

## National Curriculum for English - Y5

### Reading - Word Reading

#### Pupils should be taught to:

§Read aloud and understand the meaning of new words met, applying growing knowledge of morphology and etymology as listed in English Appendix 1 across a wide range of texts.

§Decode most new words outside spoken vocabulary, making a good approximation of the word's pronunciation: e.g. *uses knowledge of 'obey' to read and understand obedient, obedience, disobedience, obediently.*

### Reading - Comprehension

#### Pupils should be taught to:

§maintain positive attitudes to reading and understanding of what they read by:

#### Range of texts

§Participating in discussions about a widening range of longer and more challenging fiction, poetry, plays, non-fiction and reference books that they have read for themselves, expressing views and preferences, justifying them by reference to the text, drawing on, comparing and contrasting examples.

§Reading books that are structured differently for a range of purposes, with independence: e.g. *manga and graphic novels, comical history series.*

§Independently make comparisons within and between books, comparing characters, considering viewpoints of authors and of fictional characters: e.g. *Ginger reminds me a bit of Tyke Tiler because neither of them can seem to stop getting into trouble at school.*

#### Familiarity with Texts

§Becoming increasingly familiar with a wide range of age-appropriate books and can identify some genres: e.g. *fantasy, adventure, comedy, science fiction.*

§Recognising and discuss themes and conventions in age- appropriate texts: e.g. *heroism or loss and continuing to learn the conventions of different types of writing such as first person in autobiography. They can explain 'heroism' or 'loss' in the context of the writing.*

## **Performance and Poetry**

§Learning by heart a wide range of age-appropriate poems.

§Preparing, reading aloud and performing age-appropriate poems and play scripts showing understanding of intonation, tone, volume.

## **Understanding**

§Monitoring reading of age-appropriate texts for sense and self-correct when they misread and can usually explore how a known word can have different meanings in a new context: e.g. *attendance register, cash register, noticing something*, e.g. *'He registered that his book had been moved', register of sound or voice, register of communication*.

§Asking themselves questions to improve their understanding when independently reading an age-appropriate text: e.g. *I wonder why Mr Napier singles out Ginger for especially unpleasant treatment - could it be because both her parents are teachers in the school or is it because she isn't afraid to speak out?*

§Reading an age-appropriate book independently, identifying the main ideas in paragraphs and can usually summarise, including most of the main ideas in a series of sentences using their own words and key vocabulary from the text.

## **Inference**

§Drawing inferences from their independent reading of age-appropriate texts and explain thinking, returning to text to support opinions: e.g. *Mr Napier doesn't seem to believe Ginger and wants to get her in trouble. He asks silly questions and the author says he winks at the children in the playground who are laughing at Ginger. Teachers shouldn't do that, it's childish.*

## **Prediction**

§Reading 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader: e.g. *I think Ginger will try to set the stray dog free. She is terrified of dogs but she hates to see anything unfair. I know because she just shouted at the school principal for taking down Mr Wong's pictures even though she's scared of him, too.*

## **Authorial Language**

§Identifying language, including figurative language in age-appropriate texts the writer has chosen for impact and usually discuss and evaluate the impact on them as a reader: e.g. *I like the way the author uses animal-based images like Ginger having a furball of anxiety in her guts when she is in trouble at school.*

## **Authorial Intent**

§Identifying distinctive language, structural and presentational features in their independent reading of age-appropriate texts and sometimes demonstrate their understanding of how these help the reader draw

meaning from the text: e.g. *can recognise organisational and language features of a range of non-fiction texts including explanation, balanced argument, persuasive argument and understands the fine distinctions between the conjunctions used in them like whereas, consequently, furthermore; uses top tip, Did you know? fact panels in non-fiction and can integrate meaning drawn from these with what they have learned from the main text.*

**Non Fiction**

§Distinguishing between fact and opinion: e.g. *is able to identify that some statements are not backed up with evidence and others are.*

§Identifying questions to be answered beforehand and use the specific features of age- appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved. Usually presents information in ways that are coherent and useful to themselves and others: e.g. *has a range of models for making notes like spidergrams or a grid of boxes with labels and can quickly find any recorded information for later use.*

**Discussing Reading**

§Sharing their opinions about age-appropriate books they have read independently and usually make appropriate recommendations to their peers, giving reasons for their choices: e.g. *There are lots of other Gleitzman books out there and I have read three of them. I think my group would enjoy them because they are all a bit rude and silly in parts.*

§Taking part in discussions about age-appropriate books they have read or had read to them, taking turns, listening to and building on ideas, observing courtesies when challenging and being challenged: e.g. *asking other to justify their opinions and views with evidence for the text.*

§Explaining and discuss their understanding of what they have read, through formal presentations and debates.

