Science Y5 –

Y5 – Living things & 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.

Properties and changes in materials
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

D&T –

*Generate ideas through brainstorming and identify a purpose for their product
*Draw up a specification for their design
*Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail
*Use results of investigations, information sources, including ICT when developing design ideas
Evaluate a product against the original design specification
*Evaluate it personally and seek evaluation from others

Music

Y5 – Singing/Composition

Vocal skills: Play and perform solo and ensemble contexts with increasing accuracy, fluency, control and expression.

Pulse and rhythm: To be able to maintain a complex rhythmic pattern vocally or on and instrument, keeping to the pulse.

Year 5
Topic: Who got what in the struggle for England?

ICT

Y5 – Using a Multi-Media program to gather information and present

Multimedia
- I can use text, photo, sound and video editing tools to refine my work.
- I can use the skills I have already developed to create content using unfamiliar technology.
- I can select, use and combine the appropriate technology tools to create effects that will have an impact on others.
- I can select an appropriate online or offline tool to create and share ideas.
- I can review and improve my own work and support others to improve their work.

E-Safety
- I can choose a secure password and appropriate screen name.
- I protect my password and other personal information.
- I can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult.
- I know that anything I post online can be seen, used and may affect others.
- I can talk about the dangers of spending too long online or playing a game.
- I can explain the importance of communicating kindly and respectfully.
- I can discuss the importance of choosing an age-appropriate website, app or game.
  I can explain why I need to protect my computer or device from harm.

Geography

* Name and locate counties and cities of the United Kingdom, (Link to place name enquiry – Anglo Saxon Place, Mystery Graves)

*Use 8 points of a compass, six-fig. grid references, symbols and key (including use of Ordnance Survey maps) to build their knowledge of the UK

*Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies?

History
Britain's settlement by Anglo-Saxons and Scots
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

*Timeline to order events

*Why did The Romans leave England? Compare viewpoints were people pleased to see The Romans go or not?

*Where did the Anglo –Saxons come from? Why did they invade?

*Where did the Vikings come from? Why did they invade?

*Where did the Anglo-Saxons and Vikings settle? How were they received?
What legacy did they leave behind?

Philosophy

Philosophy:

Even though we all have differences, are we all really the same?

Is it better to do what you think is right or to follow the rules?

What do you need to know about a person before you trust them?

Should animals have the same freedom as humans?

Can someone have too much power?

Grammar:

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

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

Using the present progressive, past progressive, present participle, past participle and perfect tenses.

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 (ie omitted) relative pronoun

RE

Y5

How far would a Sikh go for his/her religion?

Do religious people lead better lives?

Is religion the most important influence and inspiration in everyone's life?

What is the best way for a Hindu to show commitment to God?

Do religious people lead better lives?

Do all religious beliefs influence people to behave well towards others?

English/Maths Enhancement Suggestions - differentiate as appropriate to year group expectations.

English	Maths

English:

Fiction – Legend

Beowulf by Michael Morpurgo

Non-Fiction –

  Newspaper Report

  Explanation Text

- 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
- 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
- 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.
- 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
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Maths:

Place value

Read, write & locate 5- & 6-digit numbers on a landmarked line; use this to compare/order numbers; recognise the value of each digit.

Count forwards or backwards in steps of powers of 10 for any given number > 1,000,000.

Solve number problems and practical problems involving place value.

Decimals and fractions

Understand the effect of multiplying/dividing by 10, 100, 1,000, including 1- and 2-place decimal answers.

Write decimal numbers as tenths and hundredths.

Locate 2-place decimal numbers on a line; round them to the nearest tenth or whole number.

Write decimal numbers as tenths, hundredths, thousandths, e.g. 0.71 as 71/100, 0.327 as 327/1000; relate thousandths to tenths and hundredths.

Add 2-place decimal numbers mentally or using column addition.

Subtract 1- and 2-place decimal numbers by counting up: 6.2 – 3.5, 13.1 – 9.45.

Addition and subtraction

Add 2-place decimal numbers in the context of money, mentally or using column addition.

Subtract 1- and 2-place decimal numbers in the context of money by counting up.

+/- mentally with confidence, where numbers are less than 100 or the calculation relies upon simple +/- & place value, e.g. giving change.

Subtract larger numbers using expanded or compact column subtraction, or by counting up.

Multiplication and division

Multiples, factors and word problems
Primes, divisibility, mental strategies
Grid method and short multiplication