

## Year 5 Overview

<p><b>Block 1</b>  <b>Topic:</b> Extraordinary Earth  <b>Book/Author:</b> King of the Cloud Forests - Michael Morpurgo  <b>Enrichment:</b> Clifton Fields (Fieldwork)  <b>British Values Focus:</b> Democracy  <b>GARP:</b> Who calls the Himalayan region home?  <b>SCARF:</b> Me and My Relationships  <b>English:</b> narrative (setting description) , Non Chronological Report (Yeti), Recount (Diary Entry)  <b>Maths:</b> place value, addition and subtraction  <b>Geography</b> -Geographical skills and Fieldwork  <b>Music</b> - Brass  <b>Computing</b> - Isafe  <b>French</b> - Do you have a pet?  <b>RE:</b> Hinduism  <b>Art:</b> Drawing - Artist Study, Lizzie Dalton  <b>PE:</b> OAA and Tag Rugby</p>	<p><b>Block 2</b>  <b>Topic:</b> Out of this world!  <b>Book/Author:</b> Mars Rover - Markus Motum and Hidden Figures by Margott Lee Shetterly  <b>Enrichment:</b> National Space Centre  <b>British Values Focus:</b> Tolerance  <b>GARP:</b> The role of women in Science  <b>SCARF:</b> Valuing Differences  <b>English:</b> <b>Poetry</b> (Free Verse) Instructions (Mars Rover) Persuasive letter (Rover)  <b>Maths:</b> Statistics, multiplication and division, Area/perimeter  <b>Science</b> - Earth and Space  <b>Music</b> - Brass  <b>Computing:</b> ICrypto  <b>French:</b> What is the date?  <b>RE:</b> Christianity  <b>DT:</b> Mechanisms  <b>PE:</b> Gymnastics and Netball</p>	<p><b>Block 3</b>  <b>Topic:</b> Tomb Raiders  <b>Book/Author:</b> Secrets of the Sun King - Emma Carroll  <b>Enrichment:</b> In-house Egyptian WOW day  <b>British Values Focus:</b> Individual Liberty  <b>GARP:</b> Queen Cleopatra and the role of women  <b>SCARF:</b> Keeping Myself Safe  <b>English:</b> Recount (Newspaper) Narrative (Tension - next part of the story ) Explanation text (The mummification process)  <b>Maths:</b> Multiplication and division and fractions  <b>Science</b> - Forces  <b>History:</b> Ancient Egyptians  <b>Music</b> - Brass  <b>Computing</b> - Iweb  <b>French:</b> The Weather  <b>RE:</b> Hinduism  <b>PE:</b> Quicksticks Hockey and Basketball</p>
<p><b>Block 4</b>  <b>Topic:</b> Adventure to Australia  <b>Book/Author:</b> Tiddalick (Traditional Tales)  <b>Enrichment:</b> Church Visit  <b>British Values Focus:</b> The Rule of Law  <b>GARP:</b> Book 'The Rabbits' by Shaun Tan - Diversity in Australia and learning to live together  <b>SCARF:</b> Rights and Responsibilities  <b>English:</b> Narrative <b>tradition tale</b> Persuasive Leaflet (Visit Australia) Non Chronological Report (Life for Aborginal people)  <b>Maths:</b> decimals and percentages  <b>Science:</b> STEM Week/ Properties and changes of materials  <b>Geography:</b> Locational and Place Knowledge, Human and Physical Geography  <b>Music</b> - Brass  <b>Computing</b> - Algorithm  <b>French:</b> Clothes  <b>RE:</b> Christianity  <b>DT:</b> Textiles and STEM  <b>Art:</b> Acrylic Paint - Artist Albert Namatijira  <b>PE:</b> Handball and Dance</p>	<p><b>Block 5</b>  <b>Topic:</b> Express Yourself!  <b>Book/Author:</b> Expressive poets and poetry (Benjamin Zephaniah)  <b>Enrichment:</b> Poetry Slam!  <b>British Values Focus:</b> Mutual Respect  <b>GARP:</b> Activism around the world - Greta Thurnberg, Malala Yousafzai  <b>SCARF:</b> Being My Best  <b>English:</b> Biography Benjamin Zephaniah, Song lyrics (Poet ) Discussion (Graffiti vs art )  <b>Maths:</b> decimals, geometry,  <b>Science</b> - Living things and their habitats  <b>Music</b> - Brass  <b>Computing</b> - Iprogram 1  <b>French:</b> Planets  <b>RE:</b> Hinduism  <b>Art:</b> Printing - Banksy  <b>PE:</b> Tennis and Rounders</p>	<p><b>Block 6</b>  <b>Topic:</b> The Mayan Civilization  <b>Book/Author:</b> The Hero Twins: Against the Lord of Death  <b>Enrichment:</b> Mayan Workshop  <b>British Values Focus:</b> Equality  <b>GARP:</b> Paralympian's  <b>SCARF:</b> Growing and Changing  <b>English:</b> Narrative (Legend- Story of the Hero Twins) Explanation text (What happened to the Mayans)  <b>Maths:</b> position and direction, converting units of measure and volume  <b>Science</b> - Animals including humans  <b>History:</b> The Maya Civilisation  <b>Music</b> - Brass  <b>Computing</b> - Iprogram 2  <b>French:</b> The Olympics  <b>RE:</b> Christianity  <b>DT:</b> Food Technology  <b>PE:</b> Swimming and Athletics</p>