§Providing explanations for their views: e.g. *I think Gleitzman has been a teacher himself or possibly the child of teachers because he understands what it is like having parents who work in the same school you go to.*

Writing - Transcription	Handwriting
<p><b>Pupils should be taught to:</b></p> <p><b>Phonic and Whole Word Spelling</b></p> <p>§Spell most common kn, mb, stle, mn, silent b words correctly: e.g. <i>as at left, and solemn, debt.</i></p> <p>§Distinguish and correctly spell most confusing pairs: e.g. <i>as at left and guessed/guest, serial/cereal, bridal/bridle, altar/alter, desert/dessert, draft/draught, stationary/stationery,</i></p>	<p><b>Pupils should be taught to:</b></p> <p>§Make choices over letter shapes and joins to ensure fluency, legibility and good presentation.</p> <p>§Select the appropriate writing instrument: e.g. <i>a pencil for making notes, a pen for formal writing.</i></p>

*principal/principle.*

§Draw on a range of known root words to correctly spell inflected words and other words related by meaning; has some successful strategies for learning and recalling spelling of anomalous words: e.g. *using known spelling of ordinary to help spell extraordinary, ordinarily.*

### **Word Building and Spelling**

§Spell words with prefixes and suffixes with or without associated changes in spelling: e.g. *applicable, adorable, reliable, changeable, noticeable.*

§Navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the third or fourth letter, then independently read and understand the definition.

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

**Pupils should be taught to:**

### **Vocabulary**

§Use a thesaurus to introduce varied and precise vocabulary: e.g. *after proof-reading own work with a partner or alone, turns spontaneously to thesaurus to address perceived need for wider and more varied vocabulary.*

§Use expanded noun phrases to convey precise and detailed information concisely: e.g. *...the small playground with the horizontal climbing wall...; ...the north coast beaches with the best surf...; ...a tiny kitten with its eyes still closed...*

§Convert nouns or adjectives into verbs: e.g. *hyphen into hyphenate; terrific into terrify; random into randomise.*

§Use prefixes to generate new verbs: e.g. *disapprove; defuse, misunderstand, overestimate, recombine.*

## **Writing - Composition**

**Pupils should be taught to:**

### **Contexts for Writing**

§Identify the intended audience and purpose for writing and choose a suitable writing model to support their own writing: e.g. *an information leaflet for fellow pupils offering guidance and advice on a new sport.*

§Draw on what they have learned about how authors develop characters and settings to help them create their own: e.g. *planning two or three main characters who are clearly distinguishable from each other and placing them in a setting modelled on a favourite story or pupil's own locality.*

### **Planning and Drafting**

§Think aloud and record their ideas, sometimes drawing on independent reading and research: e.g. *use a spidergram planning model to organise and develop related ideas drawn from reading and research.*

§Produce internally coherent paragraphs in a logical sequence: e.g. *using topic sentences to pose rhetorical*

## Grammar

§Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun: e.g. *The song (that) I like is being played on Radio Cornwall; The woman who moved in next door has a daughter my age; The boy whose cast you signed broke his leg playing rugby.*

§Use modal verbs or adverbs to indicate degrees of possibility: e.g. *there might be ... it could be ... we may be ... sometimes... possibly... occasionally.*

§Use the present perfect form of verbs to mark relationships of time and cause: e.g. *She has gone on holiday (and is not yet back, or we would write she went on holiday), The coach has left without you (because you have just arrived late).*

§Use devices to build cohesion, including adverbials of time, place and number: e.g. *linking ideas within and across paragraphs using later, nearby, secondly.*

## Punctuation

§Identify which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis. Pupil can decide whether brackets, dashes or commas are the most appropriate in each case and uses all three confidently. Pupil is consistent in deploying commas to clarify meaning or avoid ambiguity: e.g. *is able to distinguish the difference in meaning between 'The children, who had been given ice cream, were happy'; and 'The children who had been given ice cream were happy'.*

*questions which are answered within the paragraph, main idea supported or elaborated by subsequent sentences.*

§Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action, evoke atmosphere through detailed description, portray characters through meaningful interaction and dialogue that moves the story on: e.g. *'Watch out, you've left the door open!' 'Too late - the dog's made a bolt for it!'*

§Select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning: e.g. *make deliberate vocabulary choices for effect, select specialist vocabulary to match the topic.*

§Précis longer passages: e.g. *identify key points from the passage and reformulate them coherently in their own words.*

§Use further organisational and presentational devices to structure text and to guide the reader: e.g. *pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs.*

## Editing Writing

§Work alone and with a partner to evaluate writing against agreed success criteria, identifying strengths and areas for improvement linked to recent teaching and feeding back appropriately to the writer.

§Propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing: e.g. *making specific suggestions to a writing partner or incorporating such changes in their own writing, such as: 'I've written: 'I took a picture of my friend, who won the 200m sprint with his grandmother.' I need to put a second comma in there after 'sprint' to help the reader make sense of what I wrote. It makes the reader think the grandmother sprinted too if I leave it without a comma.*

§Use tense consistently and correctly throughout: e.g. *use past tense in narrative, present tense in non-chronological report and identify and correct own lapses readily.*

§Spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items: e.g. *You're writing a letter back from space and you've dropped some extra information inside that sentence. It needs to be marked out parenthetically. You could use commas, but why not use two dashes seeing you're writing to your dad and it's informal?; remember, gracious comes from the root word grace so there's no t in it. Change it to letter c like in*

	<p><i>grace and you'll have it right.</i></p> <p>§Understand that common group nouns take the singular verb form: e.g. <i>the football team is happy to be playing against Dullford; the government has decided to change exams</i></p> <p>§Demonstrate this knowledge across a wide range of independent writing.</p> <p>§Identify examples of informal speech patterns and structures in their own and others' writing and amend or suggest amendments to reflect standard English usage where appropriate.</p> <p><b>Performing Writing</b></p> <p>§Perform their own compositions using appropriate intonation, volume, and movement so that meaning is clear, monitoring and maintaining audience attention, speaking loudly enough to be heard.</p>
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Year 5: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate; -ise; -ify</i> ] <b>Verb prefixes</b> [for example, <i>dis-, de-, mis-, over- and re-</i> ]
<b>Sentence</b>	<i><b>Relative clauses</b> beginning with <b>who, which, where, when, whose, that, or an omitted relative pronoun</b></i> <i>Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i>] or <b>modal verbs</b> [for example, <i>might, should, will, must</i>]</i>
<b>Text</b>	Devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i> ] Linking ideas across paragraphs using <b>adverbials</b> 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, <i>he had seen her before</i> ]

<b>Punctuation</b>	<i>Brackets, dashes or commas to indicate parenthesis</i> <i>Use of commas to clarify meaning or avoid ambiguity</i>
<b>Terminology for pupils</b>	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

## National Curriculum for Maths - Y5

Number - Number and Place Value	Number - Addition and Subtraction
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</li> <li>§ count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</li> <li>§ interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</li> <li>§ round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</li> <li>§ solve number problems and practical problems that involve all of the above</li> <li>§ read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>§ add and subtract numbers mentally with increasingly large numbers</li> <li>§ use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> <li>§ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>
Number - Multiplication and Division	Number - Fractions (including decimals)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</li> <li>§ know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</li> <li>§ establish whether a number up to 100 is prime and recall prime numbers up to 19</li> <li>§ 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</li> <li>§ multiply and divide numbers mentally drawing upon known facts</li> <li>§ 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</li> </ul> <p>multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> <ul style="list-style-type: none"> <li>§ recognise and use square numbers and cube numbers, and the notation for squared (<sup>2</sup>) and cubed (<sup>3</sup>)</li> <li>§ solve problems involving multiplication and division including using their knowledge of factors and</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ compare and order fractions whose denominators are all multiples of the same number</li> <li>§ identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</li> <li>§ recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number [for example, <math>1\frac{1}{2} = 1\frac{1}{2}</math>]</li> <li>§ add and subtract fractions with the same denominator and denominators that are multiples of the same number</li> <li>§ multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</li> <li>§ read and write decimal numbers as fractions [for example, <math>0.71 = \frac{71}{100}</math>]</li> <li>§ recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> <li>§ round decimals with two decimal places to the nearest whole number and to one decimal place</li> <li>§ read, write, order and compare numbers with up to three decimal places</li> </ul>

<p>multiples, squares and cubes</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>§ 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}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math>, and those fractions with a denominator of a multiple of 10 or 25.</p>
<p><b>Measurement</b></p>	<p><b>Geometry - Properties of shapes</b></p>
<p>Pupils should be taught to:</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>§ understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>§ measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <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>§ estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]</p> <p>§ solve problems involving converting between units of time</p> <p>§ use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p>	<p>Pupils should be taught to:</p> <p>§ identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <p>§ know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>§ draw given angles, and measure them in degrees (°)</p> <p>§ identify:</p> <p>§ angles at a point and one whole turn (total 360°)</p> <p>§ angles at a point on a straight line and a turn (total 180°)</p> <p>§ other multiples of 90°</p> <p>§ use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p>§ distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p>
<p><b>Statistics</b></p>	<p><b>Geometry - position and direction</b></p>
<p>Pupils should be taught to:</p> <p>§ solve comparison, sum and difference problems using information presented in a line graph</p> <p>§ complete, read and interpret information in tables, including timetables.</p>	<p>Pupils should be taught to:</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>

