



Reading

YEAR FIVE (End of Y5 colour-coded reading expected standard – Sapphire)

By the end of Year 5 children will:

- be self-motivated, confident readers, making choices from a wide range of material and comfortable with reading both silently and aloud to others.
- be able to read a wide range of texts independently and with ease.
- be able to cross-check across a range of cues to ensure comprehension.
- confidently break up words in ways that support them in decoding unknown vocabulary without impeding their fluency.
- be developing strong reading preferences and showing interest in new authors and genres.
- recommend books to others based on their own reading preferences, giving reasons for their choices.
- ask questions to enhance their understanding of the text and are able to make comparisons within and across different texts.
- appreciate nuances and subtleties in text. Through discussion and in writing about their reading, they show that they are able to read between the lines and make explicit connections with other reading and personal experience, such as inferring characters' feelings, thoughts and motives from their actions, justifying their inferences with evidence.

Writing

By the end of Year 5 pupils will know and be able to:

- In narratives, describe settings, characters and atmosphere
- Select vocabulary and grammatical structures that reflect the level of formality required mostly correctly – depending on the purpose of the writing (show awareness of the audience and purpose)
- Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs
- Use a wide range of clause structures, sometimes varying their position within the sentence (single, compound, complex, relative, embedded)
- Use the full range of speech punctuation (inverted commas as well as punctuation to separate speech and reporting clauses)
- Use a range of punctuation for effect and clarity
- Edit/re-draft sections to improve grammatical sense or meaning (including spelling)
- Spell most of the statutory word list correctly (Year 5 content)
- Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters

Spelling – years 5 and 6

Revise work done in previous years

New work for years 5 and 6

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃəs/ spelt –cious or –tious	<p>Not many common words end like this.</p> <p>If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious</i>.</p> <p>Exception: <i>anxious</i>.</p>	vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /ʃəl/	<p>–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions.</p> <p>Exceptions: <i>initial, financial, commercial, provincial</i> (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i>).</p>	official, special, artificial, partial, confidential, essential

<p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</p>	<p>Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue.</p> <p>Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<p>observant, observance, (observ<u>a</u>tion), expectant (expect<u>a</u>tion), hesitant, hesitancy (hesit<u>a</u>tion), tolerant, tolerance (toler<u>a</u>tion), substance (subst<u>a</u>ntial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confid<u>e</u>ntial) assistant, assistance, obedient, obedie<u>n</u>ce, independ<u>e</u>nt, independ<u>e</u>nce</p>
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<p>Statutory requirements</p>	<p>Rules and guidance (non-statutory)</p>	<p>Example words (non-statutory)</p>
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<p>Words ending in –able and –ible</p> <p>Words ending in –ably and –ibly</p>	<p>The –able/–ably endings are far more common than the –ible/–ibly endings.</p> <p>As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation.</p> <p>If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in <i>cap</i> and <i>gap</i>) before the a of the –able ending.</p> <p>The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the y changes to i in accordance with the rule.</p> <p>The –ible ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>
<p>Adding suffixes beginning with vowel letters to words ending in –fer</p>	<p>The r is doubled if the –fer is still stressed when the ending is added.</p> <p>The r is not doubled if the –fer is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference</p>
<p>Use of the hyphen</p>	<p>Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</p>	<p>co-ordinate, re-enter, co-operate, co-own</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words with the /i:/ sound spelt ei after c	<p>The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/.</p> <p>Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p>	deceive, conceive, receive, perceive, ceiling
Words containing the letter-string ough	<p>ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p>	<p>ought, bought, thought, nought, brought, fought rough, tough, enough cough</p> <p>though, although, dough through thorough, borough plough, bough</p>
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	<p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i>, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i>.</p>	doubt, island, lamb, solemn, thistle, knight

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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Homophones and other words that are often confused

In the pairs of words opposite, nouns end **-ce** and verbs end **-se**. *Advice* and *advise* provide a useful clue as the word *advise* (verb) is pronounced with a /z/ sound – which could not be spelt **c**.

More examples:

aisle: a gangway between seats (in a church, train, plane).

isle: an island. aloud: out

loud.

allowed: permitted.

affect: usually a verb (e.g. *The weather may affect our plans*).

effect: usually a noun (e.g. *It may have an effect on our plans*). If a verb, it means 'bring about' (e.g. *He will effect changes in the running of the business*). altar: a table-like piece of furniture in a church.

alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal).

serial: adjective from the noun *series* – a succession of things one after the other.

compliment: to make nice remarks about someone (verb) or the remark that is made (noun).

complement: related to the word *complete* – to make something complete or more complete (e.g. *her scarf complemented her outfit*).

advice/advise device/devise
licence/license practice/practise
prophecy/prophesy

farther: further father: a male parent guessed: past tense of the verb *guess* guest: visitor heard: past tense of the verb *hear* herd: a group of animals led: past tense of the verb *lead* lead: present tense of that verb, or else the metal which is very heavy (*as heavy as lead*)

morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. *In the past*) or preposition or adverb showing place (e.g. *he walked past me*) passed: past tense of the verb 'pass' (e.g. *I passed him in the road*)

precede: go in front of or before proceed: go on

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Homophones and other words that are often confused (continued)</p>	<p>descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. <i>to draft in extra help</i>) draught: a current of air.</p>	<p>principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of <i>who is</i> or <i>who has</i> whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>

