

## Year 5 Curriculum – The Mead Academy Trust

### Statutory Curriculum:

#### Art and Design

##### Use of sketchbook for:-

- Developing independent use of a sketchbook, to collect and record visual information, using the work of artists as a starting point to develop own original art work after completing supported preliminary studies
- Work from a variety of sources including observation and digital images in a sustained way
- Continue to develop drawing techniques to support their use of line, tone, form, texture, pattern and perspective
- Develop deeper understanding of complementary colours
- Develop skills in 3D form using wire to shape, form, model and construct from observation and imagination
- Start to develop awareness of moods, emotions and feelings in photography combined with drawing
- Research and explore a variety of techniques to develop an idea for printing

##### Use different art processes to express creativity including: -

- A variety of 2D pictures using a range of media (x 3 a year)
- Becoming aware of photography as an art form and using own photography to create a piece of artwork linked with drawing
- Planning a sculpture through drawings and other preparatory work working collaboratively to create
- Developing skills in monoprinting to create a final piece of work

#### Computing

- Digital Literacy – understand importance of strong passwords, benefits of a strong community, what is spam, how to write a bibliography and learn how images can be altered that can distort our perceptions of beauty.
- Physical Systems - design, write and debug programs that control physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs, whilst working with MakeyMakey board to connect computer to real life systems.
- Programming - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Work with variables in text based programming language. Set variables to begin a program and control them throughout the program has their value changes. Write programs that users can interact with, allowing the users to change variable values.
- Digital content – Collaboratively work on a project remotely using documents with sharing possibilities. Use a combination of software programs to produce a digital project linked to topic learning.
- Communication – Extend knowledge of communication and how this is linked to the internet. Write on a class blog site to communicate ideas and opinions to a wider audience.

#### Dance

- Develop and apply a wider range of actions, levels, direction, speed and quality of movement to link together as a sequence
- Perform longer movement sequences showing developing fluency between actions
- Be able to recognise the principles of simple composition and choreography (the elements of dance) in order to use them to plan sequences and a range of movement patterns.
- Be able to respond to a range of stimuli and accompaniment.
- Be able to compose and choreograph work that is artistic and aesthetic in nature.
- Be able to determine success criteria relating to the development of their performance using key words related to their activity.
- Evaluate their own and others' performance and ask relevant questions in order to improve and make progress.
- Perform and develop an appreciation of movement from different traditions, times and places.
- Be able to communicate ideas and emotions using gestures or other non-verbal signals to convey and enhance meaning.
- Be able to represent and respond to information in different forms including pictures, sounds and symbols showing some awareness of the audience and purpose.

#### Design and Technology

- Using research to develop functional, innovative designs aimed at particular groups or individuals
- Generate and develop ideas through annotated sketches, beginning to create cross-section sketches and exploded diagrams, prototypes and also incorporating computing skills using CAD (Computer Aided Design)
- Select from a wide range of tools and equipment to perform tasks such as cutting, shaping, joining and finishing, with accuracy
- Select from a range of materials and components, including construction materials and textiles and ingredients according to their functional and aesthetic qualities
- Research, investigate and analyse existing products, communicating their opinions.
- Test and evaluate their ideas and products against the design criteria and consider the opinions of others about how they could improve their work
- Begin to understand how key events in design and technology have helped shape the world
- Apply ways to strengthen, stiffen and reinforce more complex structures
- Understand the advantages of implementing mechanical systems in their products that include gears, pulleys, cams, levers and linkages
- Apply their understanding of computers to program and control their own products
- Understand where our food comes from and the process it goes through to reach us (farm to fork)
- Prepare and cook predominantly savoury dishes using appropriate ingredients and equipment

## English (Years 5 and 6)

### Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

### Word reading

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

### Reading Comprehension

- Maintain positive attitudes to reading and understanding of what they read by:
  - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - Reading books that are structured in different ways and reading for a range of purposes
  - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices
  - Identifying and discussing themes and conventions in and across a wide range of writing
  - Making comparisons within and across books
  - Learning a wider range of poetry by heart
  - Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Understand what they read by:
  - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - Asking questions to improve their understanding
  - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - Predicting what might happen from details stated and implied
  - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - Identifying how language, structure and presentation contribute to meaning
  - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
  - Distinguish between statements of fact and opinion
  - Retrieve, record and present information from non-fiction
  - Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
  - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views

### Writing Transcription

- Use further prefixes and suffixes and understand the guidance for adding them
- Spell some words with 'silent' letters [for example, knight, psalm, solemn]
- Continue to distinguish between homophones and other words which are often confused
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- Use dictionaries to check the spelling and meaning of words
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus

### Handwriting

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

### Writing composition

- Plan their writing by:
  - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - Noting and developing initial ideas, drawing on reading and research where necessary
  - In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- Draft and write by:
  - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Précising longer passages
- Using a wide range of devices to build cohesion within and across paragraphs
- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- Evaluate and edit by:
  - Assessing the effectiveness of their own and others' writing
  - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - Ensuring the consistent and correct use of tense throughout a piece of writing
  - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
  - Proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

#### **Vocabulary, grammar and punctuation**

- Develop their understanding of the concepts set out in English Appendix 2 by:
  - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  - Using passive verbs to affect the presentation of information in a sentence
  - Using the perfect form of verbs to mark relationships of time and cause
  - Using expanded noun phrases to convey complicated information concisely
  - Using modal verbs or adverbs to indicate degrees of possibility
  - Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
  - Learning the grammar for years 5 and 6 in English Appendix 2
- Indicate grammatical and other features by:
  - Using commas to clarify meaning or avoid ambiguity in writing
  - Using hyphens to avoid ambiguity
  - Using brackets, dashes or commas to indicate parenthesis
  - Using semi-colons, colons or dashes to mark boundaries between independent clauses
  - Using a colon to introduce a list
  - Punctuating bullet points consistently
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

### Geography

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and understand how some of these aspects have changed over time
  - Features to cover: hills, mountains, coasts and rivers, and land-use patterns
- Understand geographical similarities and differences through the study of physical and human geography of a region of the UK and a region in another country
- Describe and understand key aspects of physical geography, including: Climate zones, biomes and vegetation belts and the water cycle
- Describe and understand key aspects of human geography, including the distribution of natural resources including food, minerals and water
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- To use six figure grid references (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies

### History

#### **British History:**

- Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - for example Viking raids and invasions, resistance by Alfred the Great and further Viking invasions and Danegeld (Links to a local History study – Edington)

#### **World History:**

- A non-European society that provides contrasts with British History – for example Early Islamic Civilisation (including a study of Bagdad), Mayan Civilisation or The Benin Kingdom (West Africa)

#### **Historical Enquiry:**

- Note connections, contrasts and trends over time and develop the appropriate use of historical terms
- Regularly address and sometimes devise, historically valid questions about change, cause, similarity, difference and significance
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Understand how knowledge of the past is constructed from a range of sources

### Maths

#### **Counting and the Number System:**

- Understand numbers and their place value to 1 000 000
- Represent numbers to 1 000 000 using number discs and place-value charts
- Compare numbers to 1 000 000 using their knowledge of place value in addition to bar model supports to assist them
- Make number patterns and rounding numbers to the nearest 10, 1000, 10 000 and 100 000
- Identify and use Roman numerals
- Apply knowledge of Roman numerals to real-world scenarios

#### **Number facts and calculation:**

- Explore addition and subtraction of numbers to 1 000 000

- Use multiple key methods, such as the column method and number bonds to add and subtract numbers
- Multiply and divide 3- and 4-digit numbers by single- and double-digit numbers
- Find and define multiples and factors and common factors
- Begin to work with prime numbers and determine what makes a number prime or composite
- Work with square and cube numbers
- Multiply by 10, 100 and 1000
- Divide giving rise to remainders using multiple methods, including number bonds, long and short division
- Solve word problems that involve multiple steps and a variety of operations
- Represent key information using bar models

#### **Fractions, decimals and percentage:**

- Divide whole numbers by whole numbers, giving rise to fractions
- Show improper fractions and mixed numbers using pictures
- Find equivalent fractions
- Compare and order fractions
- Add fractions, with a focus on fractions with different denominators and fractions that create improper fractions and mixed numbers
- Subtract fractions that are different, finding common denominators and subtracting mixed numbers and improper fractions
- Multiply fractions by whole numbers and multiply mixed numbers by whole numbers
- Solve word problems involving fractions that require multiple steps and bar model representations
- Turn decimals into fractions
- Convert fractions to hundredths, both by expanding fractions and by simplifying them
- Explore decimals
- Read and write decimal numbers
- Compare decimal numbers to find which is greater and smaller
- Add and subtract decimals
- Round decimals to the nearest whole number and decimal position
- Compare quantities and expose percentage as an amount out of 100

