

SUBSTANTIATING THE WIDER CURRICULUM

WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE **YEAR 5**

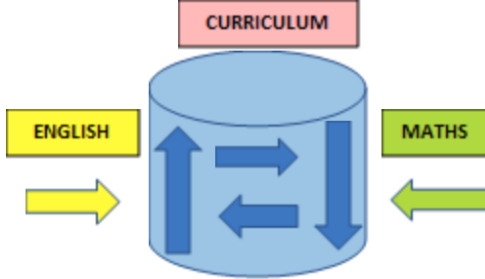
HISTORY	GEOGRAPHY	ART & DESIGN	D AND T
<ul style="list-style-type: none"> Explain who the Vikings were, where they came from and why they came to Britain. Explain what life was like for Vikings in Britain. Locate key historical periods and events on a timeline. Name monarchs from the Norman, Tudor and Stuart periods. Identify causes and consequences of events during the Norman, Tudor and Stuart periods. Know the dates of WWI and WWII. Explain the causes of WWI and WWII and the effects on people living through them. Explain how medicine, health and hygiene has improved from the Middle Ages to the current day. Name pioneers in medicine and explain what they did. Understand the concepts of continuity and change over time. Identify links with other periods of study, demonstrating a global perspective. Explain why there might be different accounts of events and how the past can be represented and interpreted in different ways. 	<ul style="list-style-type: none"> Use maps and atlases to locate rainforests and explain their location in relation to the Equator. Name the 4 layers of the rainforest. Explain the difference between weather and climate. Investigate the effects of deforestation and the impact on humans and animals. Use maps and atlases to locate physical and human features and environmental regions of North America and Mexico. Compare geographical features of Mexico and a region in the UK. Explain what life is like in Mexico. Collect and record evidence. Select a map for a specific purpose. 	<ul style="list-style-type: none"> Identify and draw objects and use marks and lines to produce texture. Use shading to create mood and feeling. Organise line, tone, shape and colour to represent figures and forms in movement. Use shading to create mood and feeling. Express emotion in my art. Create accurate print design following criteria Create art by using images which I have created, scanned/found, altering where necessary. I can research the work of an artist and use their work to replicate a style 	<ul style="list-style-type: none"> Come up with range of ideas after collecting information from different sources. Produce a detailed, step-by-step plan. Suggest alternative plans; outlining the positive features and draw backs. Explain how a product will appeal to a specific audience. Evaluate appearance and function against original criteria. Use a range of tools and equipment competently. Make a prototype before making final version. Be both hygienic and safe in the kitchen.
SCIENCE (Teach discretely but link where relevant)	CORE SKILLS Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.		
LIVING THINGS & THEIR HABITATS:	<ul style="list-style-type: none"> READING 	<ul style="list-style-type: none"> WRITING 	<ul style="list-style-type: none"> MATHS


