

| YEAR 5 – SPRING TERM | |
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| Subject Skills | Subject Knowledge |
| ENGLISH | |
| <p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Read whole novels which are structured in different ways and are of different genres • Develop skills in inference, deduction and prediction from detail stated and implied • Identify and discuss themes and conventions in and across a wide range of writing • Ask questions to improve understanding of a text and provide reasoned justifications for their views • Increase familiarity with a wide range of books and books from other cultures and traditions • Use a dictionary and a thesaurus efficiently to give variation and improve their writing • Understand how words can create effects • Proofread their work and identify changes that need to be made to enhance writing • Understand genres and their conventions • Speak aloud, in group discussion and individually, using Standard English and adapt their language choice to suit their audience • Extend their personal writing using an appropriate and consistent style | <p>Text– My Story Titanic by Ellen Emerson White & a collection of Poetry - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Background, evidence and information about the Titanic • How a newspaper reports stories, including bias, fact and opinion • Contemporary accounts and stories from 1912 • Edwardian life and social context • How a factual event can be used for creative writing, in a range of styles, for audience and purpose • Styles of letter writing and when formal and informal language are appropriate • Poetic techniques and forms • How poetry is structured and the effect of different literary devices on the reader • How to perform a poem and present a group reading to an audience • How to craft their own range of poems, modelled on others in our literary heritage |
| MATHS | |
| <p>Number (Multiplication and Division) – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Multiplying and dividing numbers mentally drawing upon known facts • Multiplying numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers • Dividing 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 • Solving problems involving addition and subtraction, multiplication and | <p>Number (Multiplication and Division) – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Strategies for multiplying and dividing mentally • Strategies for multiplying up to 4 digits by a one or two digit number and dividing numbers with more than 4 digits by a 1 digit number |

division and a combination of these, including understanding the use of the equals sign

Number (Fractions) – pupils will have the opportunity to develop the following skills:

- Compare and order fractions whose denominators are multiples of the same number.
- 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 $25 \div 45 = 65 = 1 \frac{15}{45}$]
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- Read and write decimal numbers as fractions [for example $0.71 = \frac{71}{100}$]
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Number (Decimals and Percentages) - pupils will have the opportunity to develop the following skills:

- Read, write, order and compare numbers with up to three decimal places.
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Solve problems involving number up to three decimal places.
- Solve problems which require knowing percentage and decimal equivalents of 12, 14, 15, 25, 45 and those fractions with a denominator

Number (Fractions) - pupils will have the opportunity to develop their knowledge about:

- Recognising equivalent fractions
- Strategies for ordering and comparing fractions
- Strategies for calculating with fractions (simple adding/subtracting, multiplying by whole numbers)
- Links between fractions and decimals

Number (Decimals and Percentages) - pupils will have the opportunity to develop their knowledge about:

- Place value in numbers with 3 decimal places
- 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.

SCIENCE

Working scientifically – pupils will have the opportunity to develop the following skills:

- Plan enquiries, including recognising and controlling variables where necessary
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision
- Record data and results of increasing complexity using scientific diagrams

Properties of Materials (and reversible changes) - pupils will have the opportunity to develop their knowledge about:

- Comparing and grouping together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- How some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution

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| <p>and labels, tables, bar and line graphs, and models</p> <ul style="list-style-type: none"> • 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 • Identify scientific evidence that has been used to support or refute ideas or arguments | <ul style="list-style-type: none"> • Solids, liquids and gases and decide how mixtures might be separated, including through filtering, sieving and evaporating • Comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • How dissolving, mixing and changes of state are reversible changes • Absorbency of materials <p>Living things and their habitats - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Life processes and reproduction of plants: Germination, Growth, Fertilisation, Seed production, Seed dispersion |
| <p>ART</p> <p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Paint neatly with watercolour paints • Use colour pencils • Use watercolour paints, starting to explore tone and texture • Organise working space when setting up and clearing up • Confidence using paint as a medium | <p>Colour – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • The colour wheel • Primary and Secondary colours and how to mix them |
| <p>COMPUTING</p> <p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Recognise that designs have to meet a range of different needs • Make realistic plans to achieve aims • Use sequence, selection and repetition in programs • Choose appropriate tools, equipment, materials, components and techniques • Recognise what has been done well whilst making and suggesting improvements • Investigate and analyse how well products have been designed and made • Identify what is working well and what could be improved • Discuss the consequences of particular behaviours when using digital technology | <p>Digital literacy – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • How to Cite a Site - understanding the importance of acknowledging and referencing sources used from online • The ways in which they can ensure they operate fairly and considerately online • What spam is, the forms it takes, and then identify strategies for dealing with it <p>Information Technology – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • The tools and techniques for creating resources on Publisher to support the planning and design of a fairground <p>Computer Science - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Scratch programming • How to build the fairground model using Lego, motors and a range of materials • Using sprites, backgrounds, timers, imported pictures and sounds • Conditional statements, loops, variables <p>Spreadsheets – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Using a spread sheet using formulae, formatting and graphs |

