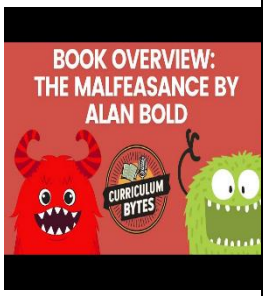
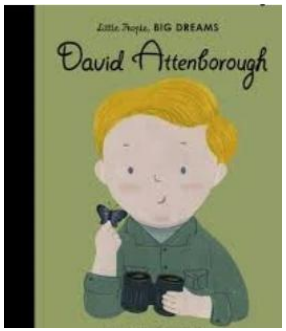
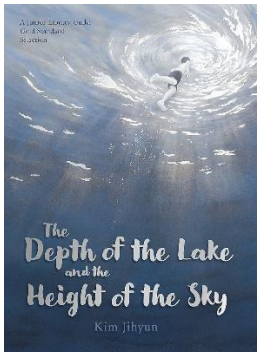
Year 5 curriculum

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Write Stuff Core Text/unit		 Film clip from Taiko studios				
English – writing opportunities	Narrative-retelling of a fairy tale Poetry	Narrative – setting and character description and structure	Biography – formal language, research and structure.	Non-chronological text Public speaking Persuasive writing	Narrative writing – retelling of a Shakespearian play Balanced argument	Narrative – picture book brought to life as a narrative story Poetry
English - SPAG	I can review common, proper and collective nouns. I can use CL for more obscure contexts e.g. shops, hotels, companies, landmarks. I can identify relative clauses I can use alliteration I can use similes I can identify modal verbs in sentences e.g. could, may, (also adverbs e.g. perhaps, surely). Revise spellings of regular and irregular past tense verbs.	I can identify and use pronouns to avoid repetition. I can compose expanded noun phrases and apply to writing. I can collect a bank of relative pronouns/ conjunctions e.g. which, who, that. Present perfect / past perfect e.g. He has taken the dog for a walk / She had enjoyed gardening. Revise use of comma to separate items in a list. Revise use of possessive apostrophe for singular,	I can find all the determiners in a given sentence. Identify preposition phrases in sentences, including prepositions of place and time e.g. He was in bed / I met them after the party. Identify the verb forms of a challenging extract which may mix forms, to include progressive / perfect tenses. Identify adverbials both within and at the front of sentences. I can Identify 1st or 3rd person. Model and practise punctuating parenthesis using pairs of commas, dashes or brackets.	I can apply fronted adverbials to own writing. Experiment with writing from 1st person point of view in the present tense e.g. in the middle of a tense situation. I know how to use a comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity. Begin to use a single dash. Identify adverbials both within and at the front of sentences. I can define and spell adjectives with the suffix 'ious' e.g. vicious, cautious. Define meaning of a range of further homophones.	I can use cloze procedure activity to insert words of a given word class, including pronoun, preposition and determiner. Include and revise relative clauses. I can maintain consistency of tense when writing fiction and non-fiction text. Identify and revise present perfect and past perfect verb forms. I can use bullet points where appropriate. Revise use of apostrophe for omission and possession.	I can write formal and informal sentences, selecting conjunctions and cohesive devices to suit level of formality. I can spell correctly a wide range of verb forms. I can revise the meaning of ambiguity. I can write a variety of sentence types when writing dialogue, in order to show character or advance the action e.g. exclamation. In spoken and written contexts, I can apply known rules of Standard English to practise formal language.

	I can use commas after fronted adverbials. Model, discuss and use commas to separate clauses effectively. Discuss and collect set of nouns made from adjectives, with the suffixes ance / ence e.g. tolerance (tolerant). Revise correct use of subject/verb agreement to conform to Standard English e.g. I done/did it carefully.	regular and irregular plural nouns e.g. the woman's hat, the women's hats. I can discuss and collect set of nouns made from adjectives, with the suffixes ance / ence e.g. tolerance (tolerant).	I can define and spell adjectives with the suffix 'ious' e.g. vicious, cautious. Define meaning of a range of further homophones. Identify, discuss and correct sentences which contain a double negative e.g. I'm not doing nothing.	identify, discuss and correct sentences which contain a double negative e.g. I'm not doing nothing.	Write a variety of sentence types when writing dialogue, in order to show character or advance the action (e.g. exclamation) in spoken and written contexts. I can apply known rules of Standard English to practise formal language.	
Maths – White Rose	Place value Addition and subtraction Multiplication and division Fractions	Multiplication and division Fractions	Multiplication and division. Fractions Decimals and percentages Statistics	Decimals and percentages Perimeter and area	Shape Position and direction	Negative numbers Converting units Volume