Word list – years 5 and 6

accommodate accompany	profession excellent
according achieve	programme existence
aggressive amateur ancient	pronunciation explanation
apparent appreciate	queue familiar recognise
attached available average	foreign recommend forty
awkward bargain bruise	relevant
category cemetery	frequently restaurant
committee communicate	government rhyme
community competition	guarantee rhythm harass
conscience* conscious*	sacrifice hindrance
controversy convenience	secretary identity
correspond	shoulder immediate(ly)
criticise (critic + ise) curiosity	signature individual
definite desperate determined	sincere(ly) interfere soldier
develop dictionary disastrous	interrupt stomach
embarrass persuade environment	language sufficient leisure
physical	suggest lightning symbol
equip (–ped, –ment) prejudice	marvellous system
es	mischievous temperature
pe	muscle thorough necessary
cia	twelfth neighbour variety
lly	nuisance vegetable occupy
pri	vehicle occur
vil	yacht
eg	opportunity
e	parliament
ex	
ag	
ge	
rat	
e	

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Understanding the history of words and relationships between them can also help with spelling.

Examples:

- *Conscience* and *conscious* are related to *science*: *conscience* is simply *science* with the prefix *con-* added. These words come from the Latin word *scio* meaning *I know*.
- The word *desperate*, meaning 'without hope', is often pronounced in English as *desp'rate*, but the *-sper-* part comes from the Latin *spero*, meaning 'I hope', in which the **e** was clearly sounded.
- *Familiar* is related to *family*, so the /ə/ sound in the first syllable of *familiar* is spelt as **a**.

International Phonetic Alphabet (non-statutory)

The table below shows each symbol of the International Phonetic Alphabet (IPA) and provides examples of the associated grapheme(s).¹ The table is not a comprehensive alphabetic code chart; it is intended simply as guidance for teachers in understanding the IPA symbols used in the spelling appendix. The pronunciations in the table are, by convention, based on Received Pronunciation and could be significantly different in other accents.

Consonants		Vowels	
/b/	bad	/ɑ:/	father, arm
/d/	dog	/ɒ/	hot
/ð/	this	/æ/	cat
/dʒ/	gem, jug	/aɪ/	mind, fine, pie, high
/f/	if, puff, photo	/aʊ/	out, cow
/g/	gum	/ɛ/	hen, head
/h/	how	/eɪ/	say, came, bait
/j/	yes	/ɛə/	air
/k/	cat, check, key, school	/əʊ/	cold, boat, cone, blow
/l/	leg, hill	/ɪ/	hit
/m/	man	/ɪə/	beer
/n/	man	/i:/	she, bead, see, scheme, chief
/ŋ/	sing	/ɔ:/	launch, raw, born
/θ/	both	/ɔɪ/	coin, boy
/p/	pet	/ʊ/	book
/r/	red	/ʊə/	tour
/s/	sit, miss, cell	/u:/	room, you, blue, brute
/ʃ/	she, chef	/ʌ/	cup
/t/	tea	/ɜ:/	fern, turn, girl

¹ This chart is adapted slightly from the version provided on the DfE's website to support the Year 1 phonics screening check.

/tʃ/	check	/ə/	farmer
/v/	vet		
/w/	wet, when		
/z/	zip, hens, buzz		
/ʒ/	pleasure		

Grammar and punctuation contents

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nouns & Verbs	Nouns & Verbs	Nouns & Verbs (action & being)	Nouns & Verbs (action & being)	Nouns & Verbs (action & being)	Nouns & Verbs (action & being)
Subject/verb identification	Subject/verb identification	Subject/verb identification	Subject/verb identification	Subject/verb identification	Subject/verb identification
Tenses	Tenses (past + present (-ing))	Tenses (-ing + present perfect)	Tenses (-ing + past & present perfect)	Tenses (past, present, future + simple, progressive, perfect)	Tenses (past, present, future + simple, progressive, perfect)
Full stops. Questions marks? Exclamation marks! Capital letters & spaces	Replace the subject with a pronoun	Replace the subject with a pronoun	Prepositions	Prepositions	Prepositions
Co-ordinating conjunctions (and, but)	Full stops. Questions marks? Exclamation marks! Capital letters	Full stops. Questions marks? Exclamation marks! Capital letters	Co-ordinating conjunctions (FANBOYS)	Co-ordinating conjunctions (FANBOYS)	Co-ordinating conjunctions (FANBOYS)
Plural noun suffixes	Sentence types (statement, question, command, exclamation)	Prepositions	Adverbs & Adverbials (+fronted)	Adverbs & Adverbials (for cohesion + modal verbs)	Semi-colons, colons & dashes (inc. independent clauses)
Verb suffixes	Co-ordinating & subordinating conjunctions	Co-ordinating conjunctions (FANBOYS)	Commas for fronted adverbials	Commas for fronted adverbials	Adverbs & Adverbials (for cohesion + modal verbs)
Using the prefix <i>un-</i>	Suffixes (nouns, adjectives & adverbs)	Adverbs & Adverbials	Subordinating Conjunctions	Subordinating Conjunctions	Commas for fronted adverbials
Sequence sentences	Expanded Noun Phrases	Subordinating Conjunctions	Commas for clauses & clarity	Commas for clauses & clarity	Subordinating Conjunctions
	Commas in lists	Sentence types (single & multi-clause)	Sentence types (single & multi-clause)	Relative Clauses	Commas for clauses & clarity
	Apostrophes (contraction + singular possession)	Noun prefixes & use of <i>a</i> or <i>an</i>	Plural or possessive 's'	Punctuation for parenthesis (commas, dashes & brackets)	Relative Clauses
		Word families	Standard English (verb forms)	Change nouns & adjectives to verbs using suffixes	Punctuation for parenthesis (commas, dashes & brackets)
		Paragraphs, headings & sub-headings	Expanded Noun Phrases (inc. prepositional phrases)	Verb prefixes	Informal vs. formal speech
		Inverted commas	Speech punctuation		Synonyms & Antonyms
					Passive Voice
					Subjunctive Form
					Hyphens
					Bullet points

