



Year 5 English

Spoken Language

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| <ul style="list-style-type: none">• I can engage the listener by varying my expression and vocabulary.• I adapt my spoken language depending on the audience, the purpose or the context.• I can develop my ideas and opinions, providing relevant detail.• I can express my point of view.• I show that I understand the main points, including implied meanings in a discussion.• I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views. | <ul style="list-style-type: none">• I use Standard English in formal situations.• I am beginning to use hypothetical language to consider more than one possible outcome or solution.• I can perform my own compositions, using appropriate intonation and volume so that meaning is clear.• I can perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.• I begin to select the appropriate register according to the context. |
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Reading

Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- I can re-read and read ahead to check for meaning.

Comprehension

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- I can identify significant ideas, events and characters; and discuss their significance.
- I can recite poems by heart, e.g. narrative verse, haiku.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Writing: Spellings

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| <ul style="list-style-type: none">• I can form verbs with prefixes.• I can convert nouns or adjectives into verbs by adding a suffix.• I understand the rules for adding prefixes and suffixes.• I can spell words with silent letters.• I can distinguish between homophones and other words which are often confused. | <ul style="list-style-type: none">• I can spell the commonly mis-spelt words from the Y5/6 word list.• I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.• I can use a thesaurus.• I can use a range of spelling strategies. |
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Year 5 English

Writing: Composition

- I can discuss the audience and purpose of the writing.
- I can start sentences in different ways.
- I can use the correct features and sentence structure matched to the text type we are working on.
- I can develop characters through action and dialogue.
- I can establish a viewpoint as the writer through commenting on characters and events.
- I can use grammar and vocabulary to create an impact on the reader.
- I can use stylistic devices to create effects in writing.
- I can add well chosen detail to interest the reader.
- I can summarise a paragraph.
- I can organise my writing into paragraphs to show different information or events.

Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

Grammar and Punctuation

Sentence structure

- I can use relative clauses.
- I can use adverbs or modal verbs to indicate a degree of possibility.

Text structure

- I can build cohesion between paragraphs.
- I can use adverbials to link paragraphs.

Punctuation

- I can use brackets, dashes and commas to indicate parenthesis.
- I can use commas to clarify meaning or avoid ambiguity.



Year 5 Maths

Number, place value, approximation and estimation/rounding

- I can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
- I can read, write, order and compare numbers to at least 1,000,000.
- I can determine the value of each digit in numbers up to 1,000,000.
- I can read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.
- I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000.
- I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- I can solve number problems and practical problems with the above.

Fractions, Decimals and Percentages

- I can recognise mixed numbers and improper fractions and convert from one form to the other.
- I can write mathematical statements >1 as a mixed number.
- I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- I can compare and order fractions whose denominators are multiples of the same number.
- I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- I can read and write decimal numbers as fractions.
- I recognise and can use thousandths and relate them to tenths, hundredths and decimal equivalents.
- I can round decimals with 2 decimal places to the nearest whole number and 1 decimal place.
- I can read, write, order and compare numbers with up to 3 decimal places.
- I can solve problems involving numbers up to 3 decimal places.
- I recognise the percent symbol and understand that percent relates to 'number parts per hundred'.
- I can write percentages as a fraction with denominator hundred, and as a decimal.
- I can solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator or a multiple of 10 or 25.

Calculations

- I can add and subtract numbers mentally with increasingly large numbers.
- I can add and subtract whole numbers with more than 4 digits, including using formal written methods.
- I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- I can identify multiples and factors, including finding all factor pairs or a number and common factor pairs of two numbers.
- I use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- I can establish whether a number up to 100 is prime and recall prime numbers up to 19.
- I recognise and use square numbers and cube numbers, and the notation for squared and cubed.
- I can multiply and divide numbers mentally drawing on known facts.
- I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- I can multiply numbers up to 4 digits by a 1-digit or 2-digit number using a formal written method, including long multiplication for 2-digit numbers.
- I can divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- I can solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes.
- I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
- I can solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates.



