

Year 5 Curriculum

English Objectives			
SPEAKING AND LISTENING	Α	Sp	Su
SL1: listen and respond appropriately to adults and their peers		,	
SL2: ask relevant questions to extend their understanding and knowledge			
SL3: use relevant strategies to build their vocabulary			
SL4: articulate and justify answers, arguments and opinions			
SL5: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings			
SL6: maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding			
to comments			
SL7: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas			
SL8: speak audibly and fluently with an increasing command of Standard English			
SL9: participate in discussions, presentations, performances, role-play, improvisations and debates			
SL10: gain, maintain and monitor the interest of the listener(s)			
SL11: consider and evaluate different viewpoints, attending to and building on the contributions of others			
SL12: select and use appropriate registers for effective communication			
READING	_1	<u> </u>	
WR1: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English			
Appendix 1, both to read aloud and to understand the meaning of new words that they meet			
RC1: maintain positive attitudes to reading and understanding of what they read by:			
RC1.1: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or			
textbooks			
RC1.2: reading books that are structured in different ways and reading for a range of purposes			
RC1.3: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction,			
fiction from our literary heritage, and books from other cultures and traditions			
RC1.4: recommending books that they have read to their peers, giving reasons for their choices			
RC1.5: identifying and discussing themes and conventions in and across a wide range of writing			
RC1.6: making comparisons within and across books			
RC1.7: learning a wider range of poetry by heart			
RC1.8: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume			
so that the meaning is clear to an audience			
RC2: understand what they read by:			
RC2.1: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words			
RC2.2: asking questions to improve their understanding			
RC 2.3: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying			
inferences with evidence			
RC2.4: predicting what might happen from details stated and implied			
RC2.5: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas			
RC2.6: identifying how language, structure and presentation contribute to meaning			
RC3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader			
RC4: distinguish between statements of fact and opinion			
RC5: retrieve, record and present information from non-fiction			
RC6: participate in discussions about books that are read to them and those they can read for themselves, building on their			
own and others' ideas and challenging views courteously			
RC7: explain and discuss their understanding of what they have read, including through formal presentations and debates,			
maintaining a focus on the topic and using notes where necessary			
RC8: provide reasoned justifications for their views			
SPELLING	1	<u> </u>	
WTS1: use further prefixes and suffixes and understand the guidelines for adding them			
WTS2: spell some words with 'silent' letters, e.g. knight, psalm, solemn			
WTS3: continue to distinguish between homophones and other words which are often confused			
WTS4: use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be			
learnt specifically, as listed in English Appendix 1			1
WTS5: use dictionaries to check the spelling and meaning of words			
WTS6: use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary			
WTS7: use a thesaurus			
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COMPOSITION	
WC1: plan their writing by:	
WC1.1: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as	
models for their own	
WC1.2: noting and developing initial ideas, drawing on reading and research where necessary	
WC1.3: in writing narratives, considering how authors have developed characters and settings in what pupils have read,	
listened to or seen performed	
WC2: draft and write by:	
WC2.1: selecting appropriate vocabulary and grammar, understanding how such choices can change and enhance meaning	
WC2.2: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance	
the action	
WC3: evaluate and edit by:	
WC3.1: assessing the effectiveness of their own and others' writing	
WC3.2: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	
WC3.3: ensuring the consistent and correct use of tense throughout a piece of writing	
WC3.4: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of	
speech and writing and choosing the appropriate register	
WC4: proof-read for spelling and punctuation errors	
WC5: perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	
VOCABULARY, GRAMMAR AND PUNCTUATION	
WVGP1: develop their understanding of the concepts set out in English Appendix 2 by:	
WVGP1.1: Recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive	
form	
WVGP1.4: using expanded noun phrases to convey complicated information concisely	
WVGP1.5: using modal verbs or adverbs to indicate degrees of possibility	
WVGP1.6: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted)	
relative	
WVGP2: indicate grammatical and other features by:	
WVGP2.1: using commas to clarify meaning or avoid ambiguity in writing	
WVGP2.3: using brackets, dashes or commas to indicate parenthesis	
SPELLING	
WTS1: use further prefixes and suffixes and understand the guidelines for adding them	
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WTS3: continue to distinguish between homophones and other words which are often confused	
WTS4: use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be	
learnt specifically, as listed in English Appendix 1	
WTS5: use dictionaries to check the spelling and meaning of words	
WTS6: use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	
WTS7: use a thesaurus	
HANDWRITING AND PRESENTATION	
WHP1: write legibly, fluently and with increasing speed by:	_
WHP1.1: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	
WHP1.2: choosing the writing implement that is best suited for a task	