Word Classes/Types/Forms, Tenses, Punctuation, Sentence type/structure, Prefixes & Suffixes

Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>] Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>]
Sentence	Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

The Power of Reading

YEAR 5	Autumn 1 Adventures of Odysseus	Autumn 2	Spring 1	Spring 2	Summer 1 Kensuke's Kingdom	Summer 2
Literary Form	Narrative/ Traditional Tales	Non-Chronological Report	Home Learning – writing for different purposes	Historical Recount	Narrative – first person	
Link to Main NC Area of Learning	History – Ancient Greece		Geography - Alaska	History – Vikings, 1066	Geography – navigating, map work, environment History – World War 2	
PSED & Human Themes	Impact of actions on other people	Understanding ourselves			Seeing different perspectives	
Reading (NC Objectives):	<ul style="list-style-type: none"> ▪ reading books that are structured in different ways and reading for a range of purposes ▪ reading aloud to children should include whole books so that they meet books and authors that they might not choose to read themselves. ▪ Identifying and discussing themes and conventions in and across a wide range of writing ▪ making comparisons within and across books ▪ checking the book makes sense to them discussing their understanding and exploring the meaning of words in context ▪ ask questions to improve their 					

	<p>understanding</p> <ul style="list-style-type: none"> draw 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 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 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 provide reasoned justifications for their views 					
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	Relative clauses	Conjunctions Formal language	Parenthesis Expanded Noun phrases Relative clauses	Cohesion within a paragraph Cohesion across paragraphs	Modal verbs Word classes	Commas to clarify meaning
Writing (NC Objectives):	<ul style="list-style-type: none"> 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 they have read, listened to or seen performed in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action assessing the effectiveness of their own and others' writing 					
Extended Writing Outcome	Narrative – writing the next chapter.	Formal Non-chronological	Persuasive letter	1066 Recount	Character led setting description	

		report on self or School	Pie Corbett T4W Faction text – creative non-fiction		creating atmosphere.	
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By the end of year 5 pupils will know and be able to:

<p>Place Value: Counting</p> <ul style="list-style-type: none"> count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 count forwards and backwards with positive and negative whole numbers, including through zero 	<p>Place Value: Represent</p> <ul style="list-style-type: none"> read, write, (order and compare) numbers to at least 1 000 000 and determine the value of each digit read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
<p>Place Value: Use Place Value and Compare</p> <ul style="list-style-type: none"> (read, write) order and compare numbers to at least 1 000 000 and determine the value of each digit 	<p>Place Value: Problems and Rounding</p> <ul style="list-style-type: none"> interpret negative numbers in context round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 solve number problems and practical problems that involve all of the above
<p>Addition and Subtraction: Recall, Represent, Use</p> <ul style="list-style-type: none"> use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy 	<p>Addition and Subtraction: Calculations</p> <ul style="list-style-type: none"> add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers
<p>Addition and Subtraction: Solve Problems</p>	<p>Multiplication and Division: Recall, Represent, Use</p>

<ul style="list-style-type: none"> • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign 	<ul style="list-style-type: none"> • 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, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 • recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
Multiplication and Division: Calculations	Multiplication and Division: Solve Problems
<ul style="list-style-type: none"> • 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 • multiply and divide numbers mentally drawing upon known facts • 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 • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 	<ul style="list-style-type: none"> • solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
Multiplication and Division: Combined operations	Fractions: Recognise and Write

<ul style="list-style-type: none"> solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign 	<ul style="list-style-type: none"> identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]
Fractions: Compare	Fractions Calculations
<ul style="list-style-type: none"> compare and order fractions whose denominators are all multiples of the same number 	
Decimals: Recognise and Write	Decimals: Compare
<ul style="list-style-type: none"> read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents 	<ul style="list-style-type: none"> round decimals with two decimal places to the nearest whole number and to one decimal place read, write, order and compare numbers with up to three decimal places
Decimals: Calculations and Problems	Fractions, Decimals and Percentages
<ul style="list-style-type: none"> solve problems involving number up to three decimal places 	<ul style="list-style-type: none"> 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 solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25
Ratio and Proportion	Algebra
Measurement: Using Measures	Measurement: Money