Year 5 Maths

Geometry: Properties of shapes

- I can use the properties of rectangles to deduce related facts and find missing lengths and angles.
- I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- I can identify 3D shapes, including cubes and other cuboids, from 2D representations.
- I know angles are measured in degrees.
- I can estimate and compare acute, obtuse and reflex angles.
- I can identify angles at a point and one whole turn.
- I can identify angles at a point on a straight line and $\frac{1}{2}$ a turn.
- I can identify other multiples of 90° .
- I can draw given angles and measure them in degrees.

Geometry – position and direction

- I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Measurement

- I can solve problems involving converting between units of time.
- I can convert between different units of metric measure.
- I understand and use approximate equivalences between metric units and common imperial units, such as inches, pounds and pints.
- I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.
- I can calculate and compare the area of rectangles (incl squares), and including using standard units (cm^2 and cm^3) to estimate the area of irregular shapes.
- I can estimate volume and capacity.
- I can use all four operations to solve problems involving money using decimal notation, including scaling.

Statistics

- I can complete, read and interpret information in tables, including timetables.
- I can solve comparison, sum and difference problems using information presented in a line graph.



Year 5 Religious Education

Learning about religion:

- Can use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities
- Can describe why people belong to religions
- Can understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this
- Can explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity, in forms of religious, spiritual and moral expression, within and between religions

Learning from religion:

- Can ask and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others lives
- Can explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion

Islam

Do you have a daily routine? What is it like?

- Look at and discuss daily prayers and Friday prayers (Mosque) for Muslims (prayer mat and compass)
- Look at the customs related to birth and naming
- Look at a day in the life of a Muslim
- Recap pilgrimages What is Hajj? (5th Pillar of Islam) - look at special clothes worn
- Look at the customs relating to death and mourning
- Would you change your daily routine for any particular reason?

Christmas: The Gospels of Matthew and Luke

To give children a Biblical perspective on the nativity story and to challenge their ideas and deepen their understanding of the true meaning of Christmas.

- Where in the Bible is the Christmas story?
- How are the stories in Matthew and Luke similar/different?
- How do our celebrations reflect the true meaning of Christmas?
- Where do the ideas of including a donkey and a stable in the story come from?

Hinduism

Do you believe that Holy water can cure people?

- Look at a day in the life of a Hindu
- Recap what a pilgrimage is. What place is special to you? Introduce Benares as a place of Hindu pilgrims. Why is pilgrimage important to them?
- Learn and discuss the importance of the River Ganges
- What is Holi?
- How is Holi celebrated?
- Do the children know some of the key elements of Hindu faith? Compare with Christianity

Why do Christians believe that Easter is a celebration of Victory?

To explore the Easter story from the perspective of it being the story of Christ's triumph and victory over death.

- Why do Christians believe that Easter is a celebration of victory?
- In what ways is Christ's death and resurrection a victory?
- What is Jesus victorious over and why?
- How does his victory affect us today?
- What did Jesus do to save human beings?

Judaism

Do you think it is good to have a meeting place for religion?

- Look at a day in the life of a Jewish family
- (look at the Mezuzah in the home)
- Look at and discuss Synagogue services
- What is a bar/bat mitzvah?
- (look at cards)
- Look at the customs for a Jewish wedding
- Look at the beliefs and customs for death
- **Would you want to celebrate key events in your life in a religious building? Why?**

How and why do Christians read the Bible?

To deepen children's understanding of the importance and impact of the contents of the Bible.

- How and why is the Bible used?
- Do you need a Bible to be a Christian?
- Why is the Bible holy?
- Why is the Bible a best seller?
- Why are there so many versions of the Bible?



Year 5 Science

Working scientifically

- I can plan different types of scientific enquiry.
- I can control variables in an enquiry.
- I can measure accurately and precisely using a range of equipment.
- I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- I can use the outcome of test results to make predictions and set up a further comparative fair test.

