

Year 5 National Curriculum Coverage

Subject	Content	Term
English	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>· Apply knowledge of morphology &amp; etymology when reading new words</li> <li>· Reading &amp; discuss a broad range of genres &amp; texts</li> <li>· Identifying &amp; discussing themes</li> <li>· Make recommendations to others</li> <li>· Learn poetry by heart</li> <li>· Draw inference &amp; make predictions</li> <li>· Discuss authors' use of language</li> <li>· Retrieve &amp; present information from non-fiction texts.</li> <li>· Formal presentations &amp; debates</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>· Secure spelling, including homophones, prefixes, silent letters, etc.</li> <li>· Use a thesaurus</li> <li>· Legible, fluent handwriting</li> <li>· Plan writing to suit audience &amp; purpose</li> <li>· Develop character, setting and atmosphere in narrative</li> <li>· Use organisational &amp; presentational features</li> <li>· Use consistent appropriate tense</li> <li>· Proof-reading</li> <li>· Perform own compositions</li> </ul> <p>Narrative            Newspaper report            Stories from other cultures            Letter writing            Recount / diary entry            Poetry            Non-chron report            Explanation            Instructions</p>	

	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>· Use expanded noun phrases</li> <li>· Use modal &amp; passive verbs</li> <li>· Use relative clauses</li> <li>· Use commas for clauses</li> <li>· Use brackets, dashes &amp; commas for parenthesis</li> </ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>· Give well-structured explanations</li> <li>· Command of Standard English</li> <li>· Consider &amp; evaluate different viewpoints</li> <li>· Use appropriate register</li> </ul>	
<p>Maths</p>	<p><b>Number/calculation</b></p> <ul style="list-style-type: none"> <li>· Secure place value to 1,000,000</li> <li>· Use negative whole numbers in context</li> <li>· Use Roman numerals to 1000 (M)</li> <li>· Use standard written methods for all four operations</li> <li>· Confidently add &amp; subtract mentally</li> <li>· Use vocabulary of prime, factor &amp; multiple</li> <li>· Multiply &amp; divide by powers of ten</li> <li>· Use square and cube numbers</li> </ul> <p><b>Geometry and measures</b></p> <ul style="list-style-type: none"> <li>· Convert between different units</li> <li>· Calculate perimeter of composite shapes &amp; area of rectangles</li> <li>· Estimate volume &amp; capacity</li> <li>· Identify 3-d shapes</li> <li>· Measure &amp; identify angles</li> <li>· Understand regular polygons</li> <li>· Reflect &amp; translate shapes</li> </ul> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>· Interpret tables &amp; line graphs</li> <li>· Solve questions about line graphs</li> </ul> <p><b>Fractions and decimals</b></p> <ul style="list-style-type: none"> <li>· Compare &amp; order fractions</li> <li>· Add &amp; subtract fractions with common denominators, with mixed numbers</li> </ul>	

	<ul style="list-style-type: none"> <li>· Multiply fractions by units</li> <li>· Write decimals as fractions</li> <li>· Order &amp; round decimal numbers</li> <li>. Link percentages to fractions &amp; decimals</li> </ul>	
<p>Science</p>	<p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>● planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>● taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>● recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>● using test results to make predictions to set up further comparative and fair tests</li> <li>● reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>● identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul> <p><b>Living things and their habitats</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>● describe the life process of reproduction in <i>some plants</i> and animals</li> </ul> <p><b>Animals, including humans</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● describe the changes as humans develop to old age</li> </ul> <p><b>Properties and changes of materials</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>● use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>● give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>● demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>● 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</li> </ul> <p><b>Earth and space</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● describe the movement of the Earth and other planets relative to the sun in the solar system</li> </ul>	

	<ul style="list-style-type: none"> <li>● describe the movement of the moon relative to the Earth</li> <li>● describe the sun, Earth and moon as approximately spherical bodies</li> <li>● use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul> <p><b>Forces</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>● identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>● recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul>	
Computing	<ul style="list-style-type: none"> <li>● Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>● Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>● Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>● Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>● Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	
History	<ul style="list-style-type: none"> <li>● the Roman Empire and its impact on Britain</li> <li>● a local history study - Exeter Romans?</li> <li>● a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - Victorians</li> </ul>	
Geography	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>● name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>● understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul> <p><b>Place Knowledge</b> Human and physical geography</p> <ul style="list-style-type: none"> <li>● describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> <p><b>Geographical skills and fieldwork</b></p>	

	<ul style="list-style-type: none"> <li>● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>● use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	
RE	<p>Christianity and Judaism</p> <ul style="list-style-type: none"> <li>● What do people believe about life? Theme: Beliefs and Questions / The Journey of Life and Death</li> <li>● How should we live and who can inspire us? Theme: Inspirational People</li> </ul>	
Langua ges	<ul style="list-style-type: none"> <li>● Listen &amp; engage</li> <li>● Engage in conversations, expressing opinions</li> <li>● Speak in simple language &amp; be understood</li> <li>● Develop appropriate pronunciation</li> <li>● Present ideas &amp; information orally</li> <li>● Show understanding in simple reading</li> <li>● Adapt known language to create new ideas</li> <li>● Describe people, places &amp; things</li> <li>● Understand basic grammar, e.g. gender</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>. Feelings (ca va, ca va bien, ca va mal, ca va tres bien, comme-ci comme-ca, ca ne va pas...)</li> <li>. Colours (Understand Question “C’est + colour?” or “C’est + colour ou colour?”, respond Oui/non, c’est + colour).</li> <li>. More classroom instructions: courez, marchez, sautez,... + lentement / vite.</li> <li>. Some letters (voyelles)</li> <li>. More numbers (up to 30).</li> <li>. Christmas traditions (including Voici &amp; et).</li> <li>. Songs: Au Clair de la lune / Mon beau sapin</li> <li>. Poem: Les crayons (Corinne Albaut).</li> </ul>	Term 1
Art and design	<ul style="list-style-type: none"> <li>● Use sketchbooks to collect, record and evaluate ideas</li> <li>● Improve mastery of techniques such as drawing, painting and sculpture with varied materials</li> <li>● Learn about great artists, architects &amp; designers</li> </ul>	
Design	<ul style="list-style-type: none"> <li>● Use research &amp; criteria to develop products which are fit for purpose and aimed at specific groups</li> </ul>	

and Technol ogy	<ul style="list-style-type: none"> <li>● Use annotated sketches, cross-section diagrams &amp; computer-aided design</li> <li>● Analyse &amp; evaluate existing products and improve own work</li> <li>● Use mechanical &amp; electrical systems in own products, including programming</li> <li>● Cook savoury dishes for a healthy &amp; varied diet</li> </ul>	
Music	<ul style="list-style-type: none"> <li>● Perform with control &amp; expression solo &amp; in ensembles</li> <li>● Improvise &amp; compose using dimensions of music</li> <li>● Listen to detail and recall aurally</li> <li>● Use &amp; understand basics of staff notation</li> <li>● Develop an understanding of the history of music, including great musicians &amp; composers</li> </ul>	
PE	<ul style="list-style-type: none"> <li>● Use running, jumping, catching and throwing in isolation and in combination</li> <li>● Play competitive games, applying basic principles</li> <li>● Develop flexibility &amp; control in gym, dance &amp; athletics</li> <li>● Take part in Outdoor &amp; Adventurous activities</li> <li>● Compare performances to achieve personal bests</li> <li>● Swimming proficiency at 25m (KS1 or KS2)</li> </ul>	