



PSHE

Health and wellbeing

- What is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and wellbeing.
- How to manage risks to physical and emotional health and wellbeing.
- Ways of keeping physically and emotionally safe.
- About managing change, such as puberty, transition and loss.
- How to respond in an emergency.
- Identifying different influences on health and wellbeing.

Relationships

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships.

Living in the wider world

- Respect for self/others and the importance of responsible behaviours & actions.
- About rights and responsibilities as members of groups and as citizens.
- About different groups and communities.
- To respect equality and to be a productive member of a diverse community.
- About the importance of respecting and protecting the environment.
- About where money comes from, keeping it safe and managing it effectively.
- A basic understanding of enterprise.

English (Y5)

Reading

- Word reading**
- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix I, both to read aloud and to understand the meaning of new words that they meet.

Comprehension

- 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.
- Retrieve, record and present information from non-fiction.
- Predicting what might happen from details stated and implied.
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Recommending books that they have read to their peers, giving reasons for their choices.
- 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.
- Asking questions to improve their understanding.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Making comparisons within and across books.
- Provide reasoned justifications for their views.
- Learning a wider range of poetry by heart.
- 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.
- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Reading books that are structured in different ways and reading for a range of purposes.
- Distinguish between statements of fact and opinion.
- Identifying and discussing themes and conventions in and across a wide range of writing.
- 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

Writing

Composition

- Identifying the audience for and purpose of the writing
- Assessing the effectiveness of their own writing
- Assessing the effectiveness of others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensuring the consistent and correct use of tense throughout a piece of writing
- Ensuring correct subject and verb agreement when using singular and plural
- Distinguishing between the language of speech and writing
- Choosing the appropriate register
- Proof-read for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- Using other similar writing using other similar writing as models for their own compositions
- Selecting the appropriate form
- Noting and developing initial ideas, drawing on reading and research where necessary
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- In narratives, describing settings, describing characters, describing atmosphere through characters and setting
- Integrating dialogue to convey character and to advance the action.
- Précising longer passages
- Using a wide range of devices to build cohesion within and across paragraphs
- Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)

Transcription- handwriting

- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- Choosing the writing implement that is best suited for a task

Speaking and listening – woven through strands

Transcription- spelling

- Use a thesaurus.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Endings which sound like cial
- 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 I.
- Endings which sound spell-cious or lious
- Words ending in -ant, -ance/-ancy, -ent, -ence/-ency
- Use dictionaries to check the spelling and meaning of words.
- Continue to distinguish between homophones and other words which are often confused.
- Spell some words with 'silent' letters (for example, knight, psalm, solemn).
- Use further prefixes and suffixes and understand the guidance for adding them.
- Words ending in -ably and -ibly
- Adding suffixes beginning with vowel letters to words ending in -fer
- Use of the hyphen to join words
- Words ending in -able and -ible
- Words with the /i/ sound spell ei after c
- Words containing the letter-string ough
- Homophones and other words that are often confused
- Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)

Grammar

- Use of commas to clarify meaning and to avoid ambiguity.
- Converting nouns or adjectives into verbs using suffixes (eg. -ate, -ise, -ify).
- Verb prefixes (eg. dis-, de-, mis-, over- and re-)
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicating degrees of possibility using adverbs.
- Devices to build cohesion within a paragraph.
- Linking ideas across paragraphs using adverbials of time.
- Brackets, dashes, commas to indicate parenthesis.
- Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity.
- Indicating degrees of possibility using modal verbs.
- Linking ideas across paragraphs using adverbials of place, of number
- Linking ideas across paragraphs using tense choices.