#### **Measures:**

- Read and interpret information in tables and in line graphs
- Construct line graphs that have more than 1 data set to represent
- Know the names and qualities of acute, right, obtuse and reflex angles
- Measure and draw angles using a protractor
- Investigating angles on a line and at a point
- Investigate the angles of various quadrilaterals, including squares and rectangles
- Solve problems involving angles
- Investigate regular polygons
- Name and plot points on a grid
- Describe the movement of a shape on a grid as the first step in describing reflections
- Look at and describing reflections across a mirror line
- Explore the measurement of mass, temperature, time and length
- Convert units of length and mass including converting imperial measures to metric measures
- Look at units of time in days, weeks, months, years; and then in seconds, minutes and hours
- Use a vertical number line (thermometer) to measure temperature
- Find the perimeter of a polygon constructed from other polygons
- Construct shapes with the same perimeter, but a different area
- Explore scale diagrams to determine the perimeter of shapes
- Calculate the area of not 'regular polygons'
- Measure area in a variety of ways, determining the area of shapes from familiar shapes and using estimation to support their understanding
- Find the volume of solids
- Convert units of volume
- Solve word problems involving volume

## Modern Foreign Languages

#### Key skills to be taught:

- Use prior knowledge. Understand simple opinion, understand more complex phrases and sentences,
- Re-read frequently a variety of short information texts. Make simple sentences and short texts Write words, phrases and short sentences, using a reference source
- Prepare a short presentation on a familiar topic
- Learn about festivals (New Year, Mardi Gras and April fool's day) and how these are celebrated. Learn about simple food traditions in France.

#### Term 1 and 2:

- To revise family expressions and be able to describe one's family, including extended family, and pets
- To be able to ask how many brothers and sisters people have
- To be able to ask what the weather is like and understand a variety of weather expressions
- To be able to describe today's weather in French.
- Cultural Understanding: To learn about French New Year and "Three Kings day" traditions
- Grammar: to understand that French has 3 forms of my (ma, mon and mes) and how to use these forms correctly
- Grammar: to use il s'appelle and elle s'appelle to name friends and family
- Read and write about families

#### Term 3 and 4:

- To be able to ask what the weather is like and understand a variety of weather expressions

- To be able to describe today's weather in French and be able to perform a weather forecast to the class
- To learn some items of clothing and describe what they or their friends are wearing
- Suggest what clothing would be suitable for different kinds of weather
- Cultural understanding: To learn about French Mardi-Gras and Easter traditions
- Grammar: To understand the use of il y a/il fait in weather expressions
- Grammar: to use il s'appelle and elle s'appelle to name friends
- Grammar: to use je/il/elle porte to describe what friends are wearing
- Read and write about the weather

Term 5 and 6:

- To learn words for food and drink, including naming some healthy and unhealthy food in French
- To be able to talk about sports and other hobbies
- Grammar: to learn some simple phrases in the past tense (I have played, I have eaten)
- Reading and writing menus

Story making opportunity (Term 6) – La Surprise de Handa (Simple version of Handa's Surprise)

- Vocabulary: monkey, ostrich, zebra, elephant, giraffe, antelope, parrot and goat, tangerine, passion fruit, avocado, pineapple, mango
- C'est un/une... Ce n'est pas un/une...
- C'est vrai/ C'est faux

## Music

### Singing skills

- Increasing singing skills by showing an awareness of good breath control, posture, diction and intonation when singing together. Increasing the repertoire of songs from different cultures and styles.

### Performing skills and knowledge of musical instruments

- Increasing complexity of musical performance
- The ability to perform a rhythmic and melodic ostinato as part of a musical presentation
- Opportunity to learn African Drums/Samba Band and develop technique and performance skills
- Developing performance musical skills by playing the steel pans

### Improvising and composing skills

- Improvising melodic and rhythmic phrases as part of a group performance
- Developing more complex composing skills linking to set texts. An ability to choose and create sounds expressively and with control.
- Following a specific brief using technology to compose and combine sounds using Garage Band

### Listening to music and appraising performances

- Developing ability to identify musical elements within a piece of music
- Developing an understanding of what makes a successful performance or composition
- Increased awareness of the music of well-known composers and plotting pieces on a timeline.