## Knowledge, Skills and Understanding breakdown for Working Scientifically

### Year 5

Planning	Obtaining and presenting evidence	Considering evidence and evaluating
<ul style="list-style-type: none"> <li>• Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary? Can they make a prediction with reasons? Can they use test results to make predictions to set up comparative and fair tests?</li> <li>• Can they present a report of their findings through writing, display and presentation?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they take measurements using a range of scientific equipment with increasing accuracy and precision?</li> <li>• Can they take repeat readings when appropriate?</li> <li>• Can they record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they report and present findings from enquiries through written explanations and conclusions?</li> <li>• Can they use a graph to answer scientific questions?</li> </ul>

### Year 5 (Challenging)

<ul style="list-style-type: none"> <li>• Can they explore different ways to test an idea, choose the best way and give reasons?</li> <li>• Can they vary one factor whilst keeping the others the same in an experiment? Can they use information to help make a prediction?</li> <li>• Can they explain, in simple terms, a scientific idea and what evidence supports it?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they decide which units of measurement they need to use?</li> <li>• Can they explain why a measurement needs to be repeated?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they find a pattern from their data and explain what it shows?</li> <li>• Can they link what they have found out to other science?</li> <li>• Can they suggest how to improve their work and say why they think this?</li> </ul>
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## Knowledge, Skills and Understanding breakdown for Living Things, their Habitats and Animals, including humans

### Year 5

#### Animals, including humans

- Can they describe the changes as humans develop to old age?

#### Living things and their habitats

- Can they describe the differences in the life cycles of a mammal, an amphibians, an insects and a bird?
- Can they describe the life cycles of common plants?
- Can they explore the work of well know naturalists and animal behaviourists? (David Attenborough and Jane Goodall)

### Year 5 (Challenging)

- Can they create a timeline to indicate stages of growth in certain animals, such as frogs and butterflies?
- Can they describe the changes experienced in puberty?
- Can they draw a timeline to indicate stages in the growth and development of humans?

- Can they observe their local environment and draw conclusions about life-cycles, e.g. plants in the vegetable garden or flower border?
- Can they compare the life cycles of plants and animals in their local environment with the life cycles of those around the world, e.g. rainforests?

## Knowledge, Skills and Understanding breakdown for Properties and Changes to Materials

### Year 5

#### Properties and changes to materials

- Can they compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets?
- Can they explain how some materials dissolve in liquid to form a solution?
- Can they describe how to recover a substance from a solution?
- Can they use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating?
- Can they give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals wood and plastic?
- Can they describe changes using scientific words? (evaporation, condensation)
- Can they demonstrate that dissolving, mixing and changes of state are reversible changes?
- Can they 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?
- Can they use the terms 'reversible' and 'irreversible'?

### Year 5 (challenging)

- Can they describe methods for separating mixtures? (filtration, distillation)
- Can they work out which materials are most effective for keeping us warm or for keeping something cold?
- Can they use their knowledge of materials to suggest ways to classify? (solids, liquids, gases)
- Can they explore changes that are difficult to reverse, e.g. burning, rusting and reactions such as vinegar with bicarbonate of soda?

- Can they explore the work of chemists who created new materials, e.g. Spencer Silver (glue on sticky notes) or Ruth Benerito (wrinkle free cotton)?

## Knowledge, Skills and Understanding breakdown for Earth, Space and Forces

### Year 5

Earth and Space	Forces
<ul style="list-style-type: none"> <li>• Can they identify and explain the movement of the Earth and other planets relative to the sun in the solar system? Can they explain how seasons and the associated weather is created?</li> <li>• Can they describe and explain the movement of the Moon relative to the Earth?</li> <li>• Can they describe the sun, earth and moon as approximately spherical bodies?</li> <li>• Can they 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>	<ul style="list-style-type: none"> <li>• Can they explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object?</li> <li>• Can they identify the effects of air resistance, water resistance and friction that act between moving surfaces?</li> <li>• Can they recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect?</li> </ul>

### Year 5 (Challenging)

<ul style="list-style-type: none"> <li>• Can they compare the time of day at different places on the earth?</li> <li>• Can they create shadow clocks? Can they begin to understand how older civilizations used the sun to create astronomical clocks, e.g. Stonehenge?</li> <li>• Can they explore the work of some scientists? (Ptolemy, Alhazen, Copernicus)</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe and explain how motion is affected by forces? (including gravitational attractions, magnetic attraction and friction)</li> <li>• Can they design very effective parachutes?</li> <li>• Can they work out how water can cause resistance to floating objects?</li> </ul>
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- Can they explore how scientists, such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation?

## National Curriculum Requirements of History at Key Stage 2

Pupils should be taught about:

### **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

### **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066**

For example:

- the changing power of monarchs (using case studies such as John, Anne and Victoria) and the British Empire
- democracy in Britain
- a significant turning point in British history, e.g. the Industrial Revolution

### **A local history study**

For example:

- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

## Knowledge, Skills and Understanding breakdown for History

### Year 5

#### Chronological understanding

- Can they use dates and historical language in their work?
- Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?
- Can they use their mathematical skills to work out exact time scales and differences as need be?