Science – White Rose knowledge and skills	**Forces** **Knowledge** I know that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. I know that forces are either a push or pull force. I know that forces are invisible. I know how to plan an investigation, and understand the definition of variables, methods and conclusions. **Skills** I can explain the different types of forces acting on an object. These include air resistance, water resistance, gravity and upthrust. I can explain that unsupported objects fall towards the Earth because of the force of gravity acting. I can plan, carry out and evaluate an investigation into air resistance or water resistance.	**Earth and space** **Knowledge** I know the movement of the Earth and other planets relative to the Sun's solar system. I know that the moon orbits the earth and how the gravitational pull of the moon impacts the tides on Earth. I know how the Earth's rotation can explain day and night, and the apparent movement of the sun across the sky. (SciPoS) **Skills** I can describe the movement of the Earth and other planets relative to the Sun's solar system. I can use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.	**Properties of materials** **Knowledge** I know that materials can be categorized by either solid, liquid or gas form and that these states of matter have set definitions. I know that some materials do not fit into the category of solid, liquid and gas. I know that objects can be categorized based on their level of hardness, solubility, transparency, and conductivity. I know that some materials will dissolve in liquid to form a solution and others will not. **Skills** I can compare and group everyday materials on the basis of their properties including hardness, solubility, transparency, and conductivity. I can demonstrate that dissolving, mixing and changes of state are reversible.	**Animals including humans/ Life cycles** **Knowledge** I know the scientific names for the various life stages of human development from prenatal to elderly adults. I know that animals are classified into mammals, insects, amphibians, reptiles and birds. I know that different animals have lifecycles of varying lengths and stages. I know what a gestational period is and how these vary between species. I know which animals give birth to live young and which animals lay eggs. **Skills** I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. I can describe the life process of reproduction in some plants and animals. I can create bar graphs to show gestation periods of various animals.	**Reversible and irreversible changes - changes of state and matter** **Knowledge** I know that some changes are reversible, and some changes are irreversible. I understand which mechanisms create irreversible and reversible changes. I understand the processes of dissolving, filtering, evaporation, freezing and burning. **Skills** I can explain why some changes are reversible and why others are irreversible. I can plan, conduct and evaluate practical investigations.	**Reproduction** **Knowledge** I know what sexual and asexual reproduction are. I know the reproductive organs in plants and humans. I know what cloning is. I know what pollination is. **Skills** I can label diagrams accurately. I can plan, carry out and evaluate an investigation into cloning plants. I can explain the process of sexual and asexual reproduction.
RE – Knowledge and Skills	**God: What does it mean if God is loving and holy?** **Knowledge** I know how to identify some different types of biblical texts. I know some connections between biblical texts and Christian ideas of God.	**Incarnation: Was Jesus the Messiah?** **Knowledge** I know where Incarnation and Messiah come within the 'big story' of the Bible. I know some Gospel and prophecy texts I know how Christians put their beliefs about Jesus' Incarnation into practice in	**People of God: How can following God bring freedom and justice?** **Knowledge** I know some connections between the story of Moses and the concepts of freedom and salvation I know some connections between some Bible stories and what Christians believe about	**Salvation: What did Jesus do to save human beings?** **Knowledge** I know how how Incarnation and Salvation fit within the 'big story'. I know what Christians mean when they say that Jesus' death was a sacrifice I know how to suggest meanings for narratives of Jesus'	**Islam: What does it mean to be a Muslim in Britain today? (Part 1)** **Knowledge** I know some connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhamad.	**Islam: What is it like to be Muslim in Britain today? (Part 2)** **Knowledge** I know why the Holy Qur'an is important to Muslims and how it makes a difference to how they live. I know some connections between the key functions of the

