

## Year 5 Curriculum Map

Year 5-1 English

**Fiction** *Floodland* **Outcome:** Narrative based on the text

**Non Fiction** **Outcome:** Explanation text on aspect of physical geography e.g. volcanoes

### **Reading – Word Reading**

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

*At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.*

### **Reading – Comprehension**

- maintain positive attitudes to reading and understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
  - recommending books that they have read to their peers, giving reasons for their choices
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

*Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing. Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.*

### **Writing – Transcription**

Spelling (see [English Appendix 1](#))

- use further prefixes and suffixes and understand the guidance for adding them
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

*As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.*

### **Handwriting and presentation**

- write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

*Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say.*

### **Writing – Composition**

- plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - précising longer passages
  - using a wide range of devices to build cohesion within and across paragraphs
  - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
  - proof-read for spelling and punctuation errors
  - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

*Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.*

### **Writing – Vocabulary, grammar and punctuation**

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
  - using a colon to introduce a list
  - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

*Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.*

Year 5 – 1 Maths		
Starters	Starter suggestions for Number	Starter suggestions for Measurement, Geometry and Statistics
	<p>Read and write any integer and use decimal notation for tenth and hundredths and know what each digit represents.</p> <p>Count forwards and backwards in steps of 0.01, 0.1, 1, 10, 100, 1000 from any positive integer or decimal.</p> <p>Count forwards and backwards in equal steps and describe any patterns in the sequence.</p> <p>Order and compare whole numbers up to 1 000 000, negative numbers and decimals with up to two decimal places.</p> <p>Know by heart facts for all multiplication tables up to 12 x 12.</p> <p>Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers).</p> <p>Find pairs of numbers with a sum of 100.</p> <p>Derive related facts from those already known (e.g. <math>4 \times 0.8</math> linked to <math>4 \times 8</math> or <math>3 + 7 = 10</math> linked to <math>0.3 + 0.7 = 1</math>)</p> <p>Find doubles and halves of decimals each with units and tenths.</p> <p>Multiply and divide whole numbers and decimals with up to two decimal places mentally by 10 or 100, and integers by 1000 and use this to convert between units of measurement, e.g. cm to m, g to kg etc.</p> <p>Round whole numbers to the nearest 10, 100, 1000 or a number with up to two decimal places to the nearest integer or number of decimal places.</p>	<p>Convert between metric units of measure by multiplying and dividing by powers of 10.</p> <p>Read, write and convert between units of time.</p> <p>Identify and describe properties of 2D and 3D shapes, including regular and irregular.</p> <p>Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of shapes).</p> <p>Identify angles which are acute, obtuse and reflex.</p> <p>Compare and classify geometric shapes based on their properties.</p> <p>Read scales to an appropriate degree of accuracy.</p>
Week	Main Learning	Rationale
1 Place Value	<p>Read, write, order and compare <b>numbers to at least 1 000 000</b> and determine the value of each digit.</p> <p><i>Identify, represent and estimate numbers using the number line.</i></p> <p><b>Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.</b></p> <p><i>Describe and extend number sequences including those with multiplication and division steps and those where the step size is a decimal.</i></p> <p><b>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</b></p> <p>Solve number problems and practical problems that involve all of the above.</p> <p><i>Find 1, 10, 100, 1000 and other powers of 10 more or less than a given number than a given number.</i></p>	<p>Understanding of the number system is necessary pre-requisite knowledge for any number work.</p> <p>Children should understand the Base 10 notion in which there are 10 numerals (0-9) and these can be organised in different ways to form any number. This is based on grouping in tens i.e. ten 1s are the same as one 10; ten 10s are the same as one 100; ten 100s are the same as one 1000 and so on. And vice versa.</p> <p>Children should experience numbers in many different ways (both practically and visually) and understand which model to use in which situation e.g. when rounding numbers it is useful to use or imagine the numbers on a number line.</p>
2 Place Value (Decimals)	<p><i>Identify, represent and estimate numbers using the number line.</i></p> <p><b>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</b></p> <p><i>Identify the value of each digit to three decimal places.</i></p> <p>Read, write, order and compare numbers with up to <b>three decimal places.</b></p> <p><i>Find 0.01, 0.1, 1, 10, 100, 1000 and other powers of 10 more or less than a given number than a given number.</i></p> <p><i>Count forwards and backwards in decimal steps.</i></p> <p><i>Describe and extend number sequences including those with multiplication and division steps and those where the step size is a decimal.</i></p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>Solve problems involving number up to <b>three decimal places.</b></p>	<p>Children's understanding of the Base 10 number system is extended to include decimals. Children learn that decimals are a way of expressing fractions within the structure of our Base 10 number system. It is important that children see practical and visual models to understand the meaning and size of units/ones, tenths and hundredths. When introducing thousandths, it is useful to use measures contexts such as kg and g or litre and ml.</p> <p>Children should be able to relate the numbers they are using to a context, including measurement.</p> <p>When multiplying and dividing by 10, 100 and 1000, it is important that children see this as scaling up and down (making amounts 10 times larger or smaller) rather than repeated addition and repeated subtraction.</p>
3 Written addition and subtraction (including problem solving)	<p>Add and subtract whole numbers with more than 4 digits and decimals with two decimal places, including using formal written methods (columnar addition and subtraction).</p> <p><i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</i></p> <p><i>Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</i></p> <p>Solve addition and subtraction <b>multi-step problems</b> in contexts, deciding which operations and methods to use and why.</p>	<p>Children learn and explain when it is appropriate to use mental and written methods of calculation.</p> <p>Children make links with their knowledge of rounding numbers to the nearest 10, 100 and 1000 to estimate the answers to calculations. Calculations should be in contexts including, money, measures, real life problems and number enquiries.</p> <p>Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2.</p>
4 Geometry (angles)	<p>Know angles are measured in degrees: estimate and compare acute, obtuse and <b>reflex angles.</b></p> <p>Draw given angles and measure them in degrees (°).</p>	<p>Pupils should use their knowledge of measuring and drawing lines and angles to help them accurately construct shapes.</p> <p>They should use this knowledge of angles to help them identify angles within shapes.</p>
5 Geometry and measures (perimeter)	<p>Distinguish between regular polygons based on reasoning about equal sides and angles.</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p>	<p>Children apply their developing understanding of the properties of shapes to classify and name them. The terms regular and irregular should be used to describe shapes that have equal sides and angles and those that do not.</p> <p>They can then use these shapes to identify those that are rectilinear (are made of straight lines meeting at right angles). Children solve problems involving calculating the perimeter of shapes by applying their knowledge of the properties of shapes.</p>
6 Addition and subtraction (statistics)	<p>Solve comparison, sum and difference problems using information presented in a line graph.</p> <p>Add and subtract numbers mentally with increasingly large numbers and decimals to two decimal places.</p> <p><i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</i></p> <p><i>Select a mental strategy appropriate for the numbers involved in the calculation.</i></p>	<p>Children should connect their work on scales to their interpretation of line graphs, including intermediate points on the scale.</p> <p>They should identify when it is appropriate to use mental methods to solve number problems. The problems they are given should be a selection of some which can be solved mentally and some which cannot to enable children to make a choice.</p> <p>They should relate their calculation methods to answering questions about line graphs, including finding the difference between two readings as well as finding, for example, how long the cyclist stopped to rest, when there were two or more rest breaks contained in the line graph.</p>