#### Knowledge and interpretation

- Can they describe historical events from the different period/s they are studying/have studied?
- Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?
- Can they explain the role that Britain has had in spreading Christian values across the world?
- Can they begin to appreciate that how we make decisions has been through a Parliament for some time?
- Do they appreciate that significant events in history have helped shape the country we have today?
- Do they have a good understanding as to how crime and punishment has changed over the years?

#### Historical enquiry

- Can they test out a hypothesis in order to answer a question?
- Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?

### Year 5 (Challenging)

- Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.

- Do they appreciate how major events have created huge differences to the way medicines and health care were developed?

- Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?

## Knowledge, Skills and Understanding breakdown for Geography

### Year 5

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> <li>• Can they collect information about a place and use it in a report?</li> <li>• Can they map land use?</li> <li>• Can they find possible answers to their own geographical questions?</li> <li>• Can they make detailed sketches and plans; improving their accuracy later?</li> <li>• Can they plan a journey to a place in another part of the world, taking account of distance and time?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why many cities of the world are situated by rivers?</li> <li>• Can they explain how a location fits into its wider geographical location; with reference to physical features?</li> <li>• Can they explain how the water cycle works?</li> <li>• Can they explain why water is such a valuable commodity?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why people are attracted to live by rivers?</li> <li>• Can they explain how a location fits into its wider geographical location; with reference to human and economical features?</li> <li>• Can they explain what a place might be like in the future, taking account of issues impacting on human features?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name and locate many of the world's major rivers on maps?</li> <li>• Can they name and locate many of the world's most famous mountain regions on maps?</li> <li>• Can they locate the USA and Canada on a world map and atlas?</li> <li>• Can they locate and name the main countries in South America on a world map and atlas?</li> </ul>

### Year 5 (Challenging)

<ul style="list-style-type: none"> <li>• Can they work out an accurate itinerary detailing a journey to another part of the world?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they report on ways in which humans have both improved and damaged the environment?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they begin to recognise the climate of a given country according to its location on the map?</li> </ul>
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# Knowledge, Skills and Understanding breakdown for Computing: Year 5

Algorithms and Programs	Data Retrieving and Organising	Communicating
<ul style="list-style-type: none"> <li>• Can they combine sequences of instructions and procedures to turn devices on or off?</li> <li>• Do they understand input and output? Can they use an ICT program to control an external device that is electrical and/or mechanical?</li> <li>• Can they use ICT to measure sound or light or temperature using sensors?</li> <li>• Can they explore 'What is' questions by playing adventure or quest games? Can they write programs that have sequences and repetitions?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they listen to streaming audio such as online radio?</li> <li>• Can they download and listen to podcasts?</li> <li>• Can they produce and upload a podcast?</li> <li>• Can they manipulate sounds using Audacity?</li> <li>• Can they select music from open sources and incorporate it into multimedia presentations?</li> <li>• Can they work on simple film editing?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use instant messaging to communicate with class members?</li> <li>• Can they conduct a video chat with someone elsewhere in the school or in another school?</li> </ul>
Using the Internet	Databases	Presentation
<ul style="list-style-type: none"> <li>• Can they use a search engine using keyword searches?</li> <li>• Can they compare the results of different searches?</li> <li>• Can they decide which sections are appropriate to copy and paste from at least two web pages?</li> <li>• Can they save stored information following simple lines of enquiry?</li> <li>• Can they download a document and save it to the computer?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create a formula in a spreadsheet and then check for accuracy and plausibility?</li> <li>• Can they search databases for information using symbols such as = &gt; or &lt;?</li> <li>• Can they create databases planning the fields, rows and columns?</li> <li>• Can they create graphs and tables to be copied and pasted into other documents?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use a range of presentation applications?</li> <li>• Do they consider audience when editing a simple film?</li> <li>• Do they know how to prepare and then present a simple film?</li> <li>• Can they use ICT to record sounds and capture both still and video images?</li> <li>• Can they make a home page for a website that contains links to other pages?</li> <li>• Can they capture sounds, images and video?</li> <li>• Can they use the word count tool to check the length of a document?</li> <li>• Can they use bullets and numbering tools?</li> </ul>

## Year 5 (Challenging)

- Can they make a multimedia presentation that contains: sound; animation; video and buttons to navigate?
- Can they save an image document as a gif or jpeg file format using the 'save as' command?
- Can they make an information poster using graphics skills to good effect?