Rend, service, order and compages numbers to a last MODIOCO and distrement the value of each digit. Count forwards or backwards it, steps of powers of 10 for any given number up to 1000000. Interprete negative manuface in context, tourit forwards and backwards with positive and negative whole numbers including through zero. Roward any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 1000000 Solve number problems and practical problems that involve all of the above. Roward Company of the analysis of the context of the above. Roward Roman numbers in 1000 (PM) and exceptive years written in Roman numerals. ADDITION AND SIBTRACTION Add and subtract whole numbers with more than it digits, including using formal written methods forwards and districts while surface in the digits, including using formal written methods forwards and districts of the counter of go problems and districts and districts of the counter of go problems and districts and districts of the counter of go problems and districts and districts and districts and districts of the counter of go problems and districts and districts and interpret information in tables socializing timetables. Solve origination, sum and difference problems using information presented in a like graph. Compiler, read and interpret information in tables socializing timetables. MULTIPLICATION AND DIVISION Multiply and divide numbers mentally drawing upon known facts. Multiply and divide numbers mentally provides and plactor pass of a number, and common factors of two numbers. Recognition and use upon mental and other numbers and the notation for squared (2) and cabe (3). Solve problems involving multiplication and division including using their horwingles of factors and multiples, squares and colors. Roward and use the occubilisty of prime numbers, prime factors and composite (non-prime) numbers. Litablish weakers up to 4 digits by a one digit number using a formal written method of short division, and interpret remainders appropriately for the cont	Maths Objectives	
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I dentity 2D above to disting subsequent after 1991 C 2D 1993		
	Identify 3D shapes, including cubes and other cuboids, from 2D representations.	
Use the properties of rectangles to deduce related facts and find missing lengths and angles.	Use the properties of rectangles to deduce related facts and find missing lengths and angles.	

Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.	
Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.	
Draw given angles, and measure them in degrees (o)	
Identify: angles at a point and one whole turn (total 360 ₀), angles at a point on a straight line and ½ a turn (total 180 ₀)	
other multiples of 90°	
POSITION AND DIRECTION	
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.	
CONVERTING UNITS OF MEASURE	
Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml]	
Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and	
pints.	
Solve problems involving converting between units of time.	
VOLUME	
Estimate volume [for example using 1cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]	
Use all four operations to solve problems involving measure.	

Science Objectives		
WORKING SCIENTIFICALLY		
1:planning different types of scientific enquiries to answer questions, including recognising and controlling variables where		
necessary		
2: taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings		
where appropriate		
3: recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter		
graphs, bar and line graphs		
4: using test results to make predictions to set up further comparative and fair tests		
5: 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		
6: identifying scientific evidence that has been used to support or refute ideas or arguments		
EARTH AND SPACE		
1: describe the movement of the Earth and other planets relative to the Sun in the solar system		
2: describe the movement of the Moon relative to the Earth		
3: describe the Sun, Earth and Moon as approximately spherical bodies		
4: use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky		
FORCES		
1: explain that unsupported objects fall towards the Earth because of the force of gravity acting between the earth and the		
falling object		
2: identify the effects of air resistance, water resistance and friction, that act between moving surfaces		
3: recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect		
PROPERTIES AND CHANGES OF EVERYDAY MATERIALS		
1: 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		
2: know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution		
3: use knowledge of solids, liquids and gases to decide how mixtures might be separated, including filtering, sieving and		
evaporating		
4: gives reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including		
metals, wood and plastic		
5: demonstrate that dissolving, mixing and changes of state are reversible changes		
6: 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		
LIVING THINGS AND THEIR HABITATS		
1: describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird		
2: describe the life processes of reproduction in some plants and animals		
ANIMALS, INCLUDING HUMANS		
1: describe the changes as humans develop to old age	<u> </u>	