Year 5	Science	Creative Curriculum	Computing	Languages	PE
<p>1</p> <p><b>Extreme Earth</b></p> <p><b>Outcome:</b> Create a website (ensure it is using skills beyond what they did in year 4)</p> <p><b>Trip:</b> Natural History museum</p>	<p><b><u>Properties and changes of materials</u></b></p> <ul style="list-style-type: none"> <li>-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</li> <li>-know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>-use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>-give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>-demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>-explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul> <p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>-planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>-taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>-recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>-using test results to make predictions to set up further comparative and fair tests</li> <li>-reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>-identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>-name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>-physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> <p><i>Focus on physical geography: hills, mountains, coasts, rivers, volcanoes and earthquakes, water cycle.</i></p>	<p><b><u>IT/DL – Keynote</u></b></p> <ul style="list-style-type: none"> <li>- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul> <p>- <i>Keynote</i> <i>Create a multi page website about Earth. Menu bars, multimedia. Use how search engines work to make website searchable (easy to find)</i></p>	<p><b><u>Salut!</u></b></p> <p>Recognise &amp; use plural forms; use 1<sup>st</sup> &amp; 3<sup>rd</sup> person singular with <i>avoir/être</i> with positive &amp; negatives forms; manipulate language by changing an element in a sentence; use adjectival agreements; recognise patterns in simple sentences</p> <p><i>Le monde francophone</i></p> <ul style="list-style-type: none"> <li>-speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>-understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>	<p><b><u>Games</u></b></p> <ul style="list-style-type: none"> <li>-Use running, jumping, throwing and catching in isolation and combination</li> <li>-Play competitive games, modified where appropriate, to apply basic principles suitable for attacking a defending</li> </ul> <p><b><u>Swimming</u></b></p> <ul style="list-style-type: none"> <li>-swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>-Use a range of strokes effectively</li> <li>-Perform safe self-rescue in different water-based situations</li> </ul>

**Non Fiction Outcome:** Biography of chosen musician/ singer/ songwriter

**Poetry Outcome:** Looking at lyrics in music/ performance poetry – decide how you are going to perform the poetry (look at performance poets i.e. Michael Rosen)

### **Reading – Word Reading**

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

*At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.*

### **Reading – Comprehension**

- maintain positive attitudes to reading and understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
  - recommending books that they have read to their peers, giving reasons for their choices
  - learning a wider range of poetry by heart
  - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
- distinguish between statements of fact and opinion

*Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing. Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.*

### **Writing – Transcription**

### Spelling (see [English Appendix 1](#))

- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

*As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology & etymology to spell corre*

### **Handwriting and presentation**

- write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

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- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
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  - précising longer passages
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- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
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  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
  - proof-read for spelling and punctuation errors
  - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

*Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.*

### **Writing – Vocabulary, grammar and punctuation**

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
  - punctuating bullet points consistently
  - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

*Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.*

**Year 5 – 2 Maths**

<b>Starters</b>	<b>Starter suggestions for Number</b>	<b>Starter suggestions for Measurement, Geometry and Statistics</b>
<b>Week</b>	<b>Main Learning</b>	<b>Rationale</b>
1 Mental multiplication and division	Read and write any integer and use decimal notation for tenth and hundredths and know what each digit represents. Count forwards and backwards in steps of 0.01, 0.1, 1, 10, 100, 1000 from any positive integer or decimal. Count forwards and backwards in equal steps and describe any patterns in the sequence. Order and compare whole numbers up to 1 000 000, negative numbers and decimals with up to two decimal places. Know by heart facts for all multiplication tables up to 12 x 12. Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers). Find pairs of numbers with a sum of 100. Derive related facts from those already known (e.g. 4 x 0.8 linked to 4 x 8 or 3 + 7 = 10 linked to 0.3 + 0.7 = 1) Find doubles and halves of decimals each with units and tenths. Multiply and divide whole numbers and decimals with up to two decimal places mentally by 10 or 100, and integers by 1000 and use this to convert between units of measurement, e.g. cm to m, g to kg etc. Round whole numbers to the nearest 10, 100, 1000 or a number with up to two decimal places to the nearest integer or number of decimal places.	Convert between metric units of measure by multiplying and dividing by powers of 10. Read, write and convert between units of time. Identify and describe properties of 2D and 3D shapes, including regular and irregular. Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of shapes). Identify angles which are acute, obtuse and reflex. Compare and classify geometric shapes based on their properties. Read scales to an appropriate degree of accuracy.
2 Division including problems	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Know and use the vocabulary of prime numbers. Establish whether a number up to 100 is prime. Recognise and use square numbers and the notation for squared ( $^2$ ). Use partitioning to double or halve any number, including decimals to two decimal places. Multiply and divide numbers mentally drawing upon known facts. Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method). Select a mental strategy appropriate for the numbers involved in the calculation. Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.	Children should link their knowledge of tables to enable them to identify multiples and factors. They should be able to identify factor pairs, and this can be supported through the use of practical equipment. There should be a discussion about numbers when there is only one factor pair (prime) and those numbers that have a factor pair made up of the same number (square numbers). They use their knowledge of partitioning numbers in different ways to support their mental calculations (e.g. 24 x 3 as (20 x 3) and (4 x 3) or 98 ÷ 7 as (70 ÷ 7) and (28 ÷ 7)).  Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2. When solving problems, these include those involving remainders and children should identify whether the answer is rounded up or down, depending on the context.
3 Fractions (comparison, order and equivalence)	Count on and back in mixed number steps such as $1\frac{1}{2}$ . Read and write decimal numbers as fractions. Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Compare and order fractions whose denominators are all multiples of the same number (including on a number line). Solve problems involving fractions.	The learning of fractions is an extension in understanding of the number system. Children should relate the fractions tenths and hundredths to our Base 10 number system and link their knowledge of decimal numbers to fractions where a denominator of tenths, hundredths or thousandths is required. The understanding of equivalent fractions should be learned and developed through practical experiences and pictorial representations. Children should use their knowledge of factors and multiples to recognise equivalent fractions and simplify when appropriate.
4 Multiplication and measures (area)	Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known or related fact, calculate mentally, use a jotting, written method). Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres ( $\text{cm}^2$ ) and square metres ( $\text{m}^2$ ) and estimate the area of irregular shapes.	Children should consolidate their understanding of linking area to arrays and multiplication. Children make links with their knowledge of rounding numbers to the nearest 10, 100 and 1000 to estimate the answers to calculations. Calculations should also be in contexts including, money, measures, real life problems and number enquiries. Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2.
5 Statistics and measures (time)	Continue to read, write and convert time between analogue and digital 12 and 24-hour clocks. Complete, read and interpret information in tables, including timetables. Solve problems involving converting between units of time.	Children’s understanding of reading time to the nearest minute and converting between different time systems (analogue and digital) and different units of time is consolidated from Year 4. Children should be able to solve problems which require them to convert between units of time, for example, between seconds and minutes or weeks and days.
6	Assess and review week	It is useful at regular intervals for teachers to consider the learning that has taken place over a term (or half term), assess and review children’s understanding of the learning and use this to inform where the children need to go next.
7		

