

# Curriculum Overview for Year 5 Summer 2018-2019

- I can use KS1, Year 3 and Year 4 grammar and punctuation.
- I can use the present perfect form of verbs
- I use commas to structure my sentences and clarify the meaning of a text.
- I can use pronouns and nouns appropriately.
- I can use inverted commas including associated punctuation.
- I can use range of sentence openers-judging the impact of the effect needed.
- I can use verb phrases to create subtle differences (e.g. She began to run).
- I can use fronted adverbials correctly.
- I can use inverted commas and all speech punctuation.
- Adapt my spoken language depending on the audience, the purpose or the context.
- Use Standard English in formal situations.
- Beginning to use hypothetical language to consider more than one possible outcome or solution.
- I can write legibly and fluently with increasing speed.
- I can choose the style of handwriting that is best suited to a specific task.

## English

The Great Kapok Tree / Vanishing Rainforest  
Children to bring in own Rap poems to share with others to create own book.  
Poet Benjamin Zephaniah  
Beowulf book  
Rob Lloyd Jones

•Listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.  
•I can use a dictionary to check how more ambitious words are spelled and

- I draft and write by selecting grammar and vocabulary to enhance my work.
- I review my work to add description to develop settings and characters.
- I am beginning to use details across my texts to help link paragraphs together into a full text.
- I can ensure the consistent and correct use of tense throughout the piece of writing.
- I can start sentences in different ways.
- I can develop characters through action and dialogue.
- In narratives, I can describe settings, characters and atmosphere and integrate dialogue.
- I use headings and bullet points to structure my writing.
- I can establish a viewpoint as a writer through commenting on characters and events.
- I can spell some words that include silent letters.
- I use the first three letters of a word to quickly find it in a dictionary.
- I am beginning to use a thesaurus to improve my vocabulary use; finding a wider set of different words in my text.
- I can continue to distinguish between homophones and other words which are often confused.

## Art

- Print:** Can they print using a number of colours?  
Can they create an accurate print design that meets a given criteria?  
Can they print onto different materials?
- ICT:** Can they create a piece of art work which includes the integration of digital images they have taken?  
Can they combine graphics and text based on their research?  
Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning?
- Can they create digital images with animation, video and sound to communicate their ideas?
- Planning:** Can they suggest some alternative plans and say what the good points and drawbacks are about each?

## Design and Technology

### Bayeux Tapestry

- Can they incorporate a switch into their product?
- Can they refine their product after testing it?
- Stiff and flexible: Are their measurements accurate enough to ensure that everything is precise?
- How have they ensured that their product is strong and fit for purpose?
- Evaluate and process:**  
Do they keep checking that their design is the best it can be?  
Do they check whether anything could be improved?  
Can they evaluate appearance and function against the original criteria?

## Physical & Human Geography

LC: What is it like in the Amazon?

- Can they explain how a location fits into its wider geographical location; with reference to physical features?
- Can they explain how a location fits into its wider geographical location; with reference to human and economical features?
- Can they explain what a place might be like in the future taking account of issues impacting on human features
- Can they collect information about a place and use it in a report?
- Can they map land use?

## History - Anglo Saxons

LC: What impact did the Anglo-Saxons have?

- Explain the role that Britain has had in spreading Christian values across the world.
- Make comparisons between historical periods; explaining things that have changed and things which have stayed the same.
- I can test out a hypothesis in order to answer questions.

## Mathematics

**Number & Place Value**  
Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.  
Solve number problems and practical problems involving number.  
Addition & Subtraction  
Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

**Multiplication & Division**  
Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.  
Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.  
Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).

**Fractions, Decimals & Percentages**  
Multiply proper fractions and mixed numbers by whole numbers.  
Solve problems which require knowing percentage and decimal equivalents of and those fractions with a denominator of a multiple of 10 or 25.  
Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.  
Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, + = = 1]. Identify, describe and represent

**Measurement**  
Estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water].  
Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).  
Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

**Geometry-Shape**  
Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.  
Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.

## Modern Language Hobbies

- Can understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences. I can use what I have learnt about the structure of French sentences to build new ones using the same model. I can write the correct forms of some simple adjectives with a noun, using an example sentence.
- A school trip**  
I can understand the difference between "le"/"la" and "un"/"une" in spoken French. I can use French articles (the word for 'the' or 'a' that comes before a noun) confidently and accurately.  
I can use the third person singular form of the present tense to describe what others are doing, e.g. "il/elle danse".  
I can write several sentences from memory to describe a place, person or thing.  
I can construct a short text to describe a place, person or thing, in complex sentences  
I can write some regular French nouns in a singular and plural form  
I can use some simple sentence structures that differ from English in my writing.

## Music

- Use the pentatonic scale to create oriental inspired music.
- Composition based on the style of Gamelan music.
- Develop an understanding of the history of music.
- Performance – class showcase.
- Listen in detail to live & recorded music

## Religious Education

- How can people live through good times and through hard times?
- Understand how and why religious people find comfort, strength or peace from their faith when facing hard times.

## PE

- Health and Fitness**  
Static balance  
Coordination floor movement and floor patterns  
Tournaments
- Personal**  
Coordination with equipment  
Agility ball chasing

## ICT

### Information Technology

- I can recognise that intellectual property rights and copyright protection carry over into the online world.
- I can identify the features of legal downloads and illegal (pirated) content.
- I can recognise that piracy online affects artists and creative industries.
- I understand that if I use material that is not my own, often I need to credit the source.
- I know what an operating system is and why it is important
- I can identify the key internal parts of a computer – RAM, memory, processor, motherboard
- I can describe what each part does

## Science

### Animals including humans

### Growing up and growing old

- I can create a timeline to indicate stages of growth in humans.
- I can describe the process of reproduction in animals.

### Working Scientifically Super Scientists

- 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.