Computing Objectives	
1: design and write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	
2: use sequence, selection, and repetition in programs; work with variables and various forms of input and output	
3: use logical reasoning to explain how some simple algorithm works and to detect and correct errors in algorithms and	
programs	
4: 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	
5: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital	
content	
6: 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	
7: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to	
report concerns about content and contact	
History Objectives	
6: a study of an aspect or theme in British history that extends pupils'' chronological knowledge beyond 1066	
8: Ancient Greece — a study of Greek life and achievements and their influence on the western world	
9: a non-European society that provides contrasts with British history — one study chosen from: early Islamic civilization,	
including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300	
Geography Objectives	
LOCATION KNOWLEDGE	
1: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America	
and concentrating on their environmental regions, key physical and human characteristics, countries and major cities	
3: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics	
of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	
PLACE KNOWLEDGE	
4: 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	
HUMAN AND PHYSICAL GEOGRAPHY	<u> </u>
5: describe and understand key aspects of:	
5.1: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	
5.2: human geography, including: types of settlements, land use, economic activity including trade links, and the distribution of	
natural resources including energy, food, minerals, and water	
GEOGRAPHICAL SKILLS AND FIELDWORK	
6: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
7: use the eight points compass, four and six-figure grid reference, symbols and key (including the use of Ordnance Survey	
maps) to build their knowledge of the United Kingdom and the wider world	
8: use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods,	
including sketch maps, plans and graphs, and digital technologies	
	1 1
Art and Design Objectives	
1: to create sketch books to record their observations and use them to review and revisit ideas	
2: to improve their mastery of art and design techniques, such as drawing, painting and sculpture with a range of materials	
(e.g. pencil, charcoal, paint, clay)	
3: about the greatest artists, architects and designers in history	

Design and Technology Objectives	
DESIGN	
1: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for	
purpose, aimed at particular individuals or groups	
2: generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded	
diagrams, prototypes, pattern pieces and computer aided design	
MAKE	
3: select from and use a wider range of tools and equipment to perform practical tasks, (for example, cutting, shaping, joining	
and finishing) accurately	
4: select from and use a wider range of materials and components, including construction materials, textiles and ingredients,	
according to their functional properties and aesthetic qualities	
EVALUATE:	
5: investigate and analyse a range of existing products	
6: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	
7: understand how key events and individuals in design and technology have shaped the world	
TECHNICAL KNOWLEDGE	
8: apply their understanding of how to strengthen, stiffen and reinforce more complex structures	
9: understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)	
11: apply their understanding of computing to programme, monitor and control their products	
COOKING AND NUTRITION	
12: understand and apply the principles of a healthy and varied diet	
13: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	
14: understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	

Music Objectives		
1: play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy,	l	
control and expression		
2: listen with attention to detail and recall sounds with increasing aural memory		
3: use and understand staff and other musical notations		
4: use and understand staff and other musical notations		
5: appreciate and understand a wide range of high-quality live and recorded music from drawn different traditions and from		
great musicians and composers		
6: develop an understanding of the history of music		

Languages Objectives		
1: listen attentively to spoken language and show understanding by joining in and responding		
2: explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words		
3: engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and		
help*		
4: speak in sentences, using familiar vocabulary, phrases and basic language structure		
5: develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar		
words and phrases*		
6: present ideas and information orally to a range of audiences*		
7: read carefully and show understanding of words, phrases and simple writing		
8: appreciate stories, songs, poems and rhymes in the language		
9: broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written		
material, including through using a dictionary		
10: write phrases from memory, and adapt these to create new sentences, to express ideas clearly		
11: describe people, places, things and actions orally* and in writing		
12: understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and		
neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for		
instance, to build sentences; and how these differ from or are similar to English.		