Year 5	Science	Creative Curriculum	Computing	Languages	PE
<p>2</p> <p><b>Let the music play!</b></p> <p><b>Outcome:</b> Research project on genre of music and composition based on same style</p> <p><b>Trip:</b> Royal Academy of Music Museum Secondary record studio</p>	<p><b><u>Properties and changes of materials</u></b></p> <ul style="list-style-type: none"> <li>-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</li> <li>-know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>-use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>-give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>-demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>-explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul> <p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>-planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>-taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>-recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>-using test results to make predictions to set up further comparative and fair tests</li> <li>-reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>-identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> <p><b>Remember to plan an outcome and lessons include investigative skills</b></p>	<p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>-appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>-develop an understanding of the history of music.</li> <li>-play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>-improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>-listen with attention to detail and recall sounds with increasing aural memory</li> <li>-use and understand staff and other musical notations</li> </ul> <p><b><i>Children think about a modern artist they like, then track back their influences. They then compose their own piece using these influences. Using progressive music skills.</i></b></p>	<p><b><u>IT – Music Video</u></b></p> <ul style="list-style-type: none"> <li>- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul> <p><b><i>- Flip Cams, iMovie Create music videos to accompany pupils songs. Add their music over the video. Think about where they can be played?</i></b></p>	<p><b><u>To be confirmed</u></b></p>	<p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>-Perform dances using a range of movement patterns</li> <li>-Develop flexibility, strength, technique, control and balance</li> </ul> <p><b><u>Swimming</u></b></p> <ul style="list-style-type: none"> <li>-swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>-Use a range of strokes effectively</li> <li>-Perform safe self-rescue in different water-based situations</li> </ul>
				<b><u>R.E.</u></b>	<b><u>PSHCE</u></b>
				Buddhism part 2 unit 1	See values planner
				Following the Buddha's teaching	

**Fiction Stoneheart**

**Outcome:** Adventure story – develop characters and setting, cohesion between sentences and paragraphs

**Non Fiction**

**Outcome:** Persuasive text – What should go on the 4<sup>th</sup> Plinth? - using further organisational presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

**Reading – Word Reading**

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

*At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.*

**Reading – Comprehension**

- maintain positive attitudes to reading and understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
  - identifying and discussing themes and conventions in and across a wide range of writing
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
- retrieve, record and present information from non-fiction

*Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing. Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this. Pupils should have guidance about and feedback on the quality of their explanations and contribution to discussions. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.*

**Writing – Transcription**

Spelling (see [English Appendix 1](#))

- continue to distinguish between homophones and other words which are often confused
- use a thesaurus.

*As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.*

### **Handwriting and presentation**

- write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

*Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.*

### **Writing – Composition**

- plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - précising longer passages
  - using a wide range of devices to build cohesion within and across paragraphs
  - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
  - proof-read for spelling and punctuation errors
  - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

*Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.*

### **Writing – Vocabulary, grammar and punctuation**

- develop their understanding of the concepts set out in English Appendix 2 by:
  - using expanded noun phrases to convey complicated information concisely
  - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
  - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

*Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading*

Year 5 – 3 Maths		
<b>Starters</b>	<p><b>Starter suggestions for Number</b></p> <p>Read and write any integer and use decimal notation for tenths, hundredths and thousandths and know what each digit represents.</p> <p>Count forwards and backwards in steps of 0.01, 0.1, 1, 10, 100, 1000 from any positive integer or decimal.</p> <p>Count forwards and backwards in equal steps and describe any patterns in the sequence.</p> <p>Order and compare whole numbers up to 1 000 000, negative numbers and decimals with up to two decimal places.</p> <p>Know by heart facts for all multiplication tables up to 12 x 12.</p> <p>Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers).</p> <p>Recall and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place).</p> <p>Derive and use addition and subtraction facts for 1 (with decimal numbers to two decimal places).</p> <p>Derive related facts from those already known (e.g. <math>4 \times 0.8</math> linked to <math>4 \times 8</math> or <math>3 + 7 = 10</math> linked to <math>0.3 + 0.7 = 1</math>)</p> <p>Use partitioning to double or halve any number, including decimals to two decimal places.</p> <p>Multiply and divide whole numbers and decimals with up to two decimal places mentally by 10 or 100, and integers by 1000 and use this to convert between units of measurement, e.g. cm to m, g to kg etc.</p> <p>Round whole numbers to the nearest 10, 100, 1000 or a number with up to two decimal places to the nearest integer or number of decimal places.</p> <p>Count in fraction steps and convert equivalent fractions (e.g. count in steps of <math>\frac{1}{12}</math> converting to <math>\frac{1}{12}, \frac{1}{6}, \frac{1}{4}, \frac{1}{3}, \frac{1}{2}, \dots</math>).</p>	<p><b>Starter suggestions for Measurement, Geometry and Statistics</b></p> <p>Convert between metric units of measure by multiplying and dividing by powers of 10.</p> <p>Read, write and convert between units of time.</p> <p>Identify and describe properties of 2D and 3D shapes, including regular and irregular.</p> <p>Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of shapes).</p> <p>Identify angles which are acute, obtuse and reflex.</p> <p>Estimate the size of angles.</p> <p>Compare and classify geometric shapes based on their properties.</p> <p>Read scales to an appropriate degree of accuracy.</p> <p>Read and plot coordinates in the first quadrant.</p> <p>Read and interpret information in all types of graph and table, including line graphs and timetables.</p>
<b>Week</b>	<b>Main Learning</b>	<b>Rationale</b>
1 Place value (Counting including negative numbers)	<p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero.</p> <p><i>Calculate difference in temperature, including those that involve a positive and negative temperature.</i></p> <p><i>Describe and extend number sequences including those with multiplication and division steps and those where the step size is a decimal.</i></p> <p><i>Continue to order temperatures including those below 0°C.</i></p> <p><b>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</b></p>	<p>Children's understanding of negative numbers is developed from Year 4. It is useful to introduce these in ways children can easily identify, such as floors below ground level in a building or steps into a swimming pool some above and some below the surface of the water. This understanding can then be applied to more abstract concepts such as temperature. Children should use number lines to support their understanding of moving through zero. All work on reading and recognising Roman numerals could be carried out in History lessons on this period.</p>
2 Addition and subtraction including problem solving	<p>Add and subtract numbers mentally with increasingly large numbers and decimals to two decimal places.</p> <p>Add and subtract whole numbers with more than 4 digits and decimals with two decimal places, including using formal written methods (columnar addition and subtraction).</p> <p><i>Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</i></p> <p><i>Calculate difference in temperature, including those that involve a positive and negative temperature.</i></p> <p><i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</i></p> <p><i>Select a mental strategy appropriate for the numbers involved in the calculation.</i></p> <p>Solve addition and subtraction <b>multi-step problems</b> in contexts, deciding which operations and methods to use and why.</p> <p>Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation.</p>	<p>Children learn and explain when it is appropriate to use mental and written methods of calculation.</p> <p>Children make links with their knowledge of rounding numbers to the nearest 10, 100 and 1000 to estimate the answers to calculations. Calculations should be in contexts including, money, measures, real life problems and number enquiries.</p> <p>Written methods should be agreed by the school and shared in the progression in written calculations policy.</p> <p>Efficient written methods are required to be taught by the end of Key Stage 2.</p>
3 Mental and written multiplication	<p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>Multiply and divide numbers mentally drawing upon known facts.</p> <p>Multiply numbers up to 4 digits by a one- or <b>two-digit number</b> using a formal written method, including long multiplication for two-digit numbers.</p> <p><i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</i></p> <p><i>Select a mental strategy appropriate for the numbers involved in the calculation.</i></p> <p>Solve problems involving multiplication including using their knowledge of factors and multiples, cubes and squares.</p> <p>Solve problems involving multiplication, including scaling by simple fractions and problems involving simple rates.</p>	<p>Children should be given a variety of calculations and encouraged to select the most appropriate method for finding a solution, whether that is relying on multiplication facts, using a mental method or using a written method. They should apply their knowledge of multiplication facts up to <math>12 \times 12</math> to larger numbers. When learning about multiplication, children need to maintain the understanding that it is repeated addition or scaling up or down i.e. making an amount a number of times larger (if the scale factor is a fraction then the amount will decrease in size). Written methods should be agreed by the school and shared in the progression in written calculations policy.</p> <p>Efficient written methods are required to be taught by the end of Key Stage 2.</p>
4 Measurement (length, mass and capacity)	<p>Use, read and write standard units of length and mass to a suitable degree of accuracy.</p> <p>Estimate (<i>and calculate</i>) capacity.</p> <p>Multiply and divide numbers and those involving decimals by 10, 100 and 1000.</p> <p>Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).</p>	<p>Children's work in Measurement should be predominantly practical and purposeful. It can be linked to other areas of the curriculum e.g. science, DT, PE or other real life situations.</p> <p>Pupils use their knowledge of place value and multiplication and division to convert between standard units.</p> <p>Children should be taught precise definitions of terms so that they are able to distinguish between mass and weight. This may fit in when children learn about Earth and Space or Forces in science.</p>
5 Geometry (shape, reflection and translation)	<p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> <p>Describe positions on the first quadrant of a coordinate grid.</p> <p>Plot specified points and complete shapes.</p> <p>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.</p>	<p>Children should compare lengths and angles to decide if a polygon is regular or irregular. They then apply this knowledge (as well as other knowledge about the properties of shapes) when plotting coordinates of the corners of 2-D shapes in the first quadrant, and also when reflecting and translating shapes. Reflection should be in lines parallel to the axes.</p>
6 Geometry (angles)	<p>Know angles are measured in degrees: estimate and compare acute, obtuse and <b>reflex angles</b>.</p> <p>Draw given angles, and measure them in degrees (<math>^{\circ}</math>).</p> <p><b>Identify angles at a point and one whole turn (total <math>360^{\circ}</math>).</b></p>	<p>Building on their knowledge that an angle is a measure of a turn and can be static or dynamic, pupils become accurate in measuring with a protractor. They use conventional markings for right angles.</p> <p>Pupils use the term diagonal and make conjectures about the angles formed between sides, and between</p>

	<p>Identify angles at a point on a straight line and a turn (total <math>180^\circ</math>). Identify other multiples of <math>90^\circ</math></p>	<p>diagonals and parallel sides, and other properties of quadrilaterals, for example using dynamic geometry ICT tools including the ITP Fixing Points. Pupils use angle sum facts and other properties to make deductions about missing angles and relate these to missing number problems. The ITP Calculating Angles can be used for this. When calculating angles around a point, children could explore this when finding shapes that tessellate.</p>
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Year 5	Science	Creative Curriculum	Computing	Languages	PE
<p>3</p> <p><b>The 4<sup>th</sup> Plinth</b></p> <p><b>Outcome:</b> Children create a sculpture for the 4<sup>th</sup> Plinth using art skills and enter into the national competition</p> <p><b>Trip:</b> Tate Modern, Trafalgar Square Courtauld Gallery – French tour</p>	<p><b>Forces</b></p> <ul style="list-style-type: none"> <li>-explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>-identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>-recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>-planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>-taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>-recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>-using test results to make predictions to set up further comparative and fair tests</li> <li>-reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>-identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> <p><i>Carry out investigations using skills – accurate measurements, complex recording of data, causal relationships, degree of trust in results</i></p>	<p><b>Art</b></p> <ul style="list-style-type: none"> <li>-to create sketch books to record their observations and use them to review and revisit ideas</li> <li>-to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>-about great artists, architects and designers in history.</li> </ul> <p><i>Children explore modern sculpture including other 4<sup>th</sup> Plinths, Olympic village before designing, practising skills and making own sculpture for the 4<sup>th</sup> Plinth. ENTER INTO COMPETITION BELOW – ENTRIES BEFORE MARCH 2017</i></p> <p><a href="https://www.london.gov.uk/what-we-do/arts-and-culture/art-and-design/fourth-plinth-schools-awards-2017">https://www.london.gov.uk/what-we-do/arts-and-culture/art-and-design/fourth-plinth-schools-awards-2017</a></p>	<p><b>CS – Programming (Creating and using variables)</b></p> <ul style="list-style-type: none"> <li>- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>- use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul> <p><i>- Scratch</i> <i>What are variables</i> <i>What can they be used for</i> <i>Creating a variable</i> <i>Using a variable</i></p>	<p><b>School subjects &amp; opinions</b> [Progressive LLU]</p> <p><i>+ cultural focus – French Artists</i></p> <p><i>Courtauld Gallery – Art Gallery tour in French!!!</i></p> <hr/> <p><b>R.E.</b></p> <p>Christianity 8</p> <p>Christianity Festivals</p> <p><b>Outcome</b></p>	<p><b>Gym</b></p> <ul style="list-style-type: none"> <li>-Develop flexibility, strength, technique, control and balance</li> <li>-Use running, jumping, throwing and catching in isolation and in combination</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>-swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>-Use a range of strokes effectively</li> <li>-Perform safe self-rescue in different water-based situations</li> </ul> <hr/> <p><b>PSHCE</b></p> <p>See values planner</p>

**Non Fiction****Outcome:** Discussion text – Should artefacts be returned to their country of origin?**Fiction** *The other side of the truth***Outcome:** Narrative**Reading – Comprehension**

- maintain positive attitudes to reading and understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
  - identifying and discussing themes and conventions in and across a wide range of writing
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
- 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

*Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing. Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.*

**Writing – Transcription**Spelling (see [English Appendix 1](#))

- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use a thesaurus.