English - Year 5

On-going LEAPS (to be taught in every unit/ block)

The Writing Process	Before I write	<ul style="list-style-type: none"> <li>I can identify the audience and purpose of my writing.</li> <li>I can use other similar texts as models for my own composition.</li> <li>I can plan and note initial ideas, drawing on reading and some research where necessary.</li> </ul>
	When I am writing	<ul style="list-style-type: none"> <li>I can select appropriate grammar and vocabulary for the text I am composing.</li> </ul>
	After I have written	<ul style="list-style-type: none"> <li>I can assess how effective my own and my peer's writing is and give a 'next step'.</li> <li>I can re-read my writing to check for errors in spelling, grammar and punctuation and correct these errors.</li> <li>I can suggest a better choice of vocabulary and punctuation for effect.</li> <li>I can perform my own compositions, using appropriate intonation, volume and movement.</li> </ul>
Writing	Composition and Effect	<ul style="list-style-type: none"> <li>I can identify the audience for and purpose of my writing, selecting the appropriate form and using other similar writing as models for my own.</li> </ul>
Handwriting		<ul style="list-style-type: none"> <li>I continue to consolidate consistency in size, proportion, fluency and spacing between letters and words.</li> <li>I am developing fluency and speed so that problems with forming letters do not get in the way of my writing down what I want to say.</li> <li>I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices; deciding, as part of my personal style, whether or not to join specific letters and choosing the writing implement that is best suited for a task (e.g. quick notes, letters).</li> <li>I am revising all rules for joining.</li> <li>I am developing fluency and speed so that problems with forming letters do not get in the way of me writing down what I want to say.</li> <li>I use joined handwriting for all writing except where other special forms are required.</li> <li>I know when to use an un-joined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</li> <li>I know when to use-a clear neat hand for finished, presented work. -informal writing for everyday informal work, rough drafting etc.</li> <li>I can write legibly, fluently and with increasing speed by: -choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters -choosing the writing implement that is best suited for a task (e.g. quick notes, letters).</li> </ul>
Spelling		<ul style="list-style-type: none"> <li></li> </ul>
Reading	Range of Reading	<ul style="list-style-type: none"> <li>I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>I am increasing my familiarity with a wide range of books, including myths. Legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</li> <li>I am learning a wider range of poetry by heart.</li> </ul>

		<ul style="list-style-type: none"> <li>I am preparing a wider range of poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</li> </ul>
	Decoding	<ul style="list-style-type: none"> <li>I can apply knowledge of a wider range of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li> <li>-I can read further exception words, noting the unusual correspondences between spelling and sound.</li> <li>-I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li> <li>-I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.</li> <li>-I can re-read and read ahead to check for meaning.</li> <li>-I can read fluently, using punctuation to inform meaning.</li> </ul>
	Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.

Block 1	Block 2	Block 3
<p><b>Subject/Conceptual knowledge/Skills:</b> Narrative- Setting Description, Non-Chronological Report, Recount- Diary</p> <p><b>Text/ Novel:</b> King of the Cloud Forest Michael Morpurgo</p> <p><b>Key Vocabulary from Text:</b> Ashley, Uncle Sung, Missionary, China, Nepal, Himalayas, Yeti.</p>	<p><b>Subject/Conceptual knowledge/Skills:</b> Free Verse Poetry, Instructions, Persuasion- Letter</p> <p><b>Text/ Novel:</b> Curiosity: Mars Rover</p> <p><b>Key Vocabulary from Text:</b> Curiosity, Mars Rover, Planets, NASA, Robotic,</p>	<p><b>Subject/Conceptual knowledge/Skills:</b> Recount- Newspaper, Narrative- Tension, Explanation</p> <p