

Lovelace Primary School - Key Curriculum Content for Year 5 - Smarter, Healthier, Happier

ENGLISH - Priority Objectives for pupils to master by the end of Year 5		MATHS - Priority Objectives for pupils to master by the end of Year 5	SCIENCE - Topics / Knowledge Covered														
National Curriculum (Statutory)		<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 & 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 & 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 & Decimals</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, 2/5 + 4/5 = 6/5 = 1 1/5]- 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 = 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- 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- solve problems which require knowing percentage and decimal equivalents of 1/2 , 1/4 , 1/5 , 2/5 , 4/5 and those fractions with a denominator of a multiple of 10 or 25 <p>Measurement:</p> <ul style="list-style-type: none">- 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	<table><tr><th>Term</th><th>Knowledge Focus</th></tr><tr><td>1</td><td>Forces</td></tr><tr><td>2</td><td>Earth and Space</td></tr><tr><td>3</td><td>Living things and their habitats</td></tr><tr><td>4</td><td>Animals including humans</td></tr><tr><td>5</td><td>Materials (changes, mixtures and separation)</td></tr><tr><td>6</td><td>Materials (changes, mixtures and separation)</td></tr></table> <p>Link to Knowledge & Concept Organisers: Year 5 Science Curriculum Progression...</p> <p>Link to Progression on Working Scientifically: Edited Science Skills Progression Map</p> <p>Science WOW - Visit from portable planetarium and water rocket workshop</p> <p>Eco / Environmental / Outdoor: Class Tree Pine, Spruce, Hawthorn Adopted Habitat - Dens and Bird hide</p>	Term	Knowledge Focus	1	Forces	2	Earth and Space	3	Living things and their habitats	4	Animals including humans	5	Materials (changes, mixtures and separation)	6	Materials (changes, mixtures and separation)
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Spoken Language / Oracy:	<ul style="list-style-type: none">- 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- Taking turns, listening to what others say- 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																
Reading - word reading	<ul style="list-style-type: none">- Apply their knowledge of root words, prefixes and suffixes to read aloud and understand words.- Read further exception words noting the unusual correspondences between spelling and sound and where these occur in the word																
Reading - comprehension (to develop an understanding of what they have read)	<p>Understanding what they have read by:</p> <ul style="list-style-type: none">- Checking the text makes sense to them- Discuss their understanding of the text and explain the meaning of words in context (precision)- Ask questions to improve their understanding of the text.- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence- Predict what might happen from details stated and implied.- Identifying the main ideas drawn from more than one paragraph and summarise what happens in more than one paragraph.- Identify how language, structure and presentation contribute to meaning.- discuss and evaluate how authors use language, including figurative language, considering the impact of 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																
Reading for pleasure (develop a positive attitude to reading)	<ul style="list-style-type: none">- 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- increasing their familiarity with a wide range of books, including myth, legends and traditional stories, modern fiction, fiction from our literary 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																
Writing: spelling	<ul style="list-style-type: none">- spell some words with 'silent' letters (for example, <i>knight, psalm, solemn</i>)- continue to distinguish between homophones and other words which are often confused- 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- use dictionaries to check the spelling and meaning of words- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary- use a thesaurus.- Endings which sound like /əʃ/ spelt -cious or -tious- Endings which sound like /jəl/ spelt -cial or -tial- Words ending in -ant, -ance/-ancy, -ent, -ence/-ency- Words ending in -able and -ible Words ending in -ably and -ibly- Adding suffixes beginning with vowel letters to words ending in -fer- Use of the hyphen- Words with the /i:/ sound spelt ei after c- Words containing the letter-string ough- Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the																

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	pronunciation of the word) -Homophones and other words that are often confused	
Writing: 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	
Writing: composition	<p>Plan their writing by:</p> <ol style="list-style-type: none"> 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 <p>Draft and write by:</p> <ol style="list-style-type: none"> 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 precising 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 <p>Evaluate and edit by:</p> <ol style="list-style-type: none"> 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 <p>Proofread for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<ul style="list-style-type: none"> 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 <p>Geometry: Properties of Shape:</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 <p>Geometry: Position & Direction:</p> <ul style="list-style-type: none"> 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 <p>Statistics:</p> <ul style="list-style-type: none"> solve comparison, sum and difference problems using information presented in a line graph complete, read and interpret information in tables, including timetables
Writing: vocabulary, grammar & punctuation	<ul style="list-style-type: none"> - Develop their understanding of the concepts set 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 (ie omitted) relative pronoun - Using commas to clarify meaning or avoid ambiguity in writing - Using hyphens to avoid ambiguity - Using brackets, dashes or commas to indicate parenthesis - Using semicolons, colons or dashes to mark boundaries between independent clauses - Using a colon to introduce a list - Punctuating bullet points consistently 	
Range of Writing Purposes / Audiences:		
Grammar Appendix (NC / Statutory)		
Word	<ul style="list-style-type: none"> - Converting nouns or adjectives into verbs using suffixes (-ate, -ise, -ify) - Verb prefixes (dis-, de-, mis-, over-, re-) 	
Sentence	<ul style="list-style-type: none"> - Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. - Indicating degrees of possibility using adverbs or modal verbs 	
Text	-Devices to build cohesion within a paragraph (then, after, that, this, firstly)	

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	- Linking ideas across paragraphs using adverbials of time, place and number or tense choices.	
Punctuation	-Brackets, dashes or commas to indicate parenthesis - Use of commas to clarify meaning or avoid ambiguity	
Terminology	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	