*As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.*

**Handwriting and presentation**

- write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

*Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.*

### **Writing – Composition**

- plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - précising longer passages
  - using a wide range of devices to build cohesion within and across paragraphs
  - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
  - proof-read for spelling and punctuation errors
  - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

*Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.*

### **Writing – Vocabulary, grammar and punctuation**

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
  - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

*Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.*

Year 5 – 4 Maths		
Starters	Starter suggestions for Number	Starter suggestions for Measurement, Geometry and Statistics
	<p>Read and write any integer and use decimal notation for tenths, hundredths and thousandths and know what each digit represents.</p> <p>Count forwards and backwards in steps of 0.01, 0.1, 1, 10, 100, 1000 from any positive integer or decimal.</p> <p>Count forwards and backwards in equal steps and describe any patterns in the sequence.</p> <p>Order and compare whole numbers up to 1 000 000, negative numbers and decimals with up to two decimal places.</p> <p>Know by heart facts for all multiplication tables up to 12 x 12.</p> <p>Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers).</p> <p>Recall and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place).</p> <p>Derive and use addition and subtraction facts for 1 (with decimal numbers to two decimal places).</p> <p>Derive related facts from those already known (e.g. <math>4 \times 0.8</math> linked to <math>4 \times 8</math> or <math>3 + 7 = 10</math> linked to <math>0.3 + 0.7 = 1</math>)</p> <p>Use partitioning to double or halve any number, including decimals to two decimal places.</p> <p>Multiply and divide whole numbers and decimals with up to two decimal places mentally by 10 or 100, and integers by 1000 and use this to convert between units of measurement, e.g. cm to m, g to kg etc.</p> <p>Round whole numbers to the nearest 10, 100, 1000 or a number with up to two decimal places to the nearest integer or number of decimal places.</p> <p>Count in fraction steps and convert equivalent fractions (e.g. count in steps of <math>\frac{1}{12}</math> converting to <math>\frac{1}{12}, \frac{1}{6}, \frac{1}{4}, \frac{1}{3}, \frac{5}{12}, \frac{1}{2}, \dots</math>).</p>	<p>Convert between metric units of measure by multiplying and dividing by powers of 10.</p> <p>Read, write and convert between units of time.</p> <p>Identify and describe properties of 2D and 3D shapes, including regular and irregular.</p> <p>Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of shapes).</p> <p>Identify angles which are acute, obtuse and reflex.</p> <p>Estimate the size of angles.</p> <p>Compare and classify geometric shapes based on their properties.</p> <p>Read scales to an appropriate degree of accuracy.</p> <p>Read and plot coordinates in the first quadrant.</p> <p>Read and interpret in formation in all types of graph and table, including line graphs and timetables.</p>
Week	Main Learning	Rationale
1 Mental and written division	<p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>Divide numbers mentally drawing upon known facts.</p> <p>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.</p> <p><i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</i></p> <p><i>Select a mental strategy appropriate for the numbers involved in the calculation.</i></p> <p>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>	<p>They should use and understand the terms factor, (numbers that divide exactly into another number) multiple and prime, square and cube numbers.</p> <p>They should apply their knowledge of multiplication and division facts up to <math>12 \times 12</math> to larger numbers. When learning about division, children need to maintain the understanding that it is sharing, repeated subtraction (grouping) or linked to scaling down i.e. making an amount a number of times smaller (if the scale factor is a fraction then the amount will decrease in size).</p> <p>Children should interpret remainders in different ways, including as whole numbers, as fractions, as decimals and rounding up or down appropriate to the context.</p> <p>Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2.</p>
2 2D and 3D shape including sorting	<p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> <p>Use the properties of rectangles to deduce related facts and missing lengths and angles.</p> <p>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p>	<p>Pupils continue to classify shapes using geometrical properties, extending to classifying different triangles (for example, isosceles, equilateral, scalene) and quadrilaterals (for example, parallelogram, rhombus, and trapezium). This will include irregular shapes and shapes in different orientations.</p> <p>When children classify shapes, they should discuss the properties that are the same and different and use these to determine the features of a given shape.</p>
3 Calculating with fractions	<p>Recognise mixed number and improper fractions and convert from one form to the other.</p> <p><b>Add and subtract fractions with the same denominator and denominators that are multiples of the same number (using diagrams).</b></p> <p>Write mathematical statements <math>&gt; 1</math> as a mixed number, e.g.</p> $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$	<p>Children build on their understanding of fractions, applying their knowledge of mixed numbers and equivalence to convert between forms. When adding and subtracting fractions, children should be supported by diagrams to see that <math>\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}</math>. They should use knowledge of equivalent fractions to add and subtract fractions in which one denominator is a multiple of the other</p> <p>e.g. <math>\frac{2}{5} + \frac{9}{10} = \frac{4}{10} + \frac{9}{10} = \frac{13}{10} = 1\frac{3}{10}</math></p>
4 Measurement (area and volume)	<p>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and <b>estimate the area of irregular shapes.</b></p> <p><b>Understand the difference between liquid volume, including capacity and solid volume.</b></p> <p><b>Estimate (and calculate) volume (for example, using 1cm<sup>3</sup> blocks to build cuboids (including cubes)).</b></p>	<p>Children's understanding of volume develops to include 'solid' volume and that this means the amount of space occupied by a 3-D shape whereas capacity is the maximum amount a container holds and if the container is not full then we are considering the volume of liquid it is holding. Children should learn that 1cm<sup>3</sup> is equal to 1ml.</p> <p>Children should make links between the area of a rectangle (including squares) and the volume of cuboids (including cubes). They could explore how different cuboids can have the same volume much like rectangles with different dimensions can have the same area.</p>
5 Statistics, measures and calculation	<p>Use, read and write standard units of length and mass to a suitable degree of accuracy.</p> <p>Estimate and calculate capacity.</p> <p><i>Calculate and interpret the mode, median and range.</i></p> <p>Add and subtract numbers mentally with increasingly large numbers and decimals to two decimal places.</p> <p>Add and subtract whole numbers with more than 4 digits and decimals with two decimal places, including using formal written methods.</p> <p><i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</i></p> <p><i>Select a mental strategy appropriate for the numbers involved in the calculation.</i></p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and</p>	<p>By placing calculation and statistics into a measures context, it enables children to use and apply their skills. The concepts of mode, median and range can be taught through the measures or alternative data. It is important that children understand that mode and median are forms of average. Identifying the median will consolidate children's ordering skills, and the range will support with the concept of subtraction finding the difference. Children's work on averages and measurement should reflect their ability in other number work in place value and calculation.</p>

	why.	
6	Assess and review week	It is useful at regular intervals for teachers to consider the learning that has taken place over a term (or half term), assess and review children's understanding of the learning and use this to inform where the children need to go next.