<ul style="list-style-type: none"> Know that living things can be grouped in a variety of ways. Classify, group, identify & name a variety of living things in their local/wider environment ANIMALS INCLUDING HUMANS: <ul style="list-style-type: none"> Function of the digestive system of humans. Food chains – producers, predators and prey STATES OF MATTER: <ul style="list-style-type: none"> Compare and group solids, liquids & gases. Change of state – materials heated & cooled Evaporation & condensation – water cycle SOUND: <ul style="list-style-type: none"> How sounds are made – vibration. How we Patterns of pitch and object producing it. ELECTRICITY: <ul style="list-style-type: none"> Electrical appliances – simple electric circuit Batteries, conductors and insulators. 	<ul style="list-style-type: none"> Apply knowledge of root words, prefixes, suffixes to read aloud & understand the meaning of unfamiliar words. Familiar with and can talk about a wide range of books and text types. Summarise main points of an argument or discussion within their reading. Compare between two texts. Appreciate that people use bias in persuasive writing. Appreciate that two people may have a different view on the same event. Draw inferences and justify with evidence from the text. Vary voice for direct or indirect speech. Use more than one source when carrying out research Create a set of notes to summarise what has been said. 	<ul style="list-style-type: none"> Use range of sentence openers - add phrases to make sentences more precise & detailed. Begin to adapt sentence structure to text type Use pronouns to avoid repetition. Indicate degrees of possibility, using adverbs (e.g., perhaps, surely), or modal verbs (e.g., might, should, will). Use the following to indicate parenthesis – brackets, dashes, comma. Use commas to clarify meaning. Link clauses in sentences using a range of subordinating & co-ordinating conjunctions. Use verb phrases to create subtle differences (e.g., she began to run). Consistently organise into paragraphs & link ideas across paragraphs using adverbials of time, place & number. Write legibly, fluently and with increasing speed. 	<ul style="list-style-type: none"> Count forward/ backwards in steps of power of 10 for any given number up to 1,000,000. Recognise/use thousandths & relate them to tenths, hundredths & decimals equivalents. Recognise mixed numbers and improper fractions & convert from one to the other. Read and write decimal numbers as fractions, and round decimals with 2dp to nearest whole number. Recognise % symbol and write percentages as a fraction and as a decimal fraction. Multiply and divide numbers mentally drawing on known facts up to 12 x 12. Read Roman numerals to 1000. Recognise & use square and cube numbers. Multiply & divide whole numbers and those involving decimals by 10, 100 and 1000. Estimate/ compare acute, obtuse and reflex angles, draw a measure them in degrees.
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HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 5

What if there were no rainforests?	What if the Vikings had never invaded?	What if we didn't have a monarchy?	Is it right to fight?	What if you lived in Mexico?	What if we didn't have medicine?
environmental regions, equator, vegetation belts, weather & climate, compare rainforest and local forest and cultures, deforestation, changes over time	Who were the Vikings? -Where they come from and why. As invaders, explorers, traders. Family Viking life as settlers. Viking place names – Danelaw Alfred the Great -Gods & myths	The Normans- Tudors, -Creation of Church of England, Tudor Life Stuarts- Windsor- role of monarchy now	WW1 & WW2- warfare, impact on Britain, life during the wars.	Locational geography, human and physical geography, Cities and Biomes, deserts, forests, jungles, rivers, lakes, mountains- compare culture, festivals, food,	Health & Hygiene in Middle Ages - The Black Death -Tudor fasion, Elizabeth 1, -The Victorians-Social change, public health act, Pioneers in modern Medicine, 20 Century medicine

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EXPRESSION	PHYSICAL EDUCATION	KEY VOCABULARY		CURRICULUM SCHEMA
MUSIC	GAMES	HISTORY	GEOGRAPHY	<ul style="list-style-type: none"> ❖ Link Learning through topics and subjects. ❖ Ensure progression of skills and knowledge. ❖ Consolidate & revise skills and knowledge. ❖ Reinforce Key specific vocabulary. 
<ul style="list-style-type: none"> Improvise within a group using melodic and rhythmic phrases. Change sounds or organise them differently to change the effect. Compose music which meets specific criteria. Use notation to record group pitches/chords Use my music diary to record aspects of the composition process. Choose the most appropriate tempo. Describe, compare and evaluate music using musical vocabulary. Why I think music is successful/unsuccessful. Suggest improvement to my work & others. Contrast the work of a famous composer and explain my preferences. 	<ul style="list-style-type: none"> Gain possession by working a team. Pass in different ways. Use forehand and backhand with a racket. I can field. Choose a tactic for defending and attacking. Use techniques to pass, dribble and shoot. GYMNASTICS <ul style="list-style-type: none"> I can make complex extended sequences. I can combine action, balance and shape. I can perform consistently to different audiences. ATHLETICS: <ul style="list-style-type: none"> Controlled when taking off and landing. Throw with accuracy. Combine running and jumping. 	Vikings, invaders, Scandinavia, heathen, power, Norsemen, Danelaw. Middle Ages, Norman, Tudor, Stuart, Victorians, Windsor, 20 th Century. Monarchy, Domesday, records, Census, conquer, parliament, succession, century. World War I and II. Cause and effect. Impact.	Rainforest, temperate, tropical, boreal, deciduous, coniferous. Weather, climate. Deforestation, impact. Mexico. Biomes.	