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| | <ul style="list-style-type: none"> ● Finances using spreadsheet ● How to calculate potential visitors spending ● Input, output and decision boxes |
| DT | |
| <p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Design, cut and shape wood ● Measure and mark accurately ● Recognise what has been done well and how to improve ● Able to use tools to assemble, join and combine materials ● Use a ruler correctly and with accuracy | <p>Wood Key Plaque – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● The differences between natural and man-made wood ● Current successful designs ● Selecting the correct tools ● How to use a range of different cutting and sanding tools |
| FOOD SCIENCE | |
| <p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Select from and use a wide range of tools and equipment to perform practical tasks ● Use knowledge of ingredients to adapt recipes ● Prepare some simple recipes including healthy salads ● Evaluate their ideas and products against their own design criteria ● Using a knife safely | <p>Introduction to Food – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● How to work safely and hygienically with food ● The names of some basic equipment ● A healthy diet using the Eatwell Guide |
| FRENCH | |
| <p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Pick out familiar words and phrases from sentences ● Identify different phonemes in French ● Adapt familiar sentences by changing a few words ● Read and pronounce familiar written words ● Understand the main points from a short written text ● Adapt a model to write short simple responses to spoken and written language | <p>Numbers and Dates - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Numbers from 39-60 ● Dates in French ● The alphabet |
| HUMANITIES | |
| <p>Geography - Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Locate some major cities, countries and regions on physical and political maps ● Describe key physical and human characteristics of places studied ● Locate and describe several physical environments in the UK ● Locate the UK's major urban areas, knowing some of their distinct | <p>Geography - The United Kingdom & Global Trade – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● A region, its physical environment and climate, and economic activity ● The products we use and where they are imported from ● How the UK is organised - locational knowledge ● The physical and human features of Great Britain - population, life expectancy, tallest mountains, longest rivers and coastlines |

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| <p>characteristics</p> <ul style="list-style-type: none"> Recognise broad land-use patterns of the UK | <ul style="list-style-type: none"> Global trade - food and global trade, global supply chains, exportation, highest valued exports |
| MUSIC | |
| <p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Performing - play simple parts with a limited range of notes Composing - use and interpret staff notation Listening & Appraising - to make improvements to work; to be able to identify a range of musical features | <p>Sound & Music – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> Different musical instruments, their names and the different families they are a part of The sounds of each instrumental family so they are able to identify them aurally The previous term’s knowledge of names of notes, and remembering the correct values The previous term’s knowledge of pitches of notes and knowing where to locate these on the stave and on the keyboard |
| PE | |
| <p>Gymnastics - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Perform a variety of balances Perform a variety of rolls Create a basic floor routine with help <p>Volleyball - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Perform a volley on your own and with a partner Perform a volley in a game situation Throw the ball over the net to serve <p>Netball – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Demonstrate understanding of the footwork rule Demonstrate the chest pass with some control Catch a ball Be able to get free when being marked <p>Rugby - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Demonstrate a tag tackle in a game Pass the ball backwards to a teammate Catch a pass from a team mate Run with the ball in 2 hands <p>OAA - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> Complete a basic orienteering course Plan a basic course with help Identify markers in front of me on the map | <p>Gymnastics - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> Why a warm up is important What a ‘balance’ is Different types of rolls <p>Volleyball - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> how a game of volleyball works and how it is scored <p>Netball - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> What footwork means How a game of netball works <p>Rugby - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> Which way you run and which way you pass How a game of tag rugby works <p>OAA - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> What orienteering is The names of some symbols on a map |
| PSHE | |

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| <p>Relationships – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • managing a fall-out with friends • how to make new friends • ways in how to stay safe when using technology to communicate with friends <p>Healthy Me – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • putting into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations • working effectively as part of a group | <p>Relationships – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • who they are as a person in terms of characteristics and personal qualities • how friendships change • the differences between having friends and having a boyfriend/girlfriend • how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean • how to stay safe when using technology to communicate with my friends <p>Healthy Me – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • the risks of smoking and how tobacco affects the lungs, liver and heart • some of the risks with misusing alcohol, including anti-social behaviour • how the media and celebrity culture promotes certain body types • the different roles food can play in people’s lives and can explain how people can develop eating problems relating to body image pressures • what makes a healthy lifestyle including healthy eating and the choices they need to make to be healthy and happy |
| <p>RE</p> | |
| <p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Explain what different symbols and signs represent • Ask relevant questions and comment about issues in response to the learning • Listen and contribute to class discussion • Make links between beliefs, stories and practices • Describe what different artefacts represent and how they are used • Respond to issues raised and begin to relate them to aspects of my own life • Ask important questions about life and compare my ideas with those of other people • Begin to gather, select and organise information using a range of sources • Retell or discuss the meanings of different Old and New Testament stories, explaining the meaning behind them • Organise and present work using a range of different styles • Compare different aspects of world faiths and features within them • Use religious vocabulary to show some of the different ways in which people show their beliefs • Describe what a believer might learn from a religious story • Use key words with reasonable accuracy to describe the main features of a | <p>Sikhism – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Highly populated Sikh countries around the world and learn about the origins of the Punjab • Some the key Sikh symbols including the 5 Ks. • The founder of Sikhism - the teacher, Guru Nanak • The concept of ‘equal opportunities and relate this to the story told about Guru Nanak, reflecting on their own behaviour • The concept that there is always more room in the world for... and decorate a bowl to show their own responses, using ‘The Milk and the Jasmine Flower’ story. <p>Christian Parables - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • A range of Christian parables, discussing the moral message behind each one. (Parable of the Talents, of the Sower, of the Great Feast, of the Unforgiving Servant, of the Pharisee and the Tax Collector) • What ‘moral’ means and how it impacts their own life in and out of school • The Good Samaritan and meanings explored through the story, ‘Who is your neighbour?’ • Today’s world and analyse whether loving your neighbour is the most important Christian commandment |

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| religious tradition or concept | |
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