<ul style="list-style-type: none"> convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling 	<ul style="list-style-type: none"> use all four operations to solve problems involving measure [for example, money]
Measurement: Time	Measurement: Perimeter, Area, Volume
<ul style="list-style-type: none"> solve problems involving converting between units of time 	<ul style="list-style-type: none"> measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
Geometry: 2-d shapes	Geometry: 3-d shapes
<ul style="list-style-type: none"> distinguish between regular and irregular polygons based on reasoning about equal sides and angles. use the properties of rectangles to deduce related facts and find missing lengths and angles 	<ul style="list-style-type: none"> identify 3-D shapes, including cubes and other cuboids, from 2-D representations

<p style="text-align: center;">Geometry: Angles and Lines</p> <ul style="list-style-type: none"> • know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • draw given angles, and measure them in degrees • identify: <ul style="list-style-type: none"> ➤ angles at a point and one whole turn (total 360°) ➤ angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) ➤ other multiples of 90° 	<p style="text-align: center;">Geometry: Position and Direction</p> <ul style="list-style-type: none"> • identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed
<p style="text-align: center;">Statistics: Present and Interpret</p> <ul style="list-style-type: none"> • complete, read and interpret information in tables, including timetables 	<p style="text-align: center;">Statistic: Solve Problems</p> <ul style="list-style-type: none"> • calculate and interpret the mean as an average



Upper Key Stage 2 Working Scientifically

By the end of Year 5, children will be beginning to;

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Use test results to make predictions to set up further comparative and fair tests.
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Identify scientific evidence that has been used to support or refute ideas or arguments.

By the end of year 5, in the study of living things and habitats, pupils will know and be able to

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants

By the end of year 5, in the study of animals including humans, pupils will know and be able to

- describe the changes as humans develop to old age
 - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
 - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

By the end of year 5, in the study of properties and changes of materials, pupils will know and be able to

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

By the end of year 5, in the study of earth and space, pupils will know and be able to

- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

By the end of year 5, in the study of forces, pupils will know and be able to

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect



By the end of year 5 pupils will know and be able to:

Greeks – biomes/climate zones

- locate and place Greece within the wider world.
- describe the climatic zones of Greece.
- understand how climate relates to biomes
- describe the physical landscape of Greece.

RGS North America

- name the countries in North America, their capital cities, major rivers and mountain ranges.
- locate the states of the USA and find their capital cities.
- identify key physical features of the USA
- describe how the Grand Canyon was formed.
- investigate different settlements
- describe the difference climatic zones in the USA
- consider the impact of droughts and floods.
- describe the different types of agriculture in the USA
- describe how New York has changed over time.

How is Alaska changing?

- locate and identify the countries and major regions of North America.
- identify Alaska in relation to climate zones, Arctic Circle and time zones
- make predictions about Alaska's features/ climate based on maps and images.
- gather information and raise questions about Alaska.
- use travel information and weather/ climate data to plan for a visit to locations in Alaska.
- able to explain the significance of key physical features, such as glaciers and earthquakes, and human features such as the Alaska pipeline.
- describe the effects and consequences of the Exxon Valdez oil spill.
- describe the cases for conservation and exploitation of the North Slope of Alaska.
- prepare a persuasive argument for a viewpoint in relation to the environment.

Earthquakes

- know why earthquakes occur
- know about major earthquakes
- understand the effect of earthquakes.

Investigating the Isle of Wight

- identify reasons why information about a locality (for example websites) might be created.
- discuss presentation/ impact of tourist and other promotional literature about a locality.
- produce a storyboard of ideas for a brochure about the local area.
- use a given route, identify sites and features to be recorded.
- use maps, compass points and grid references when planning a local route.
- create a geographical information pack about the locality, for a specific audience/purpose.
- identify key sites and features in the locality.
- share chosen information in an appropriate format with a wider audience.

Skills and knowledge

- knows and can locate features of California on a map.
 - understand the climate, climatic zones and biomes of California.
 - understand the importance of agriculture to the economy.
 - know why California is a unique region due to its history.
 - know about California's industries.
 - describe the development of the electronics industry in Silicon Valley.
 - understand issues surrounding disposal of waste, including toxic waste.
 - identify an enquiry question linked to future developments in Silicon Valley.
 - plan a holiday around California.
 - describe a journey across California in terms of key features.
 - use maps and aerial photography at a range of scales, to locate places and identify and delineate a region.
 - understand and explain different views of people, including themselves, about the use of finite resources and/or the disposal of toxic waste.
-
- locate and name major circles of latitude and longitude that mark maps of the Earth.
 - identify and name major climate zones and biomes.
 - locate continents, countries and major regions on world maps and globes.
 - use climate and weather data in geographical enquiries.
 - know the difference between weather and climate
 - identify key human and physical features of a distant locality.
 - identify conflicts over land use in the local area and other localities.
 - identify different viewpoints about issues, including environmental issues.
-
- interpret maps, images and digital resources to draw conclusions and answer geographical questions.
-
- use maps, images and text to convey information about a locality.
 - use maps at different scales to plan routes.
 - use compass points and grid references to follow a route.
 - follow routes on OS maps
 - describe features shown on OS maps
 - use four-figure grid references
 - identify significant places and environments as stated within the KS2 National Curriculum



By the end of year 5 pupils will know and be able to:

- understand what life was like before the Vikings came.
- establish a timeline of the Anglo-Saxon and Viking era.
- understand who the Vikings were and why they raided.
- **understand how the Vikings invaded and began to settle.**
- recognise the Viking gods.
- understand how a Viking takeover was avoided.
- form an opinion on whether King Alfred deserves to be called great (articulate and justify answers, arguments and opinions).
- **find out how and when England became a unified country.**
- **know how and when the Anglo-Saxon the Viking era came to an end.**

Summer

- introduce Greece today and in ancient times.
- place the ancient Greek civilisation in time.
- know that the ancient Greek civilisation occurred 'Before Christ'.
- know that ancient Greece consisted of city states.
- identify features of life in Athens and Sparta.
- know what is meant by democracy.
- know some of the names of Greek gods and goddesses and to know their role in Greek life.
- know some of the beliefs and religious practices of the Greeks.
- be able to compare Greek beliefs with other cultures.
- recognise ancient Greek pottery as a primary historical source.
- infer information about Greek warfare from pots as a primary source.
- understand the significance of the Battle of Marathon.
- understand the role of theatre in Greek life.
- understand the influence of the Greek language on English today.
- understand the contribution of some famous Greek thinkers.
- understand the influence of Greek architecture.
- compare the ancient and modern Olympics.
- reflect on the influence of the Ancient Greeks



By the end of year 5 pupils will know and be able to:

- Can consider whether key religious people set a good example. *Founders and Prophets*
- Understands how holy books help believers in their daily lives. *Sacred Texts*
- Understands what festivals mean to individuals and communities. *Festivals*
- Understands how rites of passage affect individuals and communities. *Rites of Passage*
- Understands the role places of worship in faith communities. *Places of Worship*
- What beliefs do religions have in common and which do they not? *Religion in the Community*



By the end of year 5 pupils will know and be able to:

Analyses existing products.
Generates their own design criteria, considering appearance, purpose and construction.
Uses a variety of appropriate techniques, materials and tools safely and accurately.
Produces an evaluation of the finished product, identifying strengths and weaknesses of the design.
Uses a range of techniques to prepare and cook savoury dishes safely and hygienically.

Understanding contexts, users and purposes

Across KS2 pupils should:

- work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment
- describe the purpose of their products
- indicate the design features of their products that will appeal to intended users
- explain how particular parts of their products work

In late KS2 pupils should also:

- carry out research, using surveys, interviews, questionnaires and web-based resources
- identify the needs, wants, preferences and values of particular individuals and groups
- develop a simple design specification to guide their thinking

Generating, developing, modelling and communicating ideas

Across KS2 pupils should:

- share and clarify ideas through discussion
- model their ideas using prototypes and pattern pieces
- use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas
- use computer-aided design to develop and communicate their ideas

In late KS2 pupils should also:

- generate innovative ideas, drawing on research
- make design decisions, taking account of constraints such as time, resources and cost

Planning

Across KS2 pupils should:

- select tools and equipment suitable for the task
- explain their choice of tools and equipment in relation to the skills and techniques they will be using
- select materials and components suitable for the task
- explain their choice of materials and components according to functional properties and aesthetic qualities

In late KS2 pupils should also:

- produce appropriate lists of tools, equipment and materials that they need
- formulate step-by-step plans as a guide to making

Practical skills and techniques

Across KS2 pupils should:

- follow procedures for safety and hygiene
- use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components

In late KS2 pupils should also:

- accurately measure, mark out, cut and shape materials and components
- accurately assemble, join and combine materials and components
- accurately apply a range of finishing techniques, including those from art and design
- use techniques that involve a number of steps
- demonstrate resourcefulness when tackling practical problems

Own ideas and products

Across KS2 pupils should:

- identify the strengths and areas for development in their ideas and products
- consider the views of others, including intended users, to improve their work

In late KS2 pupils should also:

- critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make
- evaluate their ideas and products against their original design specification

Existing products

Across KS2 pupils should investigate and analyse:

- how well products have been designed
- how well products have been made
- why materials have been chosen
- what methods of construction have been used
- how well products work
- how well products achieve their purposes
- how well products meet user needs and wants

In late KS2 pupils should also investigate and analyse:

- how much products cost to make
- how innovative products are
- how sustainable the materials in products are
- what impact products have beyond their intended purpose

Events and individuals

Across KS2 pupils should know:

- about inventors, designers, engineers, chefs and manufacturers who have developed groundbreaking products

Making products work

Across KS2 pupils should know:

- how to use learning from science to help design and make products that work
- how to use learning from mathematics to help design and make products that work
- that materials have both functional properties and aesthetic qualities
- that materials can be combined and mixed to create more useful characteristics
- that mechanical and electrical systems have an input, process and output
- the correct technical vocabulary for the projects they are undertaking

In late KS2 pupils should also know:

- how mechanical systems such as cams or pulleys or gears create movement
- how more complex electrical circuits and components can be used to create functional products
- how to program a computer to monitor changes in the environment and control their products
- how to reinforce and strengthen a 3D framework
- that a 3D textiles product can be made from a combination of fabric shapes
- that a recipe can be adapted by adding or substituting one or more ingredients

Where food comes from

Across KS2 pupils should know:

- that a recipe can be adapted by adding or substituting one or more ingredients
- that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world

