



Tatsfield Primary School Year 5 Curriculum

English

Reading – Word

Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet

Reading – Comprehension

Maintain positive attitudes to reading and understanding of what they read by:

Continuing to read and discuss a 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

Using dictionaries to check the meaning of words that they have read

Increasing their familiarity with a wide range of books, including myths, legend and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions

Recommending books that they have read to their peers, giving reasons for their choices

Identifying and discussing themes and conventions in and across a wide range of writing

Making comparisons within and across books

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

Understand what they read by:

Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

Asking questions to improve their understanding

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

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

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

Distinguish between statements of fact and opinion

Retrieve, record and present information from non-fiction

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

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

Provide reasoned justifications for their views

Writing

Write legibly, fluently and with increasing speed by:

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

Composition

Plan writing by:

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

Noting and developing initial ideas, drawing on reading and research where necessary

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

Précising longer passages



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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]

Evaluate and edit by:

Assessing the effectiveness of their own and 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 and 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

Writing – vocabulary, grammar and punctuation

Develop their understanding of the concepts set out in the National Curriculum [English Appendix 2](#) by:

Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

Using passive verbs to affect the presentation of information in a sentence

Using the perfect form of verbs to mark relationships of time and cause

Using expanded noun phrases to convey complicated information concisely

Using modal verbs or adverbs to indicate degrees of possibility

Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

Learning the grammar for years 5 and 6 in the national Curriculum English Appendix 2

Indicate grammatical and other features by: *using commas to clarify meaning or avoid ambiguity in writing*

Using hyphens to avoid ambiguity

Using brackets, dashes or commas to indicate parenthesis

Using semi-colons, colons or dashes to mark boundaries between independent clauses

Using a colon to introduce a list

Punctuating bullet points consistently

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

Spelling, Punctuation and Grammar

A breakdown of the spelling, punctuation and grammar curriculum can be viewed in the Tatsfield progression booklet and the National Curriculum

Range of opportunities

Fiction

Write stories

Write stories that contain mythical, legendary or historical characters or events

Write stories of adventure

Write stories with imaginary settings

Write letters

Write stories inspired by reading across the curriculum

Write plays

Non- Fiction

Write instructions

Write Recounts

Write persuasively

Write in a journalistic style

Write formally

Poetry

Write poems that convey an image

Communication – across Years 1 to 6

Listen and respond appropriately

Ask relevant questions to extend understanding and knowledge

Use relevant strategies to build vocabulary



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Articulate and justify answers, arguments and opinions

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Speak audibly and fluently with an increasing command of Standard English

Participate in discussions, presentations, performances, role play, improvisations and debates

Gain, maintain and monitor the interest of the listener(s)
Consider and evaluate different viewpoints, attending to and building on the contributions of others

Select and use appropriate registers for effective communication

Mathematics

Number- number and place value

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 zero

Round any number up to 1 000 000 to the nearest 10,

100, 1000, 10 000 and 100 000

Solve number problems and practical problems that involve all of the above

Read Roman numerals to 1000 (M) and recognise years written in Roman numerals

Number – addition and subtraction

Add and subtract whole numbers with more than 4 digits 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

Number – multiplication and division

Identify multiples and factors, including finding all factor pairs of a number, and common factors of two 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 1000

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.

Number – Fractions (including decimals and percentages)

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, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]



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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 two decimal places to the nearest whole number and to one decimal place

Read, write, order and compare numbers with up to three decimal places

Solve problems involving number up to three decimal places

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

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 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), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes

Estimate volume [for example, using 1 cm^3 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 shape

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 ($^\circ$) identify:

angles at a point and one whole turn (total 360°)

angles at a point on a straight line and $\frac{1}{2}$ 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

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 degree of trust in results, in oral and written forms such as displays and other presentations



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Identifying scientific evidence that has been used to support or refute ideas or arguments.

Living things and their habitats

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

Animals including humans

Describe the changes as humans develop to old age

Properties and changes of material

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

Earth and space

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

Forces

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

Gardening

Growing potatoes/alstromeria linked to science project

Computing

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

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

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



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Art

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

To create sketch books to record their observations and use them to review and revisit ideas

To improve their mastery of art and design techniques, including drawing, textiles, painting and sculpture with a range of materials. – *Textile Sculptures*

Learn about the great artists, architects and designers in history *Henry Moore, William Turner*

Design Technology

Design:

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.

Make:

Select from and use a wider range of tools and equipment to perform practical tasks, such as 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.

Evaluate:

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 – *Henry Moore, Sir John Anderson*

Technical knowledge:

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages

Apply understanding of computing to program, monitor and control their products

Cooking and Nutrition

Understand and apply the principles of a healthy diet

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques:

Ration cooking

Biscuits

Baked potatoes, apple crumble, sandwiches, cheese straws

Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed

Geography

Locational knowledge

Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities

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

Understand geographical similarities and differences through the study of human and physical geography of a region within South America

Human and Physical Geography

Describe and understand key aspects of:

Physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes

Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Use the eight points of a compass, four-figure grid and six figure references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world



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History

A study of an aspect or theme in British history beyond 1066 –The Battle of Britain

A local history study – Biggin Hill Airfield

Foreign Language- French

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*

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

Describe people, places, things and actions orally* and in writing

Music

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 from different traditions and from great composers and musicians

Develop an understanding of the history of music

To begin to learn to play the Violin with Tuning up –Surrey Arts

Physical Education

Use running, jumping, throwing and catching in isolation and in combination

Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Perform dances using a range of movement patterns

Take part in outdoor and adventurous activity challenges both individually and within a team

Compare their performances with previous ones and demonstrate improvement to achieve their personal best

PSHE RSE

Me and My Relationships

I can give a range of examples of our emotional needs and explain why they are important.

I can explain why these qualities are important.

I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.

Valuing Difference

I can give examples of different faiths and cultures and positive things about having these differences.

I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.

Keeping Myself Safe

I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.

I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.

Rights and responsibilities

I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school.

I can also give real examples of each that relate to me.

I can give a few different examples of things that I am responsible for to keep myself healthy.



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How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give examples of some of the things they have to allocate money for.

Being My Best

I can give an example of when I have had increased independence and how that has also helped me to show responsibility.

I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.

Growing and Changing

I can label some parts of the body that only boys have and only girls have.

I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.

I can explain what resilience is and how it can be developed.

I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).

I am able to identify when I need help and can identify trusted adults in my life who can help me.