## E-safety in Years 5 and 6

### Knowledge & understanding

- Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family?  
Do they understand the potential risk of providing personal information online?
- Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content?
- Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented?  
Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)?
- Do they understand that some material on the internet is copyrighted and may not be copied or downloaded? Do they understand that some messages may be malicious and know how to deal with this?  
Do they understand that online environments have security settings, which can be altered, to protect the user? Do they understand the benefits of developing a 'nickname' for online use?
- Do they understand that some malicious adults may use various techniques to make contact and elicit personal information?  
Do they know that it is unsafe to arrange to meet unknown people online?
- Do they know how to report any suspicions?  
Do they understand they should not publish other people's pictures or tag them on the internet without permission? Do they know that content put online is extremely difficult to remove?
- Do they know what to do if they discover something malicious or inappropriate?

### Skills

- Do they follow the school's safer internet rules?
- Can they make safe choices about use of technology?
- Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc?
- Can they create strong passwords and manage them so that they remain strong?
- Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school?
- Can they competently use the internet as a search tool?
- Can they reference information sources?
- Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources?
- Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information?

Schools will need to review and amend their approaches to e-safety in order to take on board and address changes to technology.

## Knowledge, Skills and Understanding breakdown for Art

### Year 5

Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> <li>• Can they identify and draw simple objects, and use marks and lines to produce texture? Do they successfully use shading to create mood and feeling? Can they organise line, tone, shape and colour to represent</li> <li>• figures and forms in movement? Can they show reflections? Can they explain why they have chosen specific materials to draw with?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create a range of moods in their paintings?</li> <li>• Can they express their emotions accurately through their painting and sketches?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they print using a number of colours?</li> <li>• Can they create an accurate print design that meets a given criteria?</li> <li>• Can they print onto different materials?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they keep notes in their sketch books as to how they might develop their work further?</li> <li>• Do they use their sketch books to compare and discuss ideas with others?</li> </ul>
3D/ Textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> <li>• Do they experiment with and combine materials and processes to design and make 3D form? Can they sculpt clay and other mouldable materials? Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use ceramic mosaic to produce a piece of art?</li> <li>• Can they combine visual and tactile qualities to express mood and emotion?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create a piece of art work which includes the integration of digital images they have taken?</li> <li>• Can they combine graphics and text based on their research?</li> <li>• Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning?</li> <li>• Can they create digital images with animation, video and sound to communicate their ideas?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they experiment with different styles which artists have used?</li> <li>• Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</li> </ul>

# Knowledge, Skills and Understanding breakdown for Design and Technology

## Year 5

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products
<ul style="list-style-type: none"> <li>• Can they come up with a range of ideas after they have collected information?</li> <li>• Do they take a user's view into account when designing?</li> <li>• Can they produce a detailed step-by-step plan?</li> <li>• Can they suggest some alternative plans and say what the good points and drawbacks are about each?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why their finished product is going to be of good quality?</li> <li>• Can they explain how their product will appeal to the audience?</li> <li>• Can they use a range of tools and equipment expertly?</li> <li>• Do they persevere through different stages of the making process?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they keep checking that their design is the best it can be?</li> <li>• Do they check whether anything could be improved?</li> <li>• Can they evaluate appearance and function against the original criteria?</li> </ul>

## Breadth of study

<p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>• Can they describe what they do to be both hygienic and safe?</li> <li>• How have they presented their product well?</li> </ul>	<p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• Do they think what the user would want when choosing textiles?</li> <li>• How have they made their product attractive and strong?</li> <li>• Can they make up a prototype first?</li> <li>• Can they use a range of joining techniques?</li> </ul>	<p><b>Electrical and mechanical components</b></p> <ul style="list-style-type: none"> <li>• Can they incorporate a switch into their product?</li> <li>• Can they refine their product after testing it?</li> <li>• Can they incorporate hydraulics and pneumatics?</li> </ul>	<p><b>Stiff and flexible sheet materials</b></p> <ul style="list-style-type: none"> <li>• Are their measurements accurate enough to ensure that everything is precise?</li> <li>• How have they ensured that their product is strong and fit for purpose?</li> </ul>	<p><b>Mouldable materials</b></p> <ul style="list-style-type: none"> <li>• Are they motivated enough to refine and further improve their product using mouldable materials?</li> </ul>
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# Knowledge, Skills and Understanding breakdown for Music

## Year 5

Performing	Composing ( <i>incl notation</i> )	Appraising
<ul style="list-style-type: none"> <li>• Do they breathe in the correct place when singing? Can they sing and use their understanding of meaning to add expression?</li> <li>• Can they maintain their part whilst others are performing their part?</li> <li>• Can they perform 'by ear' and from simple notations? Can they improvise within a group using melodic and rhythmic phrases?</li> <li>• Can they recognise and use basic structural forms e.g. rounds, variations, rondo form?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they change sounds or organise them differently to change the effect?</li> <li>• Can they compose music which meets specific criteria?</li> <li>• Can they use their notations to record groups of pitches (chords)?</li> <li>• Can they use a music diary to record aspects of the composition process?</li> <li>• Can they choose the most appropriate tempo for a piece of music?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe, compare and evaluate music using musical vocabulary?</li> <li>• Can they explain why they think their music is successful or unsuccessful?</li> <li>• Can they suggest improvements to their own or others' work?</li> <li>• Can they choose the most appropriate tempo for a piece of music?</li> <li>• Can they contrast the work of famous composers and show preferences?</li> </ul>

