

Standens Barn Primary School



Year 5 Curriculum Content

This document sets out the curriculum content.

1. The Curriculum at Standens Barn Primary School

At Standens Barn Primary School we believe that children learn best when lessons are fun, enjoyable and relevant. Our creative, topic-driven curriculum aims to deliver the aims of the early years foundation stage and the national curriculum for key stage 1 and key 2 in an engaging, cross-curricular way, giving our pupils a broad and balanced range of enriching learning experiences as they progress through the school.

Our curriculum is topic-based, with subject-specific content and objectives from the national curriculum threaded together into six termly topics per year group. While there is some discrete subject-based teaching, most learning is linked together through the topics for each term.

2. Further information about the Year 2 curriculum

Termly class newsletters provide more detailed information about the content of the topics. Once published, these are emailed home to parents/carers and they are available on the Class page section of our school website.

Whole-school newsletters provide further information about the children's learning in general. These are published throughout the year; they are emailed home to parents/carers and they are available on the 'Newsletters' page.

Our *twitter* feed (@Standensbarn PS) is used to give an immediate insight into the children's day-to-day learning, celebrating successes and achievements throughout the school.

The subject-specific objectives that underpin the Class 1 topics are available below. These statements form the 'expected standards' for each subject in Year 1 – they are used by school staff to plan the topics and to make assessments.

1. Published schemes used in Year 5

In Year 5, we use some published schemes of work to support the delivery of our curriculum:

Area of the curriculum	Name of the scheme	Overview
Handwriting	<i>Kinetic Letters</i>	<i>Kinetic Letters</i> is a systematic, holistic approach to the teaching of handwriting: it combines physical, body-strengthening exercises and motor skills preparation with dynamic movements for learning letter shapes and sensory experiences for memory and recall – see http://kineticletters.co.uk/

2. The 'expected standard' by the end of Year 5 at Standens Barn Primary School:

English - Reading: Year 5
Demonstrate appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience.
Determine the meaning of new words by applying knowledge of root words, prefixes and suffixes (etymology and morphology), on most occasions.
Read most of the Year 5/6 common exception words.
Understand and explain the function of higher level punctuation (e.g. semi-colons, ellipsis, brackets, hyphens and dashes).
Comment on the quality and usefulness of a range of texts and explain clearly to others.
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
Infer messages, moods, feelings and attitudes across a text (e.g. a message that can be inferred by referencing different points in the story).
Discuss the difference between literal and figurative language and the effects of imagery.
Comment on the writer's intention (e.g. sarcasm or insincerity) and sometimes recognise the use of irony.
Identify and discuss explicit and implicit points of view in some texts at an appropriate level (e.g. obvious and underlying themes).
Explore texts to support and justify predictions and opinions (i.e. sum up finding, make points of view, elaborate by justifying viewpoints, use additional evidence to link knowledge and experience).
Recognise which character the writer wants the reader to like or dislike and the techniques used to achieve this.
Identify the purpose, audience and organisation of different fiction/non-fiction texts and evaluate the success of each of these elements.
Discuss the message a text has about our society, a particular culture or traditions from the past.
Comment on the success of texts in provoking particular responses e.g. crying, laughter, sadness, anger.
Demonstrate a positive attitude to reading, by frequently reading for pleasure (both fiction and non-fiction).
Understand and explain/justify why a traditional tale, picture book or classic story/novel may have retained its lasting appeal or popularity across generations (e.g. The Gingerbread Man, The Very Hungry Caterpillar, and Oliver Twist).
Recall a range of poetry they have learnt by heart.

English – Spoken Language: Year 5
<i>The statements for Spoken Language (below) apply to all years. The content should be taught at a level appropriate to the age of the pupils. Teacher assessments must focus on each pupil's ability to communicate across a range of contexts and to a range of audiences. This includes work in pairs, small/large groups and as a whole class. Attention should also be paid to increasing pupils' vocabulary – see the National Curriculum for English (Appendix 1).</i>
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.

English – Writing: Year 5
Create an atmosphere in narrative writing by using a variety of descriptive language features and a range of dramatic devices (e.g. short sentences interspersed with longer ones to vary pace, rhetorical questions or repetition to build tension).
Use imagery when describing, including precise and interesting similes/metaphors.
Use Standard English and formal sentence structures when the purpose of the writing requires a greater degree of formality.
Use a range of cohesive devices to link ideas within and across sentences and paragraphs (including connectives, adverbials and organisation features such as bullet-point lists).
Use adverbial phrase/subordinate clauses in different sentence positions (e.g. fronted or embedded), with control and accurate punctuation between grammatical boundaries.
Write complex sentences that contain subordinate clauses that begin in a variety of different ways (e.g. with: progressive verbs, perfect verbs, adverbs, prepositions or subordinating conjunctions).
Use relative clauses to embed extra information about people and places, using a variety of different relative pronouns (e.g. who, whom, whose, that, or which).
Control the use of pronouns and nouns accurately to aid cohesion and clarity; and avoid ambiguity.
Write in the correct tense, including managing shifts in time, Progressive and perfect verb forms used accurately.
Use inverted commas for dialogue and apply all speech punctuation rules.
Understand and apply age-appropriate grammatical terminology accurately.
Apply many spelling rules/patterns from Upper KS2 (Y5) correctly.
Correctly spell many example words from the Y5 programme of study and most words from the Upper KS2 (Y5) 'Word List'.
Use higher level punctuation correctly: commas for clarity (between clauses/phrases); commas for parenthesis; apostrophes for contraction; ellipsis to create a pause for effect; colons to introduce lists; and hyphens to avoid ambiguity.
Produce legible, fluent and joined handwriting.

