </ul>	<h2>Art &amp; Design (UKS2)</h2> <ul style="list-style-type: none"> <li>Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas</li> <li>Improve mastery of techniques such as drawing, painting and sculpture with varied materials</li> <li>Learn about great artists, architects &amp; designers</li> </ul>	<h2>Computing (UKS2)</h2> <ul style="list-style-type: none"> <li>Design &amp; write programs to solve problems</li> <li>Use sequences, repetition, inputs, variables and outputs in programs</li> <li>Detect &amp; correct errors in programs</li> <li>Understand uses of networks for collaboration &amp; communication</li> <li>Be discerning in evaluating digital content</li> </ul>	
<h2>Mathematics</h2> <p><b>Number/Calculation</b></p> <ul style="list-style-type: none"> <li>Secure place value to 1,000,000</li> <li>Use negative whole numbers in context</li> <li>Use Roman numerals to 1000 (M)</li> <li>Use standard written methods for all four operations</li> <li>Confidently add &amp; subtract mentally</li> <li>Use vocabulary of prime, factor &amp; multiple</li> <li>Multiply &amp; divide by powers of ten</li> <li>Use square and cube numbers</li> </ul> <p><b>Geometry &amp; Measures</b></p> <ul style="list-style-type: none"> <li>Convert between different units</li> <li>Calculate perimeter of composite shapes &amp; area of rectangles</li> <li>Estimate volume &amp; capacity</li> <li>Identify 3-d shapes</li> <li>Measure &amp; identify angles</li> <li>Understand regular polygons</li> </ul> <p>Reflect &amp; translate shapes</p> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>Interpret tables &amp; line graphs</li> <li>Solve questions about line graphs</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Compare &amp; order fractions</li> <li>Add &amp; subtract fractions with common denominators, with mixed numbers</li> <li>Multiply fractions by units</li> <li>Write decimals as fractions</li> <li>Order &amp; round decimal numbers</li> <li>Link percentages to fractions &amp; decimals</li> </ul>	<h2>Design &amp; Technology (UKS2)</h2> <ul style="list-style-type: none"> <li>Use research &amp; criteria to develop products which are fit for purpose and aimed at specific groups</li> <li>Use annotated sketches, cross-section diagrams &amp; computer-aided design</li> <li>Analyse &amp; evaluate existing products and improve own work</li> <li>Use mechanical &amp; electrical systems in own products, including programming</li> <li>Cook savoury dishes for a healthy &amp; varied diet</li> </ul>	<h2>Geography (UKS2)</h2> <ul style="list-style-type: none"> <li>Name &amp; locate counties, cities, regions &amp; features of UK</li> <li>Understand latitude, longitude, Equator, hemispheres, tropics, polar circles &amp; time zones</li> <li>Study a region of Europe, and of the Americas</li> <li>Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc.</li> <li>Use 4- and 6-figure grid references on OS maps</li> <li>Use fieldwork to record &amp; explain areas</li> </ul>	
<p><b>Science</b></p> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>Life cycles of plants &amp; animals (inc. mammal, insect, bird, amphibian)</li> <li>Describe changes as humans develop &amp; mature</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>Classify materials according to a variety of properties</li> <li>Understand mixtures &amp; solutions</li> <li>Know about reversible changes; identify irreversible</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>Understand location and interaction of Sun, Earth &amp; Moon</li> <li>Introduce gravity, resistance &amp; mechanical forces</li> </ul>	<p><b>History</b></p> <p><b>British History (taught chronologically)</b></p> <ul style="list-style-type: none"> <li>Anglo-Saxons &amp; Vikings, including: <ul style="list-style-type: none"> <li>Roman withdrawal from Britain; Scots invasion</li> <li>Invasions, settlements &amp; kingdoms</li> <li>Viking invasions; Danegeld</li> <li>Edward the Confessor</li> </ul> </li> </ul> <p><b>Broader History Study</b></p> <ul style="list-style-type: none"> <li>Ancient Greece, i.e. <ul style="list-style-type: none"> <li>A study of Greek life and achievements and their influence on the western world</li> </ul> </li> </ul>	<p><b>Modern Languages (UKS2)</b></p> <ul style="list-style-type: none"> <li>Listen &amp; engage</li> <li>Engage in conversations, expressing opinions</li> <li>Speak in simple language &amp; be understood</li> <li>Develop appropriate pronunciation</li> <li>Present ideas &amp; information orally</li> <li>Show understanding in simple reading</li> <li>Adapt known language to create new ideas</li> <li>Describe people, places &amp; things</li> <li>Understand basic grammar, e.g. gender</li> </ul>	<h2>Music (UKS2)</h2> <ul style="list-style-type: none"> <li>Perform with control &amp; expression solo &amp; in ensembles</li> <li>Improvise &amp; compose using dimensions of music</li> <li>Listen to detail and recall aurally</li> <li>Use &amp; understand basics of staff notation</li> <li>Develop an understanding of the history of music, including great musicians &amp; composers</li> </ul>
		<h2>Physical Education (UKS2)</h2> <ul style="list-style-type: none"> <li>Use running, jumping, catching and throwing in isolation and in combination</li> <li>Play competitive games, applying basic principles</li> <li>Develop flexibility &amp; control in gym, dance &amp; athletics</li> <li>Take part in Outdoor &amp; Adventurous activities</li> <li>Compare performances to achieve personal bests</li> <li>Swimming proficiency at 25m (KS1 or KS2)</li> </ul>	<h2>Religious Education</h2> <p>Continue to follow locally-agreed syllabus for RE</p>