### Understanding musical notation

- Further development of reading staff notation through steel pan groups
- On-going skills using graphic and traditional notation using percussion instruments.
- Performing from a musical score
- Using garage band to embed understanding of notation

## Physical Education

- Through badminton, basketball, cricket, football, hockey, netball, rounders, tennis, athletics, gymnastics combine balance, agility co-ordination movements making adjustments and adaptations when performing in different contexts
- Jump, catch, throw, run and use equipment: Select and perform appropriately in response to the sporting situation.
- Direct Competition: Compete against each other on a shared playing area with no contact
- Change tactics, rules or tasks to make activities more fun or challenging
- Stay calm and control my emotions during and after competing
- Explain why regular exercise is good for my long term health and fitness
- Regularly engage in a range of physical enrichment activities. (E.g. sports clubs)
- Identify specific parts of performance to improve and design ways to do this

### Swimming:

- Swim confidently over a distance of at least 40 metres
- Use a range of strokes effectively (front crawl, backstroke and breaststroke)
- Wearing clothes, confidently swim to a floating object and hold on

## PSHEE

- Knows that alcohol is a drug
- Understands the term addiction
- Explores the impact of puberty on the body and the importance of physical hygiene
- Explore emotional and physical changes during puberty
- Takes responsibility for their safety and begins to take responsibility for others
- Can explain how people manage their money
- Helps organise an enterprise activity
- Considers how to save up for an item and how to restrict spending to do so
- Can support others in managing situations
- Applies and positively influences others with the school rule and charters
- Facilitates positive change within the school
- Elects and votes for a school councillor. Begins to understand democracy and its impact

## Religious Education

### Wiltshire Syllabus for RE (three focus units per year)

- Why do some people believe in life after death and what difference does it make?
- How do people express their ideas about God?
- Values: What matters most?

## Science

### Scientific Enquiry:

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

### Living things and their habitats:

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

### Animals (including humans):

- Describe the changes as humans develop to old age

### Properties and changes of materials:

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

### Forces:

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

### Earth and Space:

- 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

## Non-statutory curriculum entitlement for The Mead Academy Trust:

### Drama and Performance

- Read and discuss an increasingly wide range of plays
- Prepare plays to read aloud and to perform; showing understanding through intonation, tone, volume and movement so that the meaning is clear to an audience
- Perform a scripted scene making use of dramatic conventions
- Use theatrical effects in drama
- Reflect on how working in role helps to explore complex issues

### Education for Sustainable Development

- Investigating energy usage in our school and in our homes.
- How big is your carbon footprint?
- Use data collection on energy usage in Maths lessons – data analysis
- To fly or not to fly? (see link with Global Citizenship)
- Food vulnerability around the world. Why are people hungry and others not?
- Food: growing, cooking and eating root vegetables
- Packaging- how can we reduce the amount of packaging we dispose of? Can we design new ways for wrapping and carrying?
- Investigating and maintaining pest control within the vegetable gardens using organic methods
- Responsible and eco-tourism. What is the true cost of your holiday to the environment and the community?
- Establish a link with a school in North/South America (link with Geography)

## Outdoor Learning

- Use the outdoor environment to support specific units of learning across the curriculum at least three times a year
- Science- Describe the life process of reproduction in some plants and animals
- Geography- Using maps and atlases
- Plant a selection of root vegetables (potatoes, carrots, parsnips) in the school grounds and poly-tunnels and be responsible for looking after them
- To take part in outdoor and adventurous activities challenging both individuals and within a team (with peers in Term 1 and with Year 2 in Term 4)
- Visit the local woods to explore and learn at least three times in the year
- Use natural and man-made materials to build shelters suitable for all weathers. Learn different ways to tie knots

## The Whole Child

- Children can design a programme involving several steps, in order to achieve their goal
- Children can recognise their own positive qualities
- Children can recognise when another child is struggling
- Children can organise roles and responsibilities within a group
- Children can begin to manage their own emotions appropriately
- Children can recognise that people deal with situations in different ways
- Recognises others unable to celebrate diversity
- Children can respect another opinion even when it's tricky
- Children can identify an issue and look for ways to solve it
- Children can show commitment to their learning, including wider learning opportunities
- Children can use conflict management skills to help others resolve conflict peacefully
- Children can challenge themselves in their learning

## Enrichment

- Steel Pans
- Visiting musician
- Take one project – Longleat (art focus)
- King Alfred – trip to Winchester/Edington/Westbury/White Horse
- Visit a church
- Author visit
- Class assembly
- Role play/small world play
- Theatre visit
- Maths event at Secondary school
- Taster Days at local secondary school
- Bilingual breakfast
- Sustain email/skype calls with French Schools
- Sports day
- Inter school competition
- Connect with people from an Elderly Care Home (visit in or out)
- Life Bus visit
- Recycling centre trip
- Forest school
- Activity week/Sailing
- Young Leaders