## Year 5 (Challenging)

<ul style="list-style-type: none"> <li>• Can they use pitches simultaneously to produce harmony by building up simple chords?</li> <li>• Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they understand the relation between pulse and syncopated patterns?</li> <li>• Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how tempo changes the character of music?</li> <li>• Can they identify where a gradual change in dynamics has helped to shape a phrase of music?</li> </ul>
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## Knowledge, Skills and Understanding breakdown for Dance

### Year 5

- Do they plan and perform dances confidently?
- Can they compose motifs and plan dances creatively and collaboratively in groups?
- Can they adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use?
- Can they perform different styles of dance clearly and fluently?
- Do they organise their own warm-up and cool-down exercises?
- Do they show an understanding of safe exercising?
- Can they recognise and comment on dances, showing an understanding of style?
- Can they suggest ways to improve their own and other people's work?

### Year 5 (Challenging)

- Do they use their understanding of composition to create dance phrases for themselves and others in their group?
- Do they use their knowledge of dance to adapt their skills to meet the demands of a range of dance styles?
- Can they show expression in their dances and sensitivity to music?
- Can they organise their own warm-up and cool-down exercises?
- Can they show that they understand why warming-up is important for a good performance?
- Can they identify the form and structure of a dance?
- Can they make imaginative suggestions as to how to improve their own and other people's work?

# Knowledge, Skills and Understanding breakdown for Foreign Languages

## Years 5 and 6

Listening and responding	Speaking	Reading and responding	Writing
<ul style="list-style-type: none"> <li>Do they understand longer passages made up of familiar language in simple sentences?</li> <li>Can they identify the main points and some details?</li> </ul> <p><i>Spoken at near normal speed with no interference. May need some items to be repeated.</i></p>	<ul style="list-style-type: none"> <li>Can they hold a simple conversation with at least 3-4 exchanges?</li> <li>Can they use their knowledge of grammar to adapt and substitute single words and phrases?</li> </ul> <p><i>Their pronunciation is generally accurate and they show some consistency in their intonation.</i></p>	<ul style="list-style-type: none"> <li>Can they understand a short story or factual text and note some of the main points?</li> <li>Can they use context to work out unfamiliar words?</li> </ul>	<ul style="list-style-type: none"> <li>Can they write a paragraph of about 3-4 simple sentences?</li> <li>Can they adapt and substitute individual words and set phrases?</li> <li>Can they use a dictionary or glossary to check words they have learnt?</li> </ul> <p><i>They will draw largely on memorised language.</i></p>

## Knowledge, Skills and Understanding breakdown for Foreign Languages: Using the Languages Ladder

		<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>
<b>Early Stage</b>	<b>Grade 1</b>	- Do they understand a few familiar spoken words and phrases?	- Can they say and repeat single words in short and simple phrases?	- Can they recognise and read out a few familiar words and phrases?	- Can they write or copy simple words or symbols correctly?
	<b>Grade2</b>	- Do they understand a range of familiar spoken phrases?	- Can they answer simple questions and give basic information?	- Can they understand and read out familiar written phrases?	- Can they write one or two short sentences to a model? - Can they fill in the words on a simple form?
	<b>Grade3</b>	- Do they understand the main points from a short spoken passage made up of familiar language?	- Can they ask and answer simple questions and talk about their interests?	- Can they understand the main points from a short written text in clear printed script?	- Can they write a few short sentences with support, using expressions which have already been learnt?
<b>On completing the early stage</b>		<i>Should be able to understand a basic range of everyday expressions relating to personal details and needs. May need to listen several times to get the information needed, depending how fast the speaker talks. Should have some understanding of a few simple grammatical structures and sentence patterns. Should be familiar with the sound system of the language. Should be aware how to address people both formally and informally as appropriate.</i>	<i>Should be able to use basic range of everyday expression relating to personal details and needs. Pronunciation may not always be completely accurate but meaning will be clear. Should be able to understand and use a few simple grammatical structures and sentence patterns. Should be familiar with the sound system of the language. Should be aware of how to address people both formally and informally as appropriate.</i>	<i>Should be able to understand a basic range of everyday expressions relating to personal details and needs. Should have some understanding of a few simple grammatical structures and sentence patterns. Should be familiar with the writing system of the language. Should be aware of how to address people both formally and informally as appropriate.</i>	<i>Should be able to use a basic range of everyday expressions relating to personal details and needs. Spelling may not always be completely accurate but meaning will be clear. Should be able to understand and use a few simple grammatical structures and sentence patterns. Should be familiar with the writing system of the language. Should be aware of how to address people both formally and informally as appropriate.</i>
<b>Prelim Stage</b>	<b>Grade 4</b>	- Do they understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences?	- Can they take part in a simple conversation and express their own opinions?	- Can they understand the main points and some detail from short written texts in familiar contexts?	- Can they write a short text on a familiar topic, adapting language which they have already learned?
	<b>Grade 5</b>	- Do they understand the main points and opinions in spoken passages made up of familiar material from various contexts?	- Can they give a short prepared talk, on a topic of their choice, including expressing their opinions?	- Can they understand the main points and opinions in written texts from various contexts?	- Can they write a short text on a range of familiar topic, using simple sentences?