- I can report findings from enquiries in a range of ways.
- I can explain a conclusion from an enquiry.
- I can explain causal relationships in an enquiry.
- I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.
- Read, spell and pronounce scientific vocabulary accurately.

Biology: Living things and their habitats

- I can describe the life cycle of different living things, e.g. mammal, amphibian, insect bird.
- I can describe the differences between different life cycles.
- I can describe the process of reproduction in plants.
- I can describe the process of reproduction in animals.

Chemistry: Properties and changes of material

- I can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets).
- I can describe how a material dissolves to form a solution; explaining the process of dissolving.
- I can describe and show how to recover a substance from a solution.
- I can describe how some materials can be separated.
- I can demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating).
- I know and can demonstrate that some changes are reversible and some are not.
- I can explain how some changes result in the formation of a new material and that this is usually irreversible.
- I can discuss reversible and irreversible changes.
- I can give evidenced reasons why materials should be used for specific purposes.

Biology: Animals and other humans

- I can create a timeline to indicate stages of growth in humans.

Physics: Earth and Space

- I can describe and explain the movement of the Earth and other planets relative to the Sun.
- I can describe and explain the movement of the Moon relative to the Earth.
- I can explain and demonstrate how night and day are created.
- I can describe the Sun, Earth and Moon (using the term spherical).

Physics: Forces

- I can explain what gravity is and its impact on our lives.
- I can identify and explain the effect of air resistance.
- I can identify and explain the effect of water resistance.
- I can identify and explain the effect of friction.

- I can explain how levers, pulleys and gears allow a smaller force to have a greater effect.



Year 5 Computing

Algorithms and Programs

- Combine sequences of instructions and procedures to turn devices on or off
- Understand input and output
- Use an ICT program to control an external device that is electrical and / or mechanical
- Use ICT to measure sound or light or temperature using sensors
- Explain 'what is' questions by playing adventure or quest games
- Write programs that have sequences and repetitions

Data retrieving and organising

- Listen to streaming audio such as online radio
- Download and listen to podcasts
- Produce and upload a podcast
- Manipulate sounds using Audacity
- Select music from open sources and incorporate into multimedia presentations
- Work on simple film editing

Communicating

- Use instant messaging to communicate with class members
- Conduct a video chat with someone elsewhere in the school or in another school

Using the Internet

- Use a search engine using keyword searches
- Compare the results of different searches
- Decide which sections are appropriate to copy and paste from at least two web pages
- Save stored information following simple lines of enquiry
- Download a document and save it to the computer

Databases

- Create a formula in a spreadsheet and then check for accuracy and plausibility
- Search databases for information using symbols such as = > or <
- Create databases planning the fields, rows and columns
- Create graphs and tables to be copied and pasted into other documents

Presentation

- Use a range of presentation applications
- Consider audience when editing a simple film
- Know how to prepare and then present a simple film
- Use ICT to record sounds and capture both still and video images
- Make a home page for a website that contains links to other pages
- Capture sounds, images and video
- Use the word count tool to check the length of a document



Year 5 E-Safety

Knowledge and Understanding

- I can discuss the positive and negative impact of the use of ICT in my own life, my friends and family.
- I understand the potential risk of providing personal information online.
- I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.
- I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented.
- I recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing).
- I understand that some material on the internet is copyrighted and may not be copied or downloaded.
- I understand that some messages may be malicious and know how to deal with this.
- I understand that online environments have security settings, which can be altered, to protect the user.
- I understand the benefits of developing a 'nickname' for online use.
- I understand that some malicious adults may use various techniques to make contact and elicit personal information.
- I know that it is unsafe to arrange to meet unknown people online.
- I know how to report any suspicions.
- I understand I should not publish other people's pictures or tag them on the internet without permission.
- I know that content put online is extremely difficult to remove.
- I know what to do if I discover something malicious or inappropriate.