Foundation Curriculum - Priority Objectives / Key Building Blocks / Linked Learning e.g. STEM																					
PHSE / RSE	Computing	Art & Design	Design Technology	MFL French	Geography	History	RE	Music	PE & Sport												
<p>We have chosen to adopt the JIGSAW PHSE scheme.</p> <p>Autumn 1: Being Me ■ UK 9-10 1-BM P...</p> <p>Autumn 2: Celebrating differences ■ UK 9-10 2-CD Pi...</p> <p>Spring 1: Dreams and goals ■ UK 9-10 3-DG P...</p> <p>Spring 2: Healthy Me ■ UK 9-10 4-HM P...</p> <p>Summer 1: Relationships ■ UK 9-10 5-RL Pi...</p> <p>Summer 2: Changing Me ■ UK 9-10 6-CM P...</p> <p>SMSC We follow a programme adopting UNICEF Rights Respecting School.</p> <p>We have a class council contributing to a school council.</p>	<p>Autumn 1: Digital Literacy Media analysis and esafety poster s.</p> <p>Autumn 2: Communication- producing documents and presentation</p> <p>Spring 1: Data- Design and create a database</p> <p>Spring 2: Programming- Designing and constructing a playable game.</p> <p>Summer 1: Programming- Designing and constructing a playable game.</p> <p>Summer 2: Multimedia Video editing- film own adverts using green screen.</p> <p>Computing Innovation:</p> <p>3D printer Drone Robotics Green Screen</p>	<p>Autumn 1: (Christmas cards) DT</p> <p>Autumn 2: Access Art Set design Create a set for A Christmas Carol</p> <p>Spring 1: Access Art Land and City</p> <p>Spring 2: Access Art Architecture</p> <p>Summer 1: Sculpture Greek pottery</p> <p>Summer 2: DT</p> <p>https://docs.google.com/document/d/1PN1cZms_eF4-gMHJ8cuKc2yZ6lX3mPFP/edit?usp=sharing&ouid=104230157450048688958&rtpof=true&sd=true</p>	<p>Autumn: Pulleys and gears Sewing</p> <p>Spring: Art</p> <p>Summer: Cooking</p>	<p>Autumn 1: recap from year 4 (numbers, greetinas. food. bets) ■ French Autumn ...</p> <p>Sorina 1: food ■ French Autumn ...</p> <p>Summer 1: All about me ■ Y5 French.pptx</p>	<p>Spring 1 - River Thames</p> <p>Use geographical language to describe some aspects of human and physical features and patterns.</p> <p>Make observations about places and features that change over time.</p> <p>Identify similarities, differences and patterns when comparing places and features.</p> <p>Observe, record, and name geographical features in their local environments.</p> <p>Spring 2 - How has London changed? Name and locate a wider range of places in their locality, the UK and wider world.</p> <p>Use geographical language to describe some aspects of human and physical features and patterns.</p> <p>Make observations about places and features that change over time.</p> <p>Identify similarities, differences and patterns when comparing places and features.</p> <p>Observe, record, and name geographical features in their local environments.</p> <p>Use a range of sources including digital maps, atlases, globes and satellite images to research and present</p>	<p>Autumn 1: Victorian Britain.</p> <p>Autumn 2: History of Kingston</p> <p>Develop a chronological understanding of a local area: Kingston. Pupils note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Pupils will study over time tracing how several aspects of national history are reflected in Kingston</p> <p>Summer 1: Greek history.</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>We follow the agreed Kingston SACRE curriculum:</p> <p>Autumn 1: God is holy and loving ■ RE Autumn 1 ye...</p> <p>Autumn 2: Muslims in Britain ■ What does it me...</p> <p>Spring 1 - Easter Experience Easter Experience at the King's Centre</p> <p>Spring 2 - Jesus the Messiah ■ Why do Christia...</p> <p>Summer 1 - Why is the Torah so important to Jewish people? ■ Why is the Torah...</p>	<p>Music is taught by a specialist teacher through a weekly music lesson and a weekly singing lesson</p> <p>■ Music Plans</p>	<p>PE is taught by a specialist, a swimming teacher and the class teacher</p> <table><tr><th>T</th><th>Sport</th><th>Sport</th></tr><tr><td>1</td><td>Country dancing ■ Ext... Tag Rugby</td><td>Football</td></tr><tr><td>2</td><td>Contemporary Dance</td><td>Tennis/Table tennis</td></tr><tr><td>3</td><td>Cricket</td><td>Rounders and Outdoor Athletics</td></tr></table> <p>Daily Mile</p> <p>Playtimes (continuous provision)</p> <p>Schools Day at KIA Oval - experience professional sports</p>	T	Sport	Sport	1	Country dancing ■ Ext... Tag Rugby	Football	2	Contemporary Dance	Tennis/Table tennis	3	Cricket	Rounders and Outdoor Athletics
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					<p>geographical information.</p> <p>Use the eight compass points and recognise some Ordnance Survey symbols on maps.</p> <p>Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.</p> <p>Summer 2: Coasts</p> <p>Use geographical language to describe some aspects of human and physical features and patterns.</p> <p>Make observations about places and features that change over time.</p> <p>Identify similarities, differences and patterns when comparing places and features.</p> <p>Observe, record, and name geographical features in their local environments.</p>				
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Educational Visits, Residential Trips, Visiting Groups WOW / 101 Experiences / Special Days and Events for the Development of Character	Term 1 Ada Lovelace Day (STEM) Victorian Day School Grounds / Outdoor Learning Day Rose Theatre Kingston	Term 2 London Transport Museum Residential BOWLES Plaenarium Children in Need Remembrance Dress the Tree	Term 3 Panto Workshops River workshop? Easter experience	Term 4 Dress up for World Book Day. London?	Term 5 Religious visit to mosque or synagogue? Ancient Greek Day	Term 6
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