Year 5	Science	Creative Curriculum	Computing	Languages	PE
4 <b>Benin Bronzes</b>  <b>Outcome:</b> Debate – what should be done with Benin's Bronzes?  <b>Trip:</b> British museum	<p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>-describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>-describe the movement of the Moon relative to the Earth</li> <li>-describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>-use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>-planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>-taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>-recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>-using test results to make predictions to set up further comparative and fair tests</li> <li>-reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>-identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>-a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul> <p><i>Study of Benin</i></p>	<p><b>IT – Animations</b></p> <ul style="list-style-type: none"> <li>- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul> <p>- Pencil <i>Learn skills to create animation. Create an animation to link in with the debate. Similar to animation shown in introductory video. <a href="https://www.youtube.com/watch?v=Nh2Tac1gNPU">https://www.youtube.com/watch?v=Nh2Tac1gNPU</a></i></p>	<p><b>En ville</b></p> <p>Use of sequencers to create longer sentences – <i>d'abord, ensuite, enfin</i>; use of <i>au/à la/à l' + place</i>; recognise language patterns &amp; deduce rules; incorporate known language into new structures</p> <p><i>La Côte d'Ivoire</i></p> <ul style="list-style-type: none"> <li>-describe people, places, things and actions orally* and in writing</li> <li>-understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>-Perform dances using a range of movement patterns</li> <li>-Develop flexibility, strength, technique, control and balance</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>-swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>-Use a range of strokes effectively</li> <li>-Perform safe self-rescue in different water-based situations</li> </ul>

**Fiction:** *The Invention of Hugo Cabret - Brian Selznick*

**Outcome:** Narrative

**Non Fiction**

**Outcome:** Non chronological report on Europe

### **Reading – Comprehension**

- maintain positive attitudes to reading and understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
  - making comparisons within and across books
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

*Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing. Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.*

### **Writing – Transcription**

Spelling (see [English Appendix 1](#))

- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

*As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.*

### **Handwriting and presentation**

- write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

- choosing the writing implement that is best suited for a task.

*Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.*

### **Writing – Composition**

- plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - précising longer passages
  - using a wide range of devices to build cohesion within and across paragraphs
  - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
  - proof-read for spelling and punctuation errors
  - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

*Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.*

### **Writing – Vocabulary, grammar and punctuation**

- develop their understanding of the concepts set out in English Appendix 2 by:
  - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
  - using brackets, dashes or commas to indicate parenthesis
  - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

*Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.*

Year 5 – 5 Maths		
<b>Starters</b>	<p><b>Starter suggestions for Number</b></p> <p>Read and write any integer and use decimal notation for tenths, hundredths and thousandths and know what each digit represents.</p> <p>Count forwards and backwards in steps of 0.01, 0.1, 1, 10, 100, and 1000 from any positive integer or decimal.</p> <p>Count forwards and backwards in equal steps and describe any patterns in the sequence.</p> <p>Order and compare whole numbers up to 1 000 000, negative numbers and decimals with up to two decimal places.</p> <p>Know by heart facts for all multiplication tables up to 12 x 12.</p> <p>Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers).</p> <p>Recall and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place).</p> <p>Derive and use addition and subtraction facts for 1 (with decimal numbers to two decimal places).</p> <p>Derive related facts from those already known (e.g. <math>4 \times 0.8</math> linked to <math>4 \times 8</math> or <math>3 + 7 = 10</math> linked to <math>0.3 + 0.7 = 1</math>)</p> <p>Use partitioning to double or halve any number, including decimals to two decimal places.</p> <p>Multiply and divide whole numbers and decimals with up to two decimal places mentally by 10 or 100, and integers by 1000 and use this to convert between units of measurement, e.g. cm to m, g to kg etc.</p> <p>Round whole numbers to the nearest 10, 100, 1000 or a number with up to two decimal places to the nearest integer or number of decimal places.</p> <p>Count in fraction steps and convert equivalent fractions (e.g. count in steps of <math>\frac{1}{12}</math> converting to <math>\frac{1}{12}, \frac{1}{6}, \frac{1}{4}, \frac{1}{3}, \frac{5}{12}, \frac{1}{2}, \dots</math>).</p>	<p><b>Starter suggestions for Measurement, Geometry and Statistics</b></p> <p>Convert between metric units of measure by multiplying and dividing by powers of 10.</p> <p>Know approximate metric and common imperial equivalences.</p> <p>Read, write and convert between units of time.</p> <p>Identify and describe properties of 2D and 3D shapes, including regular and irregular.</p> <p>Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of shapes).</p> <p>Identify angles which are acute, obtuse and reflex.</p> <p>Estimate the size of angles.</p> <p>Calculate missing angles around a point.</p> <p>Compare and classify geometric shapes based on their properties.</p> <p>Read scales to an appropriate degree of accuracy.</p> <p>Read and plot coordinates in the first quadrant.</p> <p>Read and interpret information in all types of graph and table, including line graphs and timetables.</p>
<b>Week</b>	<b>Main Learning</b>	<b>Rationale</b>
1 Place value including decimals	<p>Identify, represent and estimate numbers using the number line.</p> <p>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.</p> <p>Identify the value of each digit to three decimal places.</p> <p>Read, write, order and compare numbers with up to three decimal places.</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.</p> <p>Count forwards and backwards in decimal steps.</p> <p>Describe and extend number sequences including those with multiplication and division steps and those where the step size is a decimal.</p> <p>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>Solve number problems and practical problems that involve all of the above.</p> <p>Find 0.01, 0.1, 1, 10, 100, 1000 and other powers of 10 more or less than a given number than a given number.</p>	<p>Pupils identify the place value in large whole numbers.</p> <p>They continue to use number in context, including measurement. Pupils extend and apply their understanding of the number system to the decimal numbers and fractions that they have met so far.</p> <p>They should recognise and describe linear number sequences, including those involving fractions and decimals, and find the term-to-term rule.</p> <p>They should recognise and describe linear number sequences (for example, <math>3, 3\frac{1}{2}, 4, 4\frac{1}{2}, \dots</math>), including those involving fractions and decimals, and find the term-to-term rule in words (for example, add <math>\frac{1}{2}</math>).</p> <p>All place value work should be presented in contexts such as measurement, statistics or other real life scenarios.</p>
2 Fractions	<p>Recognise mixed numbers and improper fractions and convert from one form to another.</p> <p>Compare and order fractions whose denominators are all multiples of the same number (including on a number line).</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</p> <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number (using diagrams).</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p>	<p>Children consolidate their understanding of fractions through identifying, writing, comparing, ordering and calculating equivalent fractions, all supported through practical and visual approaches.</p> <p>Children's calculating with fractions involves addition and subtraction and continues to develop to include multiplying proper fractions by whole numbers e.g. <math>\frac{2}{5} \times 7</math>. All of the calculating with fractions should be supported through practical and pictorial methods.</p>
3 Measures (time and converting units) and statistics	<p>Continue to read, write and convert time between analogue and digital 12 and 24-hour clocks.</p> <p>Complete, read and interpret information in tables, including timetables.</p> <p>Solve problems involving converting between units of time.</p> <p>Understand and use approximate equivalences between metric and common imperial units such as pints.</p> <p>Solve comparison, sum and difference problems using information presented in all types of graph including a line graph.</p>	<p>Pupils use all four operations in problems involving time, including conversions (for example, days to weeks, expressing the answer as weeks and days). They use their knowledge of the 7x table to convert days to weeks, and apply this in different contexts.</p> <p>Children could use their work in science or PE (athletics) to generate times to use in maths lessons.</p> <p>Children apply their knowledge of calculation in the context of statistics, using all types of graph. They use line graphs as a way of converting between metric and imperial units and then use these line graphs to solve problems relating to metric and everyday imperial units.</p>
4 Geometry	<p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> <p>Use the properties of rectangles to deduce related facts and missing lengths and angles.</p> <p>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> <p>Describe positions on the first quadrant of a coordinate grid.</p> <p>Plot specified points and complete shapes.</p> <p>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.</p>	<p>Pupils continue to classify shapes using geometrical properties, extending to classifying different triangles (for example, isosceles, equilateral, scalene) and quadrilaterals (for example, parallelogram, rhombus, and trapezium). This will include irregular shapes and shapes in different orientations.</p> <p>When children classify shapes, they should discuss the properties that are the same and different and use these to determine the features of a given shape.</p> <p>Children should compare lengths and angles to decide if a polygon is regular or irregular. They then apply this knowledge (as well as other knowledge about the properties of shapes) when plotting coordinates of the corners of 2-D shapes in the first quadrant, and also when reflecting and translating shapes. Reflection should be in lines parallel to the axes.</p>
5 Addition and subtraction	<p>Add and subtract whole numbers with more than 4 digits and decimals with two decimal places, including using formal written methods (columnar addition and subtraction).</p> <p>Add and subtract numbers mentally with increasingly large numbers and decimals to two decimal places.</p> <p>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</p> <p>Select a mental strategy appropriate for the numbers involved in the calculation.</p> <p>Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>Children learn when it is appropriate to use mental and written methods of calculation.</p> <p>Children make links with their knowledge of rounding numbers to the nearest 10, 100 and 1000 to estimate the answers to calculations. Calculations should be in contexts including, money, measures, real life problems and number enquiries.</p> <p>Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2.</p>
6	Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders	They should apply their knowledge of multiplication and division facts up to 12 x 12 to larger numbers.

