

Year 5 Content Overview for 2020-2021

Art	<ul style="list-style-type: none"> • Collect information, sketches and resources and present ideas imaginatively in a sketch book (artistic process) • Use brush techniques and the qualities of paint to create texture (painting). • Combine visual and tactile qualities (collage) • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations (3D computer modelling) • Use a choice of techniques to depict movement, perspective, shadows and reflection (perspective drawing) • Build up layers of colours (printing) • Create original pieces that show a range of influences and styles (take inspiration from the greats)
Computing	<ul style="list-style-type: none"> • Develop an understanding of instructions, logic and sequences (coding). • Develop an understanding of how to safely connect with others (online safety/internet use) • Use apps/platforms to communicate one's ideas (blogging) • Use a 3D design software program to draw and create a 3D model (SketchUp)
Design and Technology	<p>Master Practical Skills:</p> <ul style="list-style-type: none"> • Demonstrate a range of baking and cooking techniques. • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). • Write code to control and monitor models or products. <p>Design, Make, Evaluate and Improve:</p> <ul style="list-style-type: none"> • Make products through stages of prototypes, making continual refinements. <p>Take inspiration from designers from history:</p> <ul style="list-style-type: none"> • Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.
French	<ul style="list-style-type: none"> • Recognise key vocabulary and phrases. • Use key vocabulary and phrases to write ideas. • Use key vocabulary and phrases to verbally communicate ideas. • Understand the culture of the countries in which the language is spoken.

Year 5 Content Overview for 2020-2021

<p>Geography</p>	<p>Ancient Egypt, North American study: Texas</p> <p>Investigate places</p> <ul style="list-style-type: none"> • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. <p>Investigate patterns</p> <ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. <p>Communicate Geographically</p> <ul style="list-style-type: none"> • Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
<p>History</p>	<p>Ancient Egypt, The Titanic</p> <p>Investigate and interpret the past</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices.

Year 5 Content Overview for 2020-2021

	<ul style="list-style-type: none"> • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. <p>Build and overview of world history</p> <ul style="list-style-type: none"> • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Understand chronology</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. <p>Communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.
Maths	<p>Know and use numbers</p> <ul style="list-style-type: none"> • Read numbers up to 10 000 000. • Use negative numbers in context and calculate intervals across zero. • Write numbers up to 10 000 000 • Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. • Order and compare numbers up to 10 000 000. • Determine the value of each digit in any number. • Solve number and practical problems. <p>Add and subtract</p> <ul style="list-style-type: none"> • Solve multi-step addition and subtraction problems in contexts, deciding which operations and methods to use and why.

Year 5 Content Overview for 2020-2021

	<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. • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. <p>Multiply and Divide</p> <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. • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. • Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. • Divide numbers up to 4 digits by a single-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. • Perform mental calculations, including with mixed operations and large numbers. • Estimate and use inverse operations and rounding to check answers to a calculation. • Identify common factors, common multiples and prime numbers. • Establish whether a number up to 100 is prime and recall prime numbers up to 19. • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. • Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). <p>Fractions</p> <ul style="list-style-type: none"> • Compare and order fractions whose denominators are all multiples of the same number. • Compare and order fractions, including fractions > 1. • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number. • 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. • Identify the value of each digit in numbers given to three decimal places. • Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. • Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. • Read and write decimal numbers as fractions. • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. • Associate a fraction with division and calculate decimal fraction equivalents. • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. • Add and subtract fractions with the same denominator and denominators that are multiples of the same number. • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. • Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. <p>Understand the properties of shape</p> <ul style="list-style-type: none"> • Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. • Draw given angles, and measure them in degrees ($^{\circ}$). • Angles at a point and one whole turn (total 360°). • Angles at a point on a straight line and a turn (total 180°). • Other multiples of 90°. • Use the properties of rectangles to deduce related facts and find missing lengths and angles.
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Year 5 Content Overview for 2020-2021