Mathematics¹: Year 5
Count forwards and backwards with positive and negative whole numbers, including through zero.
Read and write numbers to at least 1 000 000 and determine the value of each digit.
Interpret negative numbers in context.
Order and compare numbers to at least 1 000 000.
Add and subtract numbers mentally with increasingly large numbers.
Solve calculation problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
Solve problems involving scaling by simple fractions and problems involving simple rates.
Identify multiples and factors, including all factor pairs of a number, and common factors of 2 numbers.

¹ Only the 'pupil can' statements listed as 'performance indicators' (i.e. key objectives) have been included for mathematics.

Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
Multiply and divide whole numbers up to 4 digits ...
Read and write decimal numbers as fractions.
Know percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25.
Compare and order fractions whose denominators are all multiples of the same number.
Read, write, order and compare numbers with up to three decimal places.
Solve problems which require knowing key percentage and decimal equivalents.
Convert between different units of metric measure.
Measure the perimeter of composite rectilinear shapes.
Calculate the perimeter of composite rectilinear shapes.
Calculate and compare the area of rectangles.
Draw given angles, and measure them in degrees and draw shapes with sides measured to the nearest millimetre.
Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
Interpret more complex tables, including timetables.
Complete tables, including timetables.

Science: Year 5

Work as part of a team to plan enquiries to answer questions, including recognising and controlling variables.
Take measurements, using a range of equipment, with precision, taking repeat readings when appropriate.
Record data and results using scientific diagrams and labels, classification keys, tables, bar and line graphs.
Use test results to make predictions to set up further comparative and fair tests.
Report and present findings, including conclusions, causal relationships and degree of trust, in oral and written forms.
Describe the changes as humans develop to old age.
Describe 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.
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 to form a solution, and describe how to recover a substance from a solution.
Use knowledge of solids, liquids and gases to separate mixtures, including through filtering, sieving and evaporating.
Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials.
Demonstrate that dissolving, mixing and changes of state are reversible changes and I can depict these with particle representations.
Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
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, acting between moving surfaces.
Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
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.

Computing: Year 5

Understand that information found online is not always true and unbiased.
Think critically about the information that I put online.
Understand the difference between a computer network and the internet.
Understand what a network is and how it links devices.
Use networks for communication and collaboration (e.g. working on shared documents).

Test my work with peers in order to evaluate and improve it.
Design, write and debug algorithms to solve real world problems using physical or digital devices.

RE: Year 5

Make connections between questions, beliefs, values and practices.
Describe the impact of beliefs and practices on individuals, groups and communities.
Describe similarities and differences within and between religions and beliefs.
Gather, select, and organise ideas about religion and belief.
Suggest answers to some questions raised by the study of religions and beliefs.
Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.
Describe how sources of inspiration and influence make a difference to me and others.
Apply ideas and reflections to issues raised by religion and belief in the context of my own life and the life of others.
Suggest what might happen as a result of my own actions/attitudes and the actions/attitudes of others.

Art: Year 5

Beginning to use my sketchbooks to select relevant visual information and ideas for my work.
Experiment with materials and techniques to suit my own designs and ideas, using line, colour, pattern, texture, shape and space.
Beginning to make personal choices about the shape, size, background etc. or format of my work and the materials and techniques I use in both 2D and 3D.
Compare and identify the ideas, methods and approaches used in my own work with that of others, including artists, designers and craftspeople.
Beginning to modify my work to reflect my own view of its purpose and meaning.

DT: Year 5

Carry out research to identify the needs, wants and preferences of individuals and groups.
Create annotated sketches and cross-sectional drawings.
Explain my choice of tools and equipment in relation to techniques I will be using, and explain my choice of materials according to functional and aesthetic qualities.
Produce lists of what I need and formulate step-by-step plans.
Accurately measure, mark, cut, shape, join and combine materials.
Consider the views of others to improve work.
Critically evaluate the design, make and fitness for purpose as I work.
Compare my work to my design specification.
Investigate methods of construction, how much products cost to make, how innovative they are, and how sustainable product materials are.
With support, identify how pulleys, gears and cams work.
With support, identify how electrical circuits can create functional products.
With support, identify how to program a computer to control products I have made.
With support, identify how 3D textile products can be made from a combination shapes.
Know that seasons affect food availability.
Prepare and cook savoury dishes safely and hygienically.
Know that recipes can be adapted to change the appearance, taste, texture and aroma of a dish.