In early KS2 pupils should also know:

- that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate
- that to be active and healthy, food and drink are needed to provide energy for the body

In late KS2 pupils should also know:

- that seasons may affect the food available
- how food is processed into ingredients that can be eaten or used in cooking

Food preparation, cooking and nutrition

Across KS2 pupils should know:

- how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source
- how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking

In late KS2 pupils should also know:

- that recipes can be adapted to change the appearance, taste, texture and aroma that different food and drink contain different substances – nutrients, water and fibre – that are needed for health



By the end of year 5 pupils will know and be able to:

Autumn

Scratch Paddle Board Game

- change the background in scratch
- programme my ball to move continuously
- programme my paddle to move with the mouse.
- create an algorithm to set the ball bouncing off the paddle
- programme the ball to stop
- add scores to my game
- create variable to my game

Sketch Up

- try out new software and try out the tool bars.
- use the tools in sketch u to create a house.
- use sketch up to create more detailed houses.
- use a tape measure tool to create more accurate drawings
- design the inside of a house.
- design my own house or interior.

Spring

Cloud Computing

- explain in simple terms what cloud computing is and to be able to give at least one good and bad side of cloud computing.
- change the paper size to A3.
- insert shapes and text boxes and resize them.
- insert text into shapes.
- change font styles, colours and sizes.
- colour fill and colour the outlines of text boxes and shapes.
- use the Wrap Text option to place shapes in front of text so that shapes can “float on top of the page” and not move with the text on the page.
- use the Undo button
- create a poster about cloud computing using shapes and text boxes.
- upload your own poster to a Cloud Storage account.
- create a QR code for your poster.

Kudo Racing Game

- program a character in Kodu
- describe what the different tools do.
- use trial and error methods to solve fortress defence
- design a race track
- program a character to move.
- program a character to win.
- personalise my game
- add additional challenges, objects and obstacles to my game
- edit world settings to create more interest.
- add computerised opponents
- make modifications and improve my game
- give constructive feedback and opinions.

Summer

Databases

- identify cells using rows and columns.
- type text and numbers into cells.
- use the SUM function to add numbers together.
- use the SUM function to perform further calculations.
- use the fill tool to copy formulas correctly.
- insert a bar or column graph.
- format aspects of a bar or column graph.
- sort data appropriately.
- use formulas to calculate totals and averages.
- sort data by different criteria.
- add extra data, including inserting rows or columns.
- edit existing data and be aware of the results.
- create a formula to solve a specific calculation (using figures and cell references).
- replicate formulas over several cells.
- check calculations for errors.
- interpret data and make comparisons.
- select and add items from a given list.
- calculate totals based on price and quantity of items.
- calculate a running total.
- calculate an amount remaining from a budget.
- plan the requirements for a new spreadsheet.
- make decisions on formatting to improve the appearance.
- think of original ideas for using a spreadsheet.
- create a range of suitable formulas for a purpose.

Scratch Lapse Time Animation

- use the GLIDE TO command to make sprites move around the stage.
- make sprites glide at different speeds.
- add turns to the glide blocks to make the sprite face in different directions
- use BROADCAST MESSAGE and RECEIVE MESSAGE coding blocks to make a chain of events happen.
- use multiple COSTUME changes to create stop motion animation.
- add backgrounds and create / add sprites for my Scratch animation.
- begin to code my animated scene I can add backgrounds and create / add sprites for my Scratch animation.
- begin to code my animated scene
- code my flower sprites to grow.
- add reset keys to all my sprites.
- use the DUPLICATE function to copy one finished sprite.
- code my animated scene.
- use CHANGE COSTUME, GLIDE TO and BROADCAST MESSAGES in my scene.

E-Safety

An internet that we trust

- describe and recognise some methods used to encourage people to buy things online.
- give examples of when and why it is important to understand the motive behind online content.
- use questions to help decide what can and cannot be trusted online.



By the end of year 5 pupils will know and be able to:

Drawing

share their ideas about mark making, and are able to investigate drawing materials and techniques to communicate their ideas to others
use a viewfinder to select lines and shapes from the work of a famous artist and use these in their images
say what they think about their work and that of others and show that they can suggest ways of improving and developing images
investigate working in the negative and use this technique to respond to the work of a famous artist.

Painting

share their ideas about painting techniques and use painting materials and techniques to communicate their ideas to others
discuss their work and that of others and produce images in response to well-known artists especially focusing on the use of colour in their work
explore patterns and record, enlarge, match and extend them to realise their intentions.

Printmaking

produce three colour reduction prints using Press Print and discuss, understand and record the process of reduction printing, producing annotated examples of their work
discuss what they and others have done and make improvements to their work
combine previously learned processes and techniques
research and discuss the work of printmakers and develop responses through their own work.

Collage

organise and combine visual and tactile qualities of materials and develop explorations, ideas and responses in their work
compare and comment on ideas, methods and approaches in their own and others' work and adapt and improve their work as it progresses.

Textiles

experiment with and combine materials and processes to make multiple unit hangings, batiks and layered collage images
explore ideas and record processes; compare and discuss methods and ways of working, relating these to their own ideas
adapt and improve their work as it progresses.