Skills

- I follow the school's safer internet rules.
- I can make safe choices about the use of technology
- I can use technology in ways which minimises risk. e.g. responsible use of online discussions, etc.
- I can create strong passwords and manage them so that they remain strong.
- I can independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school.
- I can competently use the internet as a search tool.
- I can reference information sources.
- I can use appropriate strategies for finding, critically evaluating, validating and verifying information. e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources.
- I can use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information



Year 5 Music

Performing

- Breathe in the correct place when singing
- Sing and use their understanding of meaning to add expression
- Maintain their part whilst others are performing their part
- Perform 'by ear' and from simple notations
- Improvise within a group using melodic and rhythmic phrases
- Recognise and use basic structural forms eg rounds, variations, rondo form

Composing

- Change sounds or organise them differently to change the effect
- Compose music which meets specific Criteria
- Use their notations to record groups of pitches (chords)
- Use a music diary to record aspects of the composition process
- Choose the most appropriate tempo for a piece of music

Appraising

- Describe, compare and evaluate music using musical vocabulary
- Explain why they think their music is successfully or unsuccessful
- Suggest improvements to their own or others' work
- Choose the most appropriate tempo for a piece of music
- Contrast the work of famous composers and show preferences



Year 5 History

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The Victorians, The Tudors

Chronological Understanding

- Use dates and historical language in their work
- Draw a timeline with different time periods outlined which show different information, such as periods of history, when famous people lived etc
- Use their mathematical skills to work out exact time scales and differences as need be

Knowledge and Interpretation

- Describe historical events from the different period/s they are studying / have studied
- Make comparisons between historical periods; explaining things that have changed and things which have stayed the same
- Explain the role that Britain has had in spreading Christian values across the world
- Begin to appreciate that how we make decisions has been through Parliament for some time
- Appreciate that significant events in history have helped shape the country we have today
- Have a good understanding as to how crime and punishment has changed over the years

Historical enquiry

- Test out a hypothesis in order to answer a question
- Appreciate how historical artefacts have helped us understand more about British lives in the present and past



Year 5 Geography

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none">• Collect information about a place and use it in a Report• Map land use• Find possible answers to own geographical questions• Make detailed sketches and plans; improving accuracy later• Plan a journey to a place in another part of the world taking account of distance and time.	<ul style="list-style-type: none">• Explain why many cities of the world are situated by rivers• Explain how a location fits into its wider geographical location; with reference to physical features• Explain how the water cycle works• Explain why water is such a valuable commodity	<ul style="list-style-type: none">• Explain why people are attracted to live by rivers• Explain how a location fits into its wider geographical location with reference to human and economical features• Explain what a place might be like in the future taking account of issues impacting on human features	<ul style="list-style-type: none">• Name and locate many of the world's major rivers on maps• Name and locate many of the world's most famous mountain regions on maps• Locate the USA and Canada on a world map and atlas• Locate and name the main countries in South America on a world map and atlas



Year 5 Art

Drawing	Painting	Printing	Sketch Books
<ul style="list-style-type: none">• Identify and draw simple objects and use marks and lines to product texture• Successfully use shading to create mood and feeling• Organise line, tone, shape and colour to represent figures and forms in movement• Show reflections• Explain why have chosen specific materials to draw	<ul style="list-style-type: none">• Create a range of moods in paintings• Express emotions accurately through their painting and sketches	<ul style="list-style-type: none">• Print using a number of colours• Create an accurate print design that meets a given criteria• Print onto different materials	<ul style="list-style-type: none">• Keep notes in their sketch books as to how they might develop their work further• Use their sketch books to compare and discuss ideas with others
3D Textiles	Collage	Use of ICT	Knowledge
<ul style="list-style-type: none">• Experiment with and combine materials and processes to design and make 3D form• Sculpt clay and other mouldable materials• Use textile and sewing skills as part of a project eg hanging, textile books etc (including running stitch, cross stitch, backstitch, applique and/or embroidery	<ul style="list-style-type: none">• Use ceramic mosaic to produce a piece of art• Combine visual and tactile qualities to express mood and emotion	<ul style="list-style-type: none">• Create a piece of artwork which includes the integration of digital images taken• Combine graphics and text based on their research• Scan images and take digital photos and use software to alter them, adapt them and create work with meaning• Create digital images with animation, video and sound	<ul style="list-style-type: none">• Experiment with different styles which artists have used• Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information