	<ul style="list-style-type: none"> • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. • Draw 2-D shapes using given dimensions and angles. • Recognise and describe simple 3-D shapes, including making nets. • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite and find missing angles. • 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. • Describe positions on the full coordinate grid in the first quadrant. • Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. <p>Use measures</p> <ul style="list-style-type: none"> • Convert between different units of metric measure. • Understand the approximate equivalences between metric units and common imperial units such as inches, pounds and pints. • 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. • Solve problems involving converting between units of time. • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. • Use, read, write and convert between standard units. <p>Use statistics</p> <ul style="list-style-type: none"> • Complete, read and interpret information in tables, including timetables. <p>Use algebra</p> <ul style="list-style-type: none"> • Generate and describe linear number sequences.
Music	<p>Perform</p> <ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Perform with controlled breathing (voice) and skillful playing (instrument). <p>Compose</p> <ul style="list-style-type: none"> • Create rhythmic patterns with an awareness of timbre and duration. • Thoughtfully select elements for a piece in order to gain a defined effect. • Convey the relationship between the lyrics and the melody. <p>Transcribe</p> <ul style="list-style-type: none"> • Understand and use the # (sharp) and b (flat) symbols. <p>Describe</p> <ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies •

Year 5 Content Overview for 2020-2021

	<p>accompaniments • drones • cyclic patterns • combination of musical elements • cultural context.</p> <p>• Describe how lyrics often reflect the cultural context of music and have social meaning.</p>
P.E.	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <p>Games</p> <ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. <p>Athletics</p> <ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement.
PSHE	<ul style="list-style-type: none"> • Try new things: Enjoy new things and take opportunities wherever possible. • Work hard: Understand the benefits of effort and commitment. • Concentrate: Understand how to become focussed • Push themselves: Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances. • Imagine: understand how to apply knowledge inventively. • Improve: appreciate that small improvements make big differences. • Understand others: Listen first to others before trying to be understood. Appreciate others' point of view • Not give up: Show a determination to keep going, despite failures or setbacks.
R.E.	<ul style="list-style-type: none"> • Explain how religious beliefs shape the lives of individuals and communities. • Explain the practices and lifestyles involved in belonging to a faith community.

Year 5 Content Overview for 2020-2021

	<ul style="list-style-type: none"> • Explain some of the different ways that individuals show their beliefs. • Explain why their own answers to ultimate questions may differ from those of others. • Express their own values and remain respectful of those with different values.
Reading	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including</p> <p>-sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.</p> <p>To read many of the Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To 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.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p> <p>To make comparisons within and across books.</p> <p>To ask questions to improve their understanding of a text.</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p> <p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>To prepare and perform poems with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p> <p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>
Science	<p>Working Scientifically</p> <p>Plan enquiries, including recognising and controlling variables where necessary.</p> <ul style="list-style-type: none"> • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.

Year 5 Content Overview for 2020-2021

	<ul style="list-style-type: none">• Take measurements, using a range of scientific equipment, with increasing accuracy and precision.• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.• Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.• Present findings in written form, displays and other presentations.• Use test results to make predictions to set up further comparative and fair tests.• Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. <p>Living things</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <ul style="list-style-type: none">• Describe the life process of reproduction in some plants and animals.• Describe how living things are classified into broad groups according to common observable characteristics.• Give reasons for classifying plants and animals based on specific characteristics. <p>Materials</p> <ul style="list-style-type: none">• Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets.• Understand how 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, oxidation and the action of acid on bicarbonate of soda.
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Year 5 Content Overview for 2020-2021

	<p>Light</p> <ul style="list-style-type: none"> • Understand that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. <p>Sound</p> <ul style="list-style-type: none"> • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases. • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. <p>Earth and Space</p> <ul style="list-style-type: none"> • Use recognised symbols when representing a simple circuit in a diagram. • 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.
Writing	<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Spell some of the words from the year 5/6 statutory list correctly.</p> <p>Use fronted adverbials e.g. <i>Later that day, I heard the bad news.</i></p>

Year 5 Content Overview for 2020-2021

	<p>Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, <i>e.g. the heroic soldier with an unbreakable spirit.</i></p> <p>Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, <i>e.g. he, she, they, it.</i></p> <p>Consistent use of apostrophes for singular and plural possession.</p> <p>Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>Consistently link ideas across paragraphs.</p> <p>Proofread work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p> <p>Describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace (<i>including the successful use of similes, alliteration, personification and metaphors – non-statutory</i>)</p> <p>Regularly use dialogue to convey a character and to advance the action.</p> <p>Perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p> <p>Use a range of adverbs and modal verbs to indicate degrees of possibility, <i>e.g. surely, perhaps, should, might, etc.</i></p> <p>Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including conjunctions, adverbials of time and place, pronouns and synonyms.</p> <p>Use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), <i>Professor Scriffle, who was a famous inventor, had made a new discovery.</i></p> <p>Use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p>
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