3D

explore ideas and collect visual and other information to develop their work; organise and combine visual and tactile qualities; experiment with and use their knowledge of sculptural techniques and processes to communicate ideas and experiences; compare and comment on ideas, methods and approaches in their own and others' work; adapt and improve their own work as it progresses.



By the end of Key Stage 2 (Year 3, 4, 5 and 6) *Pupils learn...*

HEALTH AND WELLBEING

Healthy Lifestyles

how to make informed decisions about health

about the elements of a balanced, healthy lifestyle

about choices that support a healthy lifestyle, and recognise what might influence these

how to recognise that habits can have both positive and negative effects on a healthy lifestyle

about what good physical health means; how to recognise early signs of physical illness

about what constitutes a healthy diet; how to plan healthy meals, benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

how regular (daily/weekly) exercise benefits mental and physical health; recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and the ability to learn

that bacteria and viruses can affect health; how everyday hygiene routine can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care ((e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

about benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

how and when to seek support, including which adults to speak to in and outside school, if they were worried about their health

Mental Health

that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies, and spending time with family and friends can support mental health and wellbeing

to recognise that feelings can change over time and range in intensity

about everyday things that affect feelings and the importance of expressing feelings

a varied vocabulary to use when talking about feelings; about how to express feelings in different ways

strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

about change and loss, including death, and how these can affect feelings; and ways of expressing and managing grief and bereavement

problem solving strategies for dealing with emotions, challenges and change including the transition to new schools

Ourselves, Growing and Changing

about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

that for some people gender identity does not correspond with their biological sex

to recognise their individuality and personal qualities

to identify personal strengths, skills, achievements and interests and how to contribute to a sense of self-worth

about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for

about where to get more information, help and advice about growing and changing, especially about puberty

about the new opportunities and responsibilities that increasing independence may bring

strategies to manage transitions between classes and key stages

Keeping Safe

reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

how to predict, assess and manage risk in different situations

about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe

about the importance of taking medicines correctly and using household products safely (e.g. following instructions safely)

strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

about what is meant by first aid; basic techniques for dealing with common injuries

how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.

Drugs, Alcohol and Tobacco

about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

about why people choose to use or not use drugs (including nicotine, alcohol and medicines)

about the mixed messages in the media about drugs, including alcohol and smoking/vaping

about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

RELATIONSHIPS

Families and close positive relationships

to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

that a feature of a positive family life is caring relationships, about the different ways in which people care for one another

to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step parents, blended families, foster parents); that families of all types can give family members love, security and stability

to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

Friendships

about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests, and experiences, support with problems and difficulties); that the same principle apply to online friendships as to face-to-face relationships

the importance of seeking support if feeling lonely or excluded

that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effects of online actions on others

how friendships can change over time, about making new friends and the benefits of having different types of friends

that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

Managing hurtful behaviour and bullying

about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

about discrimination; what it means and how to challenge it

Safe Relationships

about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)

about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

how to respond safely and appropriately to adults they may encounter (in contexts including online) whom they do not know

recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

about seeking and giving permission (consent) in different situations

about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

where to get advice and report concerns if worries about their own or someone else's personal safety (including online)

Respecting self and others

that personal behaviour can affect other people; to recognise and model respectful behaviour online

to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

to listen and respond respectfully to a wide range of people; including those whose traditions, beliefs and lifestyle are different to their own

how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

LIVING IN THE WIDER WORLD

Shared Responsibilities

to recognise reasons for rules and laws; consequences of not adhering to rules and laws

to recognise there are human rights, that are there to protect everyone

about the relationship between rights and responsibilities

the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

Communities

about the different groups that make up their community; what living in a community means

to value the different contributions that people and groups make to the community

about diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities

about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

Media literacy & digital resilience

recognise ways in which the internet and social media can be used both positively and negatively

how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

about some of the different ways information and data is shared and used online, including for commercial purposes

about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Economic wellbeing: money

about the different ways to pay for things and the choices people have about this

to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

to recognise that people make spending decisions based on priorities, needs and wants

different ways to keep track of money

about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations

to identify the ways that money can impact on people's feelings and emotions

Economic wellbeing: Aspirations, work and career

to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life

about stereotypes in the workplace and that a person's career aspirations should not be limited by them

about what might influence people's decision about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

that some jobs are paid more than others and money is one factor which can influence a person's job or career choice; that people may choose to do voluntary work which is unpaid

about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

to identify the kind of job that they might like to do when they are older

to recognise a variety of routes into careers (e.g. college, apprenticeship, university)



By the end of year 5 pupils will know and be able to:

(Getting to Know You)

recall a range of vocabulary topics from my previous learning.
use different skills to show what I have learned.

use 'je sera' to refer to my future
show how French future tense is different to English
use the speaker's body language to help me understand what they are saying
listen and respond appropriately to what it said

say the names of the accents found in the French alphabet.
ask for spellings of unfamiliar words.
give a spelling correctly, using the French alphabet pronunciation.

recognise that some adjectives are different depending on gender.
choose a masculine or feminine adjective to match the subject.
find suitable vocabulary in a bilingual dictionary.
make a new sentence by substituting specific words.
describe emotions.

say what is 'going to' happen.
show how the near future tense is made of aller plus infinitive.
use a range of strategies to help me follow a text.
make predictions about a story.

recall key vocabulary and apply it to my writing.
change a sentence to suit what I want to say.
select from a vocabulary bank for a particular theme.
choose nouns, verbs or adjectives.