Year 5 Design and Technology

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and product		
<ul style="list-style-type: none">• Come up with a range of ideas after the information has been collected• Take a user's view into account when designing• Produce a detailed step by step plan• Suggest some alternative plans and say what the good points and drawbacks are about each	<ul style="list-style-type: none">• Explain why finished product is going to be of a good quality• Explain how their product will appeal to the audience• Use a range of tools and equipment expertly• Persevere through different stages of the making process	<ul style="list-style-type: none">• Keep checking that the design is the best it could be• Check whether anything could be improved• Evaluate appearance and function against the original criteria		
Cooking and nutrition	Textiles	Electrical and mechanical components	Stiff and flexible sheet materials	Mouldable materials
<ul style="list-style-type: none">• Describe what to do to be hygienic and safe• Present a product well	<ul style="list-style-type: none">• Think what the user would want when choosing textiles• Make a product attractive and strong• Make up a prototype first• Use a range of joining	<ul style="list-style-type: none">• Incorporate a switch into a product• Refine product after testing it• Incorporate hydraulics and pneumatics	<ul style="list-style-type: none">• Measurements are accurate enough to ensure that everything is precise• Ensure that their product is strong and fit for purpose	<ul style="list-style-type: none">• Refine and further improve their product using mouldable materials



Year 5 P.E

Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance
<ul style="list-style-type: none">• Link skills, techniques and ideas and apply them accurately and appropriately• Show good control in their movements	<ul style="list-style-type: none">• Compare and comment on skills, techniques and ideas that they and others have used• Use observations to improve their work	<ul style="list-style-type: none">• Explain some important safety principles when preparing for exercise• Explain what effect exercise has on the body• Explain why exercise is important	<ul style="list-style-type: none">• Plan and perform dances confidently• Compose motifs and plan dances creatively and collaboratively in groups• Adapt and refine the way they use weight, space and rhythm in dances to express themselves in the style of dance they use• Perform different styles of dance clearly and fluently• Organise own warm up and cool down exercises• Show an understanding of safe exercising• Recognise and comment on dances, showing an understanding of style• Suggest ways to improve own and other people's work
Games	Outdoor/Adventurous	Athletics	Gymnastics
<ul style="list-style-type: none">• Gain possession by working as a team• Pass in different ways• Use forehand and backhand with a racquet• Field effectively• Choose the best tactics for attacking and defending• Use a number of techniques to pass, dribble	<ul style="list-style-type: none">• Follow a map in an unknown location• Use and compass directions to navigate a route• Change their route if there is a problem• Change their plan if they get new information	<ul style="list-style-type: none">• Controlled when taking off and landing in a jump• Throw with accuracy• Combine running and jumping• Follow specific rules	<ul style="list-style-type: none">• Make complex or extended sequences• Combine action, balance and shape• Perform consistently to different audiences• Movements are accurate, clear and consistent



Year 5 French

Listening and Responding	Speaking	Reading and responding	Writing
<ul style="list-style-type: none">• Understand longer passages made up of familiar language in simple sentences• Identify the main points and some detail	<ul style="list-style-type: none">• Hold a simple conversation with at least 3-4 exchanges• Use knowledge of grammar to adapt and substitute single words and phrases	<ul style="list-style-type: none">• Understand a short story or factual text and note some of the main points• Use context to work out unfamiliar words	<ul style="list-style-type: none">• Write a paragraph of about 3-4 sentences• Adapt and substitute individual words and set phrases• Use a dictionary or glossary to check words