

Woodside Academy

Year 5 Curriculum



English

Reading

- Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet
- 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 myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- 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
- 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
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and opinion
- Provide reasoned justifications for their views
- Retrieve, record and present information from non-fiction

Writing

- 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]
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- 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
- Proof-read for spelling and punctuation errors

Grammar, Punctuation and Spelling

- 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
- Using commas to clarify meaning or avoid ambiguity in writing
- Using hyphens to avoid ambiguity
- Using semi-colons, colons or dashes to mark boundaries between independent clauses
- Using a colon to introduce a list
- Using brackets, dashes or commas to indicate parenthesis
- Punctuating bullet points consistently

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 forward 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
- add and subtract whole numbers with more than 4 digits, including using formal written methods
- add and subtract numbers mentally with increasingly large numbers

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- now 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,
 - 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 and cubed
 - 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

- use rounding to check answers to calculations and determine, in the context of a problem
- solve addition and subtraction multi-step problems in contexts

Fractions, 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
- 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
- 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',
- solve problems which require knowing percentage and decimal equivalents of a half, one quarter, one fifth, two fifths, four fifths and those fractions with a denominator of a multiple of 10 or 25

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

- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

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 (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 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 (°)
- identify: angles at a point and one whole turn (total 360)
- identify: angles at a point on a straight line and a half a turn (total 180) and identify: 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

Scientific Investigation

Science

- Carry out an investigation taking careful measurements and observations to draw conclusions.
- Carry out independent research to find out about the roles scientists played in helping our understanding of forces, presenting my findings appropriately.
- Carry out a fair test to explore forces recording my results accurately and using them to draw conclusions.
- Analyse a variety of statements, explaining which I agree with and why.
- Make predictions about investigations giving scientific explanations for my choices and test them.
- Mix a variety of materials with water to see whether they will dissolve, float, sink or react, recording the results in a table.
- Investigate different irreversible changes by mixing different materials together, observing the results and explaining what has happened.
- Compare and classify a variety of everyday materials based on their properties.
- Carry out a variety of investigations to explore the properties of materials to see if they e.g. conduct electricity, are magnetic, are soluble, etc.
- Label the parts of a flowering plant correctly using their scientific names.
- Dissect a flower to explore the male and female parts of the plant.
- Understand asexual reproductions in plants and follow instructions to grow a new plant from cuttings.
- Understand animal gestation and incubation periods.
- Compare the life cycles of a variety of animals.
- Carry out independent research to find out about the life and achievements of a famous naturalist.
- Describe some of the ways our bodies change as we grow.
- Name the different stages in the human life cycle and put them in order.
- Describe the stages in the gestation period of humans and compare this to other animals.
- Describe the growth and development of children from age 0 to 11.

Social Investigation

Geography

- Understand geographical similarities and differences through the study of human and physical geography
- Describe and understand key aspects human geography including the distribution of natural resources, distribution of waste and the impact this has on the environment
- Understand purpose, scale, symbols and style of maps and atlases.
- Recognising geographical issues affecting people in different places and environments
- Describing and explaining how humans can impact the environment both positively and negative using examples
- Understand and explain the water cycle.
- Find out about rivers and how they erode, transport and deposit materials.
- Find out why rivers are important.
- Find out about the seas and coasts of the UK.
- Find out about the causes of river pollution and the effect it has on the environment.
- Investigate a river in detail including the effects on the environment and landscape.
- To be able to conduct a geographical enquiry.
- To explore economic activity as part of a local area study.
- To explore land use as part of a local area study.
- To explore settlements as part of a local area study.
- To explore climate zones as part of a local area study.
- To explore rivers as part of a local area study.
- To explore mountains and hills as part of a local area study.

History

- Find and analyse a wide range of evidence about the past.
- To continue to develop their understanding of how historians and others investigate the past.
- Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites.
- Accurately use dates and terms to describe historical events.

- Understand the role of hormones in puberty and describe the changes which occur to both boys and girls.
- Describe some of the ways teenagers can keep fit and healthy during all the changes that take place during puberty and how they can stay fit as they get older.
- Understand that the human body starts to deteriorate as it enters old age.