(All about Ourselves)

name different parts of the body.
join in or respond when someone speaks to me.

describe myself.
put the adjective after the noun.
make the noun and adjective 'agree'.
make an adjective plural if necessary.

ask what someone is doing.
say what I am doing.
identify a range of verbs.

write sentences in the 3rd person (he and she).
add detail to a description of someone's clothes with a colour adjective.
make the adjective and noun 'agree.'

ask how someone is feeling.
recognise written masculine/feminine adjectives.
listen to and repeat a word carefully.
say how I am feeling using an emotion word.

follow a simple story.
join in with repeated phrases.
recognise known words and use them to help with new language.
ask and answer questions about health.

(That's Tasty)

take part in a role play about drink choices.
ask the question *Qu'est-ce que vous désirez boire ?* and answer starting with *Je voudrais...*

read and understand a chart which gives opening and closing times in French.
answer a question and ask what times a restaurant opens and closes on a particular day.

write words from memory.
write a sentence about what I would like for breakfast.

use a modelled sentence to express my preference for a sandwich.
write a sentence from memory to express my preference for a sandwich.

use adjectives to describe food, using the correct masculine or feminine form.
use adjectives to describe food, using the correct plural form.

use the correct French form for 'some'.
use the correct French form for 'some' to describe which pizza I would like.

(Family and Friends)

join in a traditional song. find rhyming words and sound patterns.
recognise and use possessive adjectives. I know the difference between 1st and 3rd person.
explore how English and French grammar are different.

name a variety of farm animals.
compare the sounds they make in English and French.
join in the repeated phrases in a song.
use my prior learning to help me understand new words.

name different types of home.
describe the size of a house.

identify unknown words in a familiar sentence.
use a dictionary to translate words I want to know into French.
find the meaning of new French words in my dictionary.

choose appropriate adjectives to describe an animal.
alter the spelling to agree with the gender of the noun.
give an opinion about an animal.
say why I have that opinion.

construct a simple sentence.
join two sentences using an appropriate conjunction.
recognise the sound /eh/ in different words.
can pronounce *et* and *mais* correctly in a sentence.

(School Life)

recall a range of vocabulary topics from my previous learning.
use different skills to show what I have learned.

use 'je serai' to refer to my future
show how French future tense is different to English
use the speaker's body language to help me understand what they are saying
listen and respond appropriately to what is said

say the names of the accents found in the French alphabet.
ask for spellings of unfamiliar words.
give a spelling correctly, using the French alphabet pronunciation.

ask a question about how many sides a shape/shapes have.
answer a question, saying how many sides shape/shapes have

ask a question using the phrase: Excusez-moi, est-ce que je peux...
give an answer to the question, choosing from set answers.

prepare a conversation with a partner asking in French where objects are and give an answer.
confidently present my conversation to my class.

(Time Travelling)

recognise number words in spoken sentences
explain how larger numbers are often described by combining smaller number words
say numbers larger than 100
use numbers in a sentence correctly

say the high-frequency verb 'avoir' in a sentence correctly
match the subject and verb
identify numbers in a written sentence
demonstrate my understanding of a sentence

understand when someone is saying a date
translate a date from French into English and vica versa

understand when someone is saying a date
give the year that some key historical events happened in France

construct a past tense sentence with the passé composé
identify auxiliary and past participle verbs

conjugate the auxiliary verb to match the subject
change the past participle of the main verb to agree with the number and gender of the subject
say when significant people in French history were born and died



By the end of year 5 pupils will know and be able to:

- Effectively transfer skills and movement across arrange of activities and sports. Perform a range of skills consistently and effectively in challenging or competitive situations.
- Recognise how some aspects of fitness apply to team games e.g. power, flexibility and cardiovascular endurance
- Collaborate as a team to choose, use and adapt rules in games
- Perform fluent dances and gymnastic routines with characteristics of different styles/eras, adapt & refine (in pair/group), dances that vary direction, space & rhythm
- In netball and basketball use all three passes (chest, shoulder & bounce) correctly. Use a range of speeds within a game to support a team in scoring and defend a player and make some successful interceptions
- Send a football to someone on the team, using different parts of foot accurately and use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from).
- In rounders choose and use a range of simple tactics in isolation and in a game context.
- In tennis demonstrate the correct swing technique when hitting the ball over a net sometimes showing control over the hit



By the end of year 5 pupils will know and be able to:

- understand how we start a song (by counting in) and also understand that the speed of the counting informs the speed of the strumming
- to strum in time, on the beat, know most of the following chords from memory and have started to change from one chord to another.
 - 0 fingers - Am7
 - 1 finger - C, C7, Am
 - 2 finger - F, D7, Em7
- read chord diagrams and at least work out where their fingers should be for any given chord even if coordinating their fingers is not yet possible.

- perform a more complex strumming pattern than simply down strums on the beat
- extend the chords they know from memory to more complex 3 finger chords and changes between chord become more and more fluid.
 - 3 fingers - G, G7, E7, Em
- understand how tablature notation functions.

- able to play ukulele and sing at the same time.
- produce a short composition of their own.
- perform barre chords (covering all four strings)