Art & Design (UKS2)

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including
 - Sculpture- Autumn
 - Painting- Spring
 - Drawing and Printing- Summer
- Learn about great artists, architects and designers in history.
 - Autumn- Greek sculptures and relief tiles (ancient and prehistoric, traditional)
 - Spring- Claude Monet (Impressionist)
 - Summer- Space race imagery (retro-futurism)

Computing (UKS2)

- 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
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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.
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

PE (UKS2)

- Autumn
- Hockey**
- Combine basic hockey skills such as dribbling and push pass
 - Select and apply skills in a game situation confidently
 - Play effectively in different positions on the pitch including in defence
 - Increase power and strength of passes, moving the ball over longer distances
- Gymnastics**
- Create longer and more complex sequences and adapt performances
 - Take the lead in a group when preparing a sequence
 - Develop symmetry individually, as a pair and in a small group
 - Compare performances and judge strengths and areas for improvement
 - Select a component for improvement
- Spring
- Dance**
- Perform different styles of dance fluently and clearly
 - Refine and improve dances adapting them to include the use of space, rhythm and expression
 - Worked collaboratively in groups to compose simple dances
 - Recognise and comment on dances suggesting ideas for improvement
- Tennis**
- Introduce volley shots and overhead shots
 - Apply new shots into game situations
 - Play with others to score and defend points in competitive games
 - Explore tennis service rules
- Summer
- Rounders**
- Link together a range of skills and use in combination
 - Collaborate with a team to choose, use and adapt rules in games
 - Recognise how some aspects of fitness apply to rounders
- Athletics**
- Sustain pace over short and longer distances such as running 100m and running for 2 minutes
 - Able to run as part of a relay team working at their maximum speed
 - Perform a range of jumps and throws demonstrating increasing power and accuracy

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<p>Maths (Y5)</p> <p>Number: Place Value</p> <ul style="list-style-type: none"> read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 interpret negative numbers in context; count forwards and backwards with positive and negative whole numbers, including through 0 round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 solve number problems and practical problems that involve all of the above read Roman numerals to 1,000 (M) and recognise years written in Roman numerals <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why <p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers establish whether a number up to 100 is prime and recall prime numbers up to 19 multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers multiply and divide numbers mentally, drawing upon known facts divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes 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 scaling by simple fractions and problems involving simple rates <p>Number: Fractions</p> <ul style="list-style-type: none"> compare and order fractions whose denominators are all multiples of the same number identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths 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, $\frac{7}{5} = 1 \frac{2}{5}$] add and subtract fractions with the same denominator, and denominators that are multiples of the same number multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents round decimals with 2 decimal places to the nearest whole number and to 1 decimal place 	<p>Design & Technology (UKS2)</p> <p>Design</p> <ul style="list-style-type: none"> 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 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 <p>Evaluate</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products. <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>Autumn- Materials/-Textiles Spring- Cooking and Nutrition Summer- Electrical Systems</p>	<p>Geography (UKS2)</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Locate the main countries in Europe and Russia. Locate and name principal cities. Compare and contrast a Western and Eastern European country. Locate the UK's regions and major cities knowing their distinct characteristics. Describe several physical environments in the UK and how they change. Recognise and explain broad land-use patterns of the UK Compare land use maps of UK from past with the present. Locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. 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) and the Greenwich Meridian. <p>Human and physical geography</p> <ul style="list-style-type: none"> Describe how locations are changing. Describe some of the geographical diversity in a particular place including: <ul style="list-style-type: none"> Climate zones Biomes Population Languages Identify countries with similar characteristics. Compare and contrast population information for two different places. <p>Geographical skills and fieldwork</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography including physical processes that affect the lithosphere, journey of a river and the water cycle Human geography including tourism, transport, travel between UK and Europe Explore human attempts to show climate change Know and understand what life is like in cities and in villages. Understand what regeneration is. Compare and contrast different types within human processes e.g. <ul style="list-style-type: none"> Tourism in different countries and how it can be more sustainable and eco-friendly. Explain why human processes may change over time and depending on locations. Describe the differences between two biomes 	<p>MFL</p> <p>French- Language Angels</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing 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

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- read, write, order and compare numbers with up to 3 decimal places
- solve problems involving number up to 3 decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction

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- solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{5}$ and those fractions with a denominator of a multiple of 10 or 25