	I know what omnipotent, omniscient and eternal mean. **Skills** I can show how Christians put their beliefs into practice in worship. I can weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today	different ways in celebrating Christmas. **Skills** I can comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. I can discuss the idea that Jesus is the Messiah - a Saviour from God - is important in the world today and, if it is true, what difference that might make in people's lives.	being the People of God and how they should behave. **Skills** I can explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. I can identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.	death/ resurrection, comparing my ideas with ways in which Christians interpret these texts. **Skills** I can make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. I can show how Christians put their beliefs into practice. I can weigh up the value and impact of ideas of sacrifice in my own life and the world today.	I know some examples of how each pillar might affect the life of a Muslim. **Skills** I can comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life. I can consider what beliefs, practices and values are significant in my own life.	mosque and the beliefs of Muslims. **Skills** I can describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced in other faiths. I can find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah (practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad).
Geography			**What is life like in the Alps?** **Knowledge** I know where the Alps are on a world map and can identify and label the eight countries they spread through. I know some similarities and differences between the UK and a European mountain region. I know some of the impacts and causes of climate change. **Skills** I can use maps at more than one scale. I can compare the human and physical geography of our local area and Innsbruck. I can locate key human and physical features of a region.	**Why do oceans matter?** **Knowledge** I know why the ocean is important and how it helps to regulate the earth's climate and temperature. I know how the water cycle works. I know that humans impact oceans both positively and negatively **Skills** I can use different methods for data collection such as tally chart, pie chart and photographs. I can begin to use standard field sampling techniques appropriately. I can make suggestions for how to improve a marine environment		**Would you like to live in a desert?** **Knowledge** I know where deserts are located. I know what threats deserts face. I know the physical features of a desert. **Skills** I can present data using freehand sketch maps, annotated drawings and graphs. I can describe and explain the differences between two environmental regions. I can use atlases to locate countries studied.

History	**What did the Greeks ever do for us?** **Knowledge** I know how to compare development and the role of education in societies. I know the impact of different beliefs on society. I know what democracy is and how it worked in Ancient Greece. **Skills** I can start to analyse and explain the reasons for, and results of historical events, situations and change. I can make inferences about Greek Gods. I can identify the Greek legacies and their impact	**Were the Vikings raiders, traders or something else?** **Knowledge** I know that change can be brought about by advancements in trade. I know and can identify the differences between Viking sagas. I know the legacy and contribution of Vikings to life today in Britain. **Skills** I can evaluate the usefulness of different sources. I can ask historical questions of increasing difficulty. I can evaluate the impact of Viking achievements.			**What was life was like in Tudor England?** **Knowledge** I know the impact of the changing nature of religion in Britain. I know and understand how the monarchy exercised absolute power. I know that trade routes from Britain expanded across the world and that there was a race to discover new countries and items to trade. **Skills** I can extract information about Henry VIII from sources and justify their interpretation. I can describe events orally, recognising similarities and differences with today. I can make deductions about Henry VIII's wives, using evidence to support my ideas.	
Art and DT Kapow Knowledge and Skills	**DT: Doodlers – using motors to create art** **Knowledge** I know some simple circuit components (battery, bulb and switch) I know that a series circuit is assembled in a loop to allow the electricity to flow along one path. I know that a motor is a circuit component that changes electrical energy into movement **Skills**	**Art: Drawing – Depth, Emotion and Movement** **Knowledge** I know about the different formal elements of drawing – shape, line, pattern and texture I know how to describe the quality of lines and movement in a piece of art. **Skills** I can work with a range of media to achieve different effects, including experimenting with techniques used by other artists	**DT: Making a pop-up book** **Knowledge** I know how to assemble the components necessary for all their structures/mechanisms. Hide the mechanical elements with more layers using spacers where needed. I know what materials would be appropriate for the book and captions to illustrate the story. **Skills**	**DT: Cooking and Nutrition – Developing a recipe** **Knowledge** I know the process of beef production I know how to write a recipe **Skills** I can research a traditional recipe and make changes to it I can add nutritional value to a recipe by selecting ingredients I can prepare and cook a version of Bolognese sauce.	**Art: Painting and Mixed Media – Portraits** **Knowledge** I know and can use key art vocabulary to talk about and compare portraits. I know to outline a portrait drawing with words to create interest. **Skills** I can try a variety of materials and compositions for the backgrounds of drawings. I can create a successful print. I can create a self-portrait.	**Art: Architecture – sketching and printing** **Knowledge** I know different sketching techniques and the effect these can have on my artwork including shading, building colour with layers and cross hatching. **Skills** I can apply my knowledge of various sketching techniques to my artwork. I can create drawings from real life observations.