LANGUAGES (MFL)	VALUES		Middle Ages. Pioneers.		CULTURAL CAPITAL
SPOKEN LANGUAGE: <ul style="list-style-type: none">Hold a simple conversation with at least 4 exchanges.Use my knowledge of grammar to speak correctly. READING: <ul style="list-style-type: none">I can understand a short story or factual text and note the main points.I can use the context to work out unfamiliar words. WRITING: <ul style="list-style-type: none">I can write a paragraph of 4-5 sentences.I can substitute words and phrases.	SCHOOL VALUES: Y4 <ul style="list-style-type: none">ListeningSpeakingProblem SolvingStaying Positive CHRISTIAN VALUES: <ul style="list-style-type: none">TrustFriendshipRespect BRITISH VALUES: <ul style="list-style-type: none">DemocracyRule of LawIndividual LibertyRespect & Tolerance	<ul style="list-style-type: none">CreativityAiming HighLeadershipTeamwork 			Ensuring that every child is equipped with the essential key skills and knowledge they need to be independent and make an effective contribution to society in their future lives through their: - Core skills in English and Maths Creativity – Art & Design, DT, Expressive Arts History and Heritage – History, Cultural heritage Understanding the World – Geog., Current Affairs Discovery – Science, Technology/Computing Values and Personal Skills – inc. British Values.
			PSHE (JIGSAW)		
			Promoting aspects of SMSC through the PSHE curriculum as well as Values & Cultural Capital BEING IN MY WORLD- planning the forthcoming year, being a citizen, rights & responsibilities, rewards & consequences, how behaviour affects groups, democracy, having a voice, participating CELEBRATING DIFFERENCES- cultural differences and how they can cause conflict, racism, rumours & name calling, types of bullying, material wealth & happiness, enjoying & respecting other cultures DREAMS & GOALS- future dreams, importance of money, jobs & careers, dream job & how to get there, goals in different cultures, supporting others (charity), motivation		
DANCE AND DRAMA			COMPUTING		
DANCE: <ul style="list-style-type: none">I can compose my own dances in a creative way.I can perform to an accompaniment.My dance shows clarity, fluency, accuracy and consistency. Cross curricular Music: –Spanish or Italian. Music – from Italy; Vivaldi: The Four Seasons. Vikiong /Nordic Music - ‘Ivar’s Revenge’ Compose music to create sounds of the desert.	DRAMA: <ul style="list-style-type: none">Interpret work of play wrights & make connections with their own work.reflect on how working in role helps to explore complex issues.develop script with clear structure using stage directions, make use of dramatic convention.adopt and sustain a range of roles. Cross Curricular Drama: Acting out & role play Greek myths.	HEALTHY ME- smoking & vaping, alcohol & antisocial behaviour, emergency aid, body image, relationship with food, healthier choices, motivation & behaviour		Algorithms and programming <ul style="list-style-type: none">Can combine sequences of instructions and procedures to turn devices on and off.Use technology to control an external device.Design algorithms that use repetition & 2-way selection. Information Technology <ul style="list-style-type: none">Can analyse and evaluate information.I can evaluate information.Know search results selected and ranked.Can edit a film. Digital Literacy: <ul style="list-style-type: none">Know you have to make choices when using technology & not everything is true and/or safe.	
		RELATIONSHIPS- self recognition & worth, building self- esteem, safer online communities, online gambling and gaming, reducing screen time, dangers of online grooming, SMARRT internet safety rules CHANGING ME- self & body image, influence & media on body image, puberty for boys & girls, conception IVF, growing responsibility, coping with change, preparing for transition			