Measurement

- convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling

Geometry- Properties of Shapes

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (°)
- identify:
 - angles at a point and 1 whole turn (total 360°)
 - angles at a point on a straight line and half a turn (total 180°)
 - other multiples of 90°
 - 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

Geometry- 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

Statistics

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

Science (Y5)

Working scientifically

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Using test results to make predictions to set up further comparative and fair tests
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- Identifying scientific evidence that has been used to support or refute ideas or arguments

Living things and their habitats

History (Y5)

-Britain's settlement by Anglo-Saxons and Scots
-A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- a significant turning point in British history -Battle of Britain
-Ancient Greece – a study of Greek life and achievements and their influence on the western world.

Cause and Consequence

- Why did the Romans leave Britain?
- How did WW2 begin and why?
- What major victories led to Britain winning the war?

Music (UKS2)

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn

-Understand the ecosystem of a river and how rivers and estuaries are important for living things.

Place knowledge

- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied
- Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.
- Begin to understand** why we use a six-figure grid reference rather than a four-figure grid reference.
- Use maps at different scales.
- Carry out** fieldwork through a river study- using techniques to measure, record, present and explain changes along a section of a river.
- Present** information gathered in fieldwork using simple graphs.
- Describe the purpose** of each representation.
- Use thematic maps for specific purposes.
- Draw conclusions** of what different maps can represent.
- Compare and contrast** the features of a topographic map and those of a political map.

RE (UKS2)

- Hindu, Jewish and Islamic Prayer: What? When? How? Where?
- What does it mean if Christians believe God is holy and loving?
- What can we learn from religion about temptation?
- What do Christians believe Jesus did to save human beings?
- Can religions help people when times are hard?
- What will make Sandwell more respectful community?

Make sense of belief:

- Explain beliefs about prayer from Judaism and Islam
- Describe examples of texts which explain and influence Jews and Muslims in prayer

Understand the impact:

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<ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals <p>Animals, including humans</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age <p>Properties and changes of materials</p> <ul style="list-style-type: none"> 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 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes 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 <p>Earth and space</p> <ul style="list-style-type: none"> describe the movement of the Earth and other planets relative to the sun in the solar system describe the movement of the moon relative to the Earth describe the sun, Earth and moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky <p>Forces</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect 	<p>Why did the Ancient Greeks fight so many wars?</p> <p>Change in Continuity</p> <ul style="list-style-type: none"> Why did the Romans leave Britain? How much did Britain change after the Romans left? Why did the Anglo-Saxons choose not to live in the towns the Romans left behind. Legacy of Ancient Greeks today- modern day life and how it has been influenced by Greek ideas and developments. Modern day Olympics. <p>Similarities and Differences</p> <ul style="list-style-type: none"> Changes to Anglo-Saxon beliefs- conversion to Christianity. How did the lives of the Anglo-Saxons change? Democracy and daily life during Ancient Greek times. Scholars and philosophers during Ancient Greek times. Athens v Sparta – war between 2 different city states. What happened to Germany after WWI? Signing the Treaty of Versailles. How did Hitler expand Germany? Why did Hitler become a popular choice to rule Germany? How was Europe ruled before the start of WW2? <p>Historical Significance</p> <ul style="list-style-type: none"> What does Sutton Hoo tell us about the Anglo-Saxon world? Historical significance of WW2. How did Hitler come to power and become a leader of Germany? How did WW2 impact society and our region? Holocaust and Anne Frank Why was the RAF so important to the defence of Britain? Why did the Ancient Greek Empire come so important? 	<p>from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> Develop an understanding of the history of music. <p>Year 5 will be taught to play the ukulele throughout the year.</p>	<ul style="list-style-type: none"> Make clear connections between belief about God and the practice of prayer Explain differences between the ways Jews and Muslims pray <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions about prayer and God and explore varied answers Explain the importance of prayer to Muslims, Jewish people and those who do not pray, or pray in different ways Give good reasons for their views about prayer and its value in different communities.
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