<p>Multiplication and division</p>	<p>appropriately for the context.          Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.          Recognise and use square numbers and <b>cube numbers</b>, and the notation for squared (<sup>2</sup>) and <b>cubed</b> (<sup>3</sup>).  <i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</i>  <i>Select a mental strategy appropriate for the numbers involved in the calculation.</i>          Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>	<p>Children need to understand what multiplication and division are and how they apply in real life situations, including scaling up and down.          Children should interpret remainders in different ways, including as whole numbers, as fractions, as decimals and rounding up or down appropriate to the context.          Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2.</p>
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Year 5	Science	Creative Curriculum	Computing	Languages	PE
<p>5</p> <p><b>From Paris to Berlin</b></p> <p><b>Outcome:</b> Presentation</p> <p><b>Trip:</b> Houses of Parliament, Visit from MP/Peer</p>	<p><b><u>Animals including humans</u></b> -describe the changes as humans develop to old age.</p> <p><b><u>Working Scientifically</u></b> -planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary -taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate -recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs -using test results to make predictions to set up further comparative and fair tests -reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations -identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p><b><u>Geography</u></b> -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country -locate the world's countries, using maps to focus on Europe (including the location of Russia)</p> <p><i>Different groups to focus on different European cities and compare to London. Look at EU and implications for UK.</i></p>	<p><b><u>CS – Programming (Animation)</u></b> - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p><i>- Scratch Create an animation about the UK and its' place within Europe and the countries' human geography.</i></p>	<p><b><u>En vacances</u></b> Express opinions; use of the simple future – <i>je vais</i> + infinitive in relation to future plans; apply grammatical knowledge to create sentences</p> <p><i>La Belgique</i></p> <p>-engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* -speak in sentences, using familiar vocabulary, phrases and basic language structures -write phrases from memory, and adapt these to create new sentences, to express ideas clearly -understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p><b><u>Athletics</u></b> -Use running, jumping, throwing and catching in isolation and in combination -Develop flexibility, strength, technique, control and balance -Compare their best performances with previous ones and demonstrate improvement to achieve their personal best</p> <p><b><u>Swimming</u></b> -swim competently, confidently and proficiently over a distance of at least 25 metres -Use a range of strokes effectively -Perform safe self-rescue in different water-based situations</p>

**Poetry****Outcome:** Linked to chosen play – Shakespearian sonnets**Fiction** *Chosen SSF Play***Outcome:** Range of writing linked to play**Reading – Comprehension**

- maintain positive attitudes to reading and understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
  - making comparisons within and across books
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
- provide reasoned justifications for their views.

*Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing. Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.*

**Writing – Transcription**Spelling (see [English Appendix 1](#))

- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1

*As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.*

**Handwriting and presentation**

- write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - choosing the writing implement that is best suited for a task.

*Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they*

want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

### **Writing – Composition**

- plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - précising longer passages
  - using a wide range of devices to build cohesion within and across paragraphs
  - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
  - proof-read for spelling and punctuation errors
  - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

*Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.*

### **Writing – Vocabulary, grammar and punctuation**

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
  - using hyphens to avoid ambiguity
  - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

*Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.*

Year 5 – 6 Maths		
Starters	Starter suggestions for Number	Starter suggestions for Measurement, Geometry and Statistics
	<p>Read and write any integer and use decimal notation for tenths, hundredths and thousandths and know what each digit represents.</p> <p>Count forwards and backwards in steps of 0.01, 0.1, 1, 10, 100, 1000 from any positive integer or decimal.</p> <p>Count forwards and backwards in equal steps and describe any patterns in the sequence.</p> <p>Order and compare whole numbers up to 1 000 000, negative numbers and decimals with up to two decimal places.</p> <p>Know by heart facts for all multiplication tables up to 12 x 12.</p> <p>Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers).</p> <p>Recall and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place).</p> <p>Derive and use addition and subtraction facts for 1 (with decimal numbers to two decimal places).</p> <p>Derive related facts from those already known (e.g. <math>4 \times 0.8</math> linked to <math>4 \times 8</math> or <math>3 + 7 = 10</math> linked to <math>0.3 + 0.7 = 1</math>).</p> <p>Use partitioning to double or halve any number, including decimals to two decimal places.</p> <p>Multiply and divide whole numbers and decimals with up to two decimal places mentally by 10 or 100, and integers by 1000 and use this to convert between units of measurement, e.g. cm to m, g to kg etc.</p> <p>Round whole numbers to the nearest 10, 100, 1000 or a number with up to two decimal places to the nearest integer or number of decimal places.</p> <p>Count in fraction steps and convert equivalent fractions (e.g. count in steps of <math>\frac{1}{12}</math> converting to <math>\frac{1}{12}, \frac{1}{6}, \frac{1}{4}, \frac{1}{3}, \frac{5}{12}, \frac{1}{2}, \dots</math>).</p>	<p>Convert between metric units of measure by multiplying and dividing by powers of 10.</p> <p>Know approximate metric and common imperial equivalences.</p> <p>Read, write and convert between units of time.</p> <p>Identify and describe properties of 2D and 3D shapes, including regular and irregular.</p> <p>Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of shapes).</p> <p>Identify angles which are acute, obtuse and reflex.</p> <p>Estimate the size of angles.</p> <p>Calculate missing angles around a point.</p> <p>Compare and classify geometric shapes based on their properties.</p> <p>Read scales to an appropriate degree of accuracy.</p> <p>Read and plot coordinates in the first quadrant.</p> <p>Read and interpret information in all types of graph and table, including line graphs and timetables.</p>
Week	Main Learning	Rationale
1 Place value	<p>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.</p> <p>Describe and extend number sequences including those with multiplication and division steps and those where the step size is a decimal.</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</p> <p>Continue to order temperatures including those below 0°C.</p> <p>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</p> <p>Solve number problems and practical problems that involve all of the above.</p>	<p>Pupils identify the place value in large whole numbers which includes the position of numbers within the number system.</p> <p>They continue to use number in context, including measurement. Pupils extend and apply their understanding of the number system to the decimal numbers and fractions that they have met so far.</p> <p>They should recognise and describe linear number sequences, including those involving fractions, decimals and negative numbers and find the term-to-term rule.</p> <p>They should recognise and describe linear number sequences (a sequence in which the steps are equal) including those involving fractions and decimals, and find the term-to-term rule in words (for example, subtract <math>\frac{1}{2}</math>).</p> <p>Place value work should be carried out in a variety of contexts including measurement, statistics and real life.</p>
2 Written calculations including problem solving.	<p>Add and subtract whole numbers with more than 4 digits and decimals with two decimal places, including using formal written methods (columnar addition and subtraction).</p> <p>Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.</p> <p>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.</p> <p>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</p> <p>Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</p>	<p>Ensure children are given opportunities to make decisions when problem solving. These decisions will be based on the children's conceptual understanding of the four operations and may include contextual or vocabulary clues.</p> <p>Children should learn which would be the most efficient way to carry out a calculation, choosing mental or written methods, depending on the size of the numbers involved.</p> <p>Written methods should be agreed by the school and shared in the progression in written calculations policy.</p> <p>Efficient written methods are required to be taught by the end of Key Stage 2.</p>
3 Fractions (rounding and percentages and problem solving)	<p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>Solve problems involving number up to three decimal places.</p> <p>Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.</p> <p>Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25.</p>	<p>Number lines are a very effective resource for teaching the ordering and rounding of decimals. The ITP Decimal Number Line allows you to zoom in on a number line and position fractions accurately. The number line allows children to understand that there are numbers between numbers. Children should experience other models of decimals, including money.</p> <p>Understanding of place value with decimals builds on children's general understanding of our base 10 number system and can be seen in contexts such as money and measurement. However, the learning about decimals should not be confined to these two contexts.</p>
4 Measures (mass, volume, capacity and time)	<p>Solve problems involving converting between units of time.</p> <p>Use all four operations to solve problems involving measure (for example, mass, capacity and volume) using decimal notation, including scaling.</p> <p>Understand the difference between liquid volume, including capacity and solid volume.</p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p>	<p>Pupils use their knowledge of place value and multiplication and division to convert between standard units.</p> <p>When converting between metric and common imperial units, children apply their knowledge of multiplication by scaling or previous work using conversion line graphs.</p> <p>Pupils use all four operations in problems involving time, including conversions (e.g. minutes to hours and minutes).</p> <p>Problems involving time require children to understand that they are no longer working in base 10. This may involve learning number bonds to 60 and using number lines to show the passage of time.</p>
5 Area and volume of shapes	<p>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes.</p> <p>Understand the difference between liquid volume, including capacity and solid volume.</p> <p>Estimate volume (for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)) and capacity (for example, using water).</p>	<p>Children should understand that area is a measure of surface within a given boundary and the convention is to cover the surface with any tessellating shape (usually squares, giving rise to square units). Children should learn to calculate the area from scale drawings using given measurements.</p> <p>Children's understanding of volume develops to include 'solid' volume and that this means the amount of space occupied by a 3-D shape whereas capacity is the maximum amount a container holds and if the container is not full then we are considering the volume of liquid it is holding. Children should learn that 1cm<sup>3</sup> is equal to 1ml.</p>

		Children should make links between the area of a rectangle (including squares) and the volume of cuboids (including cubes). They could explore how different cuboids can have the same volume much like rectangles with different dimensions can have the same area.
6	Assess and review week	It is useful at regular intervals for teachers to consider the learning that has taken place over a term (or half term), assess and review children's understanding of the learning and use this to inform where the children need to go next.
7		

Year 5	Science	Creative Curriculum	Computing	Languages	PE
6	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>-describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>-describe the life process of reproduction in some plants and animals.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>-planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>-taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>-recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>-using test results to make predictions to set up further comparative and fair tests</li> <li>-reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>-identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<p><b>DT</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>-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</li> <li>-generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>-select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>-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</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>-investigate and analyse a range of existing products</li> <li>-evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>-understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>-apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>-understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul>	<p><b>CS – Programming (Control Inputs and Outputs)</b></p> <ul style="list-style-type: none"> <li>- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>- use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul> <p>- <i>Scratch/Lego We Do Recap Programme, Algorithm, Debug, Repetition, Sequence, Input, Output, Selection, Variables and Process. Use Scratch and Lego We Do to control parts of the stage.</i></p>	<p><b>Chez moi</b></p> <p><i>il y a</i> + indefinite article; <i>c'est</i> + adjectives; connectives – <i>et, mais, où</i>; use of verbs in 3<sup>rd</sup> person singular</p> <p><i>Enquête sur les pays francophones</i></p> <ul style="list-style-type: none"> <li>-explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>-describe people, places, things and actions orally* and in writing</li> <li>-understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>-Use running, jumping, throwing and catching in isolation and combination</li> <li>-Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>-swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>-Use a range of strokes effectively</li> <li>-Perform safe self-rescue in different water-based situations</li> </ul>