	I can build a simple circuit and work as a team to decide on the best way to attach the circuit to my doodler. I can make decisions about design and can adjust and improve my design. I can test and redesign my doodler to create a working product.	I can work on apiece over time applying their understanding of tone, texture, line, colour and form.	I can plan to create a pop-up book; I can make considerations about the audience of my book. I can use a range of mechanisms, including sliding mechanisms, pop-up mechanisms and folding mechanisms.		I can communicate with a partner about photo portraits.	I can notice shadow and depth of my source image to improve my work.
Music Sing up Knowledge and Skills	**What shall we do with a drunken sailor?** **Knowledge** I know the purpose of a sea shanty I know some features of a sea shanty **Skills** I can keep a beat I can sing in unison I can play bass notes, chords or rhythms to accompany a song	**Why we sing** **Knowledge** I know some of the key elements of Gospel music **Skills** I can identify key elements of Gospel music I can sing and perform in a gospel style I can talk about music using the correct vocabulary **Introduction to song writing** **Knowledge** I know some techniques for creating a song I understand some things about song writing process **Skills** I can identify the structure of songs I can analyse songs to appreciate the role of metaphor	**Building a groove** **Knowledge** I know about beat, rhythm, base lines and riffs I understand how a drum pattern, base line and riff fit together to create a catchy groove **Skills** I can identify drum patterns, base line and riffs I can use body percussion to play drum patterns, base lines and riffs **Epoca** **Knowledge** I am begining to know some of the history linked to Argentine Tango **Skills** I can listen to how different instrumental parts interact I can work in a group to develop ideas	**Rosewood Gratitude (Percussion Unit)** **Knowledge** I am beginning to know about balafon music from West Africa **Skills** I can recognise patterns of Rosewood Gratitude written in staff notation I can play three patterns of Rosewood Gratitude I can create my own arrangement of Rosewood Gratitude	**Balinese gamelan** **Knowledge** I am beginning to know about Balinese musical forms of gamelan beleganjur and kecak **Skills** I can chant a part within a kecak performance I can compose a kecak piece as part of a group **Composing in ternary form** **Knowledge** I know what is meant by ternary form **Skills** I can listen, appraise and respond to music using drawings and words I can compose a piece in ternary form using a pentatonic scale, contrasting dynamics and tempo	**Kisne banaaya** **Knowledge** I know this is a song from India and Pakistan **Skills** I can compose a simple accompaniment using tuned instruments I can sing in a 4 part round I can sing and play the melody of Kisne banaaya.

PHSE Jigsaw knowledge and Skills	**Being in my world** **Knowledge** I know how the actions of one person can affect another and give examples of this from school and the wider community **Skills** I can compare my life with other people and explain why we have rules, rights and responsibilities to try and make the school and wider community a fair place.	**Celebrating difference** **Knowledge** I know the differences between direct and indirect bullying and identify a range of strategies to help myself and others if we are involved in a bullying situation. **Skills** I can say why racism and other forms of discrimination are unkind. I can say how I feel about discriminatory behaviour.	**Dreams and goals** **Knowledge** I know that young people from different cultures may have different dreams and goals. **Skills** I can reflect on my hopes and dreams of young people from another culture. I can compare my hopes and dreams with those of young people from different cultures.	**Healthy me** **Knowledge** I know the different roles that food and substances can play in people's lives. I know that some peoples choices are unhealthy. **Skills** I can talk about different ways that I respect and value my body.	**Relationships** **Knowledge** I know there are different types of friendships and the feelings associated with these. I know how to stay safe when using technology to communicate and how to stand up for myself, negotiate and to resist peer pressure. **Skills** I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky/cause harm	**Changing me** **Knowledge** I know the changes that happen to our bodies that prepare them for making a baby when they are older. I know why looking after myself physically and emotionally is important. **Skills** I can express how I feel about changes that will happen to me during puberty.

Computing Knowledge and skills	**Computing systems and networks – systems and searching** **Knowledge** I know that computers can be connected together to form systems. I know why search engines are necessary. I know how the ranking of a website in searches can be influenced. **Skills** I can describe the input, process and output of a digital system. I can explain how to keep my personal information safe online. I can make use of a web search to find specific information.	**Creating media – video production** **Knowledge** I know what makes a video effective. I know what to do if I see online content that makes me feel uncomfortable. I know techniques for editing video. **Skills** I can create a storyboard to plan a video. I can capture video using a range of filming techniques and camera angles. I can edit my video.	**Programming A – Selection in physical computing** **Knowledge** I know how to control a simple circuit connected to a computer. I know what an infinite loop does. I know that a loop can stop when a condition is met. **Skills** I can design a conditional loop. I can create algorithms that include selection. I can create a program that controls a physical computing project.	**Data and information – flat-file databases** **Knowledge** I know how data can be recorded and viewed. I know how records can be grouped. I know how tools can be used to select specific data. **Skills** I can navigate a flat-file database. I can choose which field and value are required to answer a given question. I can use a real-world database to answer questions.	**Creating media – Introduction to vector graphics** **Knowledge** I know that vector drawings are made up of simple shapes and lines. I know that each element of a vector drawing is called an object. I know that vector drawings are made up of layers**.** **Skills** I can create my own vector drawing. I can move, resize, rotate and duplicate objects. I can use the zoom tool to add detail to my drawings.	**Programming B – Selection in quizzes** **Knowledge** I know how selection is used in computer programs. I know how selection directs the flow of a program. **Skills** I can create a program that uses selection to produce different outcomes. I can test and debug my program. I can evaluate my program and identify the setup code I need.

MFL Kapow Knowledge and skills	**Verbs in a French Week.** **Knowledge** I know that a change in voice intonation can indicate when a question is being asked. I know that the same verb is not always used in English and French **Skills** I can say some french words/phrases with increasing confidence and fluency.	**Monster pets:** **Knowledge** I know the names of physical features and parts of the body in French **Skills** I can name body parts in French	**Space exploration in French.** **Knowledge** I know about comparing nouns by placing plus/moins and que around the adjective. I am beginning to know that adjectives must agree with the gender and number of the noun being described. **Skills** I can compare nouns using plus/moins and que	**Shopping in France** **Knowledge** I know that English contains some words borrowed from the French language, but that these may have different meanings I know the name of some foods in French **Skills** I can speak in sentences using known French vocabulary.	**French speaking world** **Knowledge** I know that a change in voice intonation can indicate when a question is being asked. I know some directional language in French. **Skills** I can select information from short audio passages and respond. I can use some adjectives with some correct placement and agreement.	**Meet my French family** **Knowledge** I understand that words in French and English will not always have a direct equivalent in the other language. I know that there are compound nouns in French e.g. mon grand-père, mes grand-parents. **Skills** I can talk about family in French
PE Getset4PE Knowledge and Skills	**Netball** **Knowledge** I know how to communicate with my team and move into space to keep possession and score. I know the rules of the game and I can apply them honestly most of the time. I know there are different skills for different situations and I am beginning to apply this. **Skills** I can identify when I was successful and what I need to do to improve. I can pass, receive and shoot the ball with some control under pressure. I can stay with an opponent, and I am confident to attempt to intercept.	**Dance** **Knowledge** I know how to suggest ways to improve my own and other people's work using key terminology. I know how to use counts when choreographing to stay in time with others and the music. I know how to use feedback provided to improve my work. **Skills** I can accurately copy and repeat set choreography. I can choreograph phrases individually and with others considering actions and dynamics. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.	**Gymnastics** **Knowledge** I know how to use set criteria to make simple judgments about performances and suggest ways they could be improved. I know how to create and perform sequences using apparatus, individually and with a partner. **Skills** I can lead a partner through short warm-up routines. I can use feedback provided to improve my work. I can use strength and flexibility to improve the quality of a performance. I can work safely when learning a new skill to keep myself and others safe.	**Tennis** **Knowledge** I know the need for tactics and can identify when to use them in different situations. I know the rules of the game and I can apply them honestly most of the time. **Skills** I can use a range of skills and I am beginning to use these under some pressure. I can identify how different activities can benefit my physical health. I can use feedback provided to improve my work.	**Striking and fielding – rounders/cricket** **Knowledge** I know the rules of the cricket and I can apply them honestly most of the time. I know there are different skills for different situations and I am beginning to use these. **Skills** I can strike a ball with a rounders or cricket bat. I can use a range of fielding skills and I am beginning to use these under some pressure. I can work co-operatively with others to manage our game.	**Athletics** **Knowledge** I know how to identify good athletic performance and explain why it is good. I know how to take on the role of coach, official and timer when working in a group. I know how to use feedback to improve my sprinting technique. **Skills** I can choose the best pace for a running event. I can perform a range of jumps showing some technique. I can show control at take-off and landing in jumping activities. I can demonstrate accuracy and power when throwing for distance.

Cultural capital		Assembly hall pantomime		Planetarium visit Shakespeare's Globe	Mosque visit	