Design and Technology

- Identify factors that could be changed on existing products and explain how these would alter the form and function of the product.
- Develop design criteria based on findings from investigating existing products and that clarifies the target user.
- Make a functional series circuit, incorporating a motor.
- Break down the construction process into steps so that others can make the product and peer evaluate a set of instructions.
- Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses.
- Determine which parts of a product affect its function and which parts affect its form and analyse whether changes in configuration positively or negatively affect an existing product.
- Adapt a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients and be able to write the amended recipe.
- Design appealing packaging to reflect a recipe.
- Cut and prepare vegetables safely including using equipment safely, eg. knives, hot pans and hobs.
- Know how to avoid cross-contamination.
- Identify and describe healthy benefits of food groups.
- Design a stuffed toy, considering the main component shapes required and create an appropriate template.
- Create a 3D stuffed toy from a 2D design by measuring, marking and cutting fabric accurately and independently and creating strong and secure blanket stitches when joining fabric.
- Thread needles independently and using appliqué to attach pieces of fabric decoration.
- Sewing blanket stitch to join fabric and applying blanket stitch
- Testing and evaluating an end product and giving point for further improvements.

- Understand how some historical events/periods occurred concurrently in different locations.
- The connections, contrasts and trends over time.
- Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
- Present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives.
- Accurately use dates and terms to describe historical events.
- Identify and note connections, contrasts and trends over time in the everyday lives of people.
- Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.
- Consider different ways of checking the accuracy of interpretations of the past. Start to understand the difference between primary and secondary evidence and start to question its reliability.
- Know that people in the past represent events or ideas in a way that may be to persuade others.
- Select relevant sections of information to address historically valid questions and construct detailed, informed responses;
- Find and analyse a wide range of evidence about the past.
- Start to understand the difference between primary and secondary evidence and start to question its reliability.
- Continue to develop their understanding of how historians and others investigate the past. Recognise when they are using primary and secondary sources of information to investigate the past.
- Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites.
- Order an increasing number of significant events, movements and dates on a timeline using dates accurately.
- Identify and note connections, contrasts and trends over time in the everyday lives of people. Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time.
- Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

Computing

- Compare results from different search engines
- Use web search to find specific information
- Refine a web search
- Capture video using a digital device
- Improve video by reshooting and editing
- Use a form to record information
- Use knowledge of databases to ask and answer questions
- Create a vector drawing by combining shapes
- Use tools to achieve a desired effect
- Group objects to make them easier to work with
- Control a circuit connected to a computer
- Write a program that includes count controlled loops
- Design a physical project that includes selection
- Create a program that uses selection

Spanish

- Phonics: Sound in: ga – gato, tortuga, garaje. accents: rat-ón, sa-lón stress placement: words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable like co-to-rra, pe-rro.
- To understand the role of gender in the choice of determiners. un (singular determiner 'a' for masculine nouns) una (singular determiner 'a' for feminine nouns)
- Phonics: Sound in: go –juegos. gi- refugio gu- agua accents: olímpicos, trampolín, natación, árboles, hábitats. stress placement: esgri-ma, ci-clis-mo, atle-tis-mo, a-ra-ña
- To understand adjectival agreement better and why adjectives often change spelling depending on the gender and plurality of what they are describing. es boxeador. (He is a boxer) es boxeadora. (She is a boxer). Understand better that the determiner is often dropped when the sport is used with the verb 'practicar' (to practice/do a sport). practico esgrima (I do/ practice fencing)
- To begin to understand how verbs can be spelt differently depending on who is doing the action.
- To understand the role of plurality in the choice of possessives. mi falda – singular possessive adjective mis faldas – plural possessive adjective
-

PSHE

- How to recognise and respect similarities and differences between people and what they have in common with others
- Learn about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others
- How people make decisions about spending and saving money and what influences them
- How to keep track of money so people know how much they have to spend or save
- How people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)
- How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions
- That if someone has experienced a head injury, they should not be moved
- When it is appropriate to use first aid and the importance of seeking adult help Red Cross - Life. Live it Help save lives / Emergency action
- The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services
- About the different types of relationships people have in their lives
- How friends and family communicate together; how the internet and social media can be used positively
- How knowing someone online differs from knowing someone face-to-face and how to recognise risk in relation to friendships and keeping safe
- About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family
- that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime

Music

- Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.
 - Sing three-part rounds, partner songs, and songs with a verse and a chorus.
 - Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.
 - Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (*fortissimo*), very quiet (*pianissimo*), moderately loud (*mezzo forte*), and moderately quiet (*mezzo piano*). Continue this process in the composition tasks below.
 - Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.
 - Working in pairs, compose a short ternary piece.
 - Use chords to compose music to evoke a specific atmosphere, mood or environment. . Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.
 - Capture and record creative ideas using any of:
 - *graphic symbols*
 - *rhythm notation and time signatures*
 - *staff notation.*
 - *technology.*
- Understand:
- Rhythm, Metre and Tempo - Simple time, compound time, syncopation
 - Understand Pitch and Melody - Full diatonic scale in different keys
 - Understand Structure and Form - Ternary form, verse and chorus form, music with multiple sections.
 - Understand Harmony – Triads, chord progressions.
 - Texture - Music in 3 parts, music in 4 parts.
 - *Dynamics and Articulation* – Wider range of dynamics including *fortissimo* (very loud), *pianissimo* (very quiet), *mezzo forte* (moderately loud) and *mezzo piano* (moderately quiet).
 - *Instruments and Playing Techniques* - Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant).

- That some jobs are paid more than others and some may be voluntary (unpaid)
- About the skills, attributes, qualifications and training needed for different jobs
- That there are different ways into jobs and careers, including college, apprenticeships and university
- How people choose a career/job and what influences their decision, including skills, interests and pay

Creative Investigation Art and Design

- Use sketchbooks to evaluate my work, test my ideas and practise my skills.
- Design and produce an image on poly board for printing.
- Use different techniques to create a printed piece of art.
- Be inspired by a variety of artists to create my own unique piece of work in their style.
- Use knowledge of colours to blend complimentary colours together to create a background for a painting.
- Select the appropriate medium for the piece of art I am creating.
- Use my knowledge of form to create a clay sculpture.
- Explore the relationship of line, form and colour in my sketching.
- Be able to design and make my own stencil to produce a piece of spray art.
- Use spray paint to create a graffiti piece of artwork.
- Use dye to colour fabric
- Develop my colour blending skills and refine my painting and sketching techniques to produce a portrait.
- Use collage to create my own interpretation of artwork.
- Be able to experiment with oil pastels.
- Be able to paint on a variety of different materials including acrylic sheets and can select the appropriate paint needed for the material.
- Use the seven elements of art to create a portrait.

- Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.
- Understand the differences between 2/4, 3/4 and 4/4 time signatures.
- Read and perform pitch notation within an octave (e.g. C–C'/do–do).
- Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.

Physical education

- To pass the ball in different ways with confidence and control. To keep possession of the ball when faced with opponents. To move with the ball at speed. To work together as a team, showing good awareness of others. To mark, track and cover when defending. Apply basic principles for attacking and defending in game situations.
- To pass/send a ball whilst on the move. To decide on ways to attack during games. To shoot whilst under pressure. To decide on ways to defend during games. To pass the ball over different distances whilst moving. To play handball games against others.
- To play games understanding different positions and roles. To dribble a ball at speed whilst changing direction. To use different passes whilst on the move. To decide the best way to defend in a game situation. To shoot with confidence and control. To decide the best way to attack in a game situation.
- To know and describe the correct grip and stance when holding a racket. To adopt a good ready position. To use a variety of different shots, and serves, hitting with increased consistency. To employ tactics in games. To play shots on the forehand and backhand side of the body. To follow the rules and score correctly.
- To throw a ball and bowl in different ways. To use skills and tactics to outwit opponents when fielding. To play shots into different spaces of the field. To use skills and tactics to outwit opponents when batting. To retrieve, catch, intercept and stop a ball when fielding. To participate in competitive games

- Be able to study a variety of artists from different time periods and discuss their work.
- Be able to blend using charcoals and chalks to achieve the desired tone for my artwork.
- Use tools to create a detailed sculpture.
- Be able to design and create my own print to print on fabric.
- Use different techniques when working with watercolours and refine my blending skills.
- Be able to use the technique of pointillism to create a picture
- Design and create a model using papier mâché and paint.
- Annotate my work and ideas.
- Plan and design a wire sculpture through drawing and other preparatory work.
- I am able to explore different effects and techniques including blending and creating texture when using chalks.

Woodside Academy is a registered charity and a company limited by guarantee (No. 08272256)