# Knowledge, Skills and Understanding breakdown for Physical Education

## Year 5

Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance (also covered in Dance section)
<ul style="list-style-type: none"> <li>Can they link skills, techniques and ideas and apply them accurately and appropriately? Do they show good control in their movements?</li> </ul>	<ul style="list-style-type: none"> <li>Can they compare and comment on skills, techniques and ideas that they and others have used?</li> <li>Can they use their observations to improve their work?</li> </ul>	<ul style="list-style-type: none"> <li>Can they explain some important safety principles when preparing for exercise?</li> <li>Can they explain what effect exercise has on their body?</li> <li>Can they explain why exercise is important?</li> </ul>	<ul style="list-style-type: none"> <li>Can they compose their own dances in a creative and imaginative way?</li> <li>Can they perform to an accompaniment, expressively and sensitively?</li> <li>Are their movements controlled?</li> <li>Does their dance show clarity, fluency, accuracy and consistency?</li> </ul>
Games	Gymnastics	Athletics	Outdoor/ adventurous
<ul style="list-style-type: none"> <li>Can they gain possession by working as a team? Can they pass in different ways?</li> <li>Can they use forehand and backhand with a racquet?</li> <li>Can they field?</li> <li>Can they choose the best tactics for attacking and defending?</li> <li>Can they use a number of techniques to pass, dribble and shoot?</li> </ul>	<ul style="list-style-type: none"> <li>Can they make complex or extended sequences?</li> <li>Can they combine action, balance and shape?</li> <li>Can they perform consistently to different audiences?</li> <li>Are their movements accurate, clear and consistent?</li> </ul>	<ul style="list-style-type: none"> <li>Are they controlled when taking off and landing in a jump?</li> <li>Can they throw with accuracy?</li> <li>Can they combine running and jumping?</li> <li>Can they follow specific rules?</li> </ul>	<ul style="list-style-type: none"> <li>Can they follow a map in an unknown location?</li> <li>Can they use clues and compass directions to navigate a route?</li> <li>Can they change their route if there is a problem?</li> <li>Can they change their plan if they get new information?</li> </ul>

# Knowledge, Skills and Understanding breakdown for Physical Education

## Swimming

Lower attainers	Mid attainers	Higher attainers
<ul style="list-style-type: none"> <li>■ Can they swim between 25 and 50 metres unaided? Can they keep swimming for 30 to 45 seconds, using swimming aids and support?</li> <li>■ Can they use a variety of basic arm and leg actions when on their front and on their back?</li> <li>■ Can they swim on the surface and lower themselves under water?</li> <li>■ Can they take part in group problem-solving activities on personal survival?</li> <li>■ Do they recognise how their body reacts and feels when swimming?</li> <li>■ Can they recognise and concentrate on what they need to improve?</li> <li>■</li> <li>■</li> </ul>	<ul style="list-style-type: none"> <li>• Can they swim between 50 and 100 metres and keep swimming for 45 to 90 seconds?</li> <li>• Do they use 3 different strokes, swimming on their front and back?</li> <li>• Can they control their breathing?</li> <li>• Can they swim confidently and fluently on the surface and under water?</li> <li>• Do they work well in groups to solve specific problems and challenges, sharing out the work fairly?</li> <li>• Do they recognise how swimming affects their body, and pace their efforts to meet different challenges?</li> <li>• Can they suggest activities and practices to help improve their own performance?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they swim further than 100 metres?</li> <li>• Can they swim fluently and confidently for over 90 seconds?</li> <li>• Do they use all 3 strokes with control?</li> <li>• Can they swim short distances using butterfly?</li> <li>• Do they breathe so that the pattern of their swimming is not interrupted?</li> <li>• Can they perform a wide range of personal survival techniques confidently?</li> <li>• Do they know what the different tasks demand of their body, and pace their efforts well to meet challenges?</li> <li>• Can they describe good swimming technique and show and explain it to others?</li> </ul>

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