Geography: Year 5

Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics and major cities.
Understand land use patterns and how they have changed over time.
Identify the position and significance of latitude, longitude, Northern Hemisphere and Southern Hemisphere.
Understand similarities and differences between the United Kingdom and a region in a European country.

Describe and understand the key aspects of the distribution of natural resources including energy, food, minerals and water.

Describe and understand key aspects of the water cycle.

Use the eight points of a compass, and four grid references on a map.

History: Year 5

Show a greater understanding of chronology and order of events, people and objects.

Have a greater understanding of how the past can be divided into different periods of time.

Pick out similarities and differences between different periods of time and know some significant dates.

Understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

Know, understand and can recall the historical events, people and changes of the period that I am studying.

Give reasons for the main events and changes for the period that I am studying.

Pick out and understand different ways that the past is shown and suggest reasons for this.

Beginning to show how features of the past have been retold and interpreted in different ways.

Beginning to understand how evidence is used to make historical claims.

Pick out and put together information from a range of sources for the period that I am studying.

Construct informed responses and beginning to use thoughtful selection and organisation of relevant historical information.

Music: Year 5

Sing confidently, in solo and ensemble contexts, displaying a variety of vocal techniques.

Sing a harmony part confidently and accurately.

Play more complex instrumental parts with rhythmic and dynamic control.

Use of sound and ICT imaginatively and confidently when composing.

Select sounds and structures carefully to express an idea.

Create complex patterns.

Use different musical devices including melody, rhythms, chords and structures.

Take the lead in creating and performing and provide suggestions to others.

Understand how lyrics may have cultural and social meaning.

Hear how harmonies, drones and melodic ostinati are used to accompany singing.

Identify cyclic patterns.

PE: Year 5

Demonstrate precision, control and fluency in response to stimuli.

Link ideas, skills and techniques with control, precision and fluency when performing basic skills.

Vary dynamics and develop actions with a partner or as part of a group.

Understand composition by performing more complex sequences on the apparatus.

Continually demonstrate rhythm and spatial awareness.

Confidently describe how to refine, improve and modify my own performances and that of my peers.

Demonstrate specific aspects of warm-up and describe effects of exercise on the body.

Use a wide range of throwing and catching techniques well.

Vary the pace, length and direction of my throws.

Sustain a good running technique at different speeds.

Demonstrate some accuracy and technique in a range of throwing and jumping actions.

Select the appropriate sending and receiving technique during a game.

Find ways of attacking successfully.

Select the techniques taught in lessons and use them in race/competition style activities.

Explain ways of keeping possession of the ball as a team.

Understand that there is a need to defend as well as attack and use this in my performances.

Identify and explain good athletic performance.

Understand the similarities between invasion games, even though they use different sending, receiving and 'travelling with' techniques.

Recognise that games make me use my muscles.

PSHE: Year 5

Follow the school's RESPECT rules, making a positive contribution to the life of the class and the school.

Demonstrate many of the metacognition attitudes and skills needed for the development of a 'growth mind-set' for lifelong learning.

Think carefully about an issue/question/situation and present my ideas/views clearly.

Understand that voting as a citizen in democracy is both a right and responsibility.

Know that it is important to consider my actions carefully because there are consequences for breaking rules and laws.

Recognise that we are all unique and that our different appearances, viewpoints and cultures have a positive impact on my community.

Aware that I have the right to be treated fairly and with respect, but I also have the responsibility to treat other people in the same way.

Resolve differences, looking at alternatives, making decisions and explaining choices.

Take responsibility for my own behaviour and safety and I realise that actions have consequences.

Explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult.

Explain the importance of communicating kindly and respectfully.

Recognise the signs and symptoms of physical bullying, verbal bullying and cyber bullying.

Know that bystanders have a role in preventing and tackling bullying.

State which support I need in a range of situations to feel safe at all times.

Discuss any unsafe feelings until the situation is resolved.

Know how to behave so that other people feel valued; cared for; and respected.

Demonstrate the steps I take to lead a healthy lifestyle.

Know the ways in which boys and girls grow and develop in puberty.

Know which commonly available substances and drugs are legal and illegal, and their effects and risks.

Understand simple, safe routines to prevent the spread of bacteria and viruses.

Understand 'value for money' and can make informed choices to get 'value for money'.

Understand how and why people save.

Languages: Year 5

Speak in sentences using familiar vocabulary and phrases using a given structure.

Pronounce most familiar words correctly so that others understand me.

Understand a range of simple stories, songs, poems and rhymes.

Engage in a longer conversation with a partner, responding to and asking a variety of questions using a given structure.

Read simple writing, showing understanding, including using a dictionary when prompted.

Explain some of the similarities and differences between English and another language.

Write simple phrases from memory and adapt these to create new sentences.

Apply my knowledge of feminine, masculine and plural forms and I am beginning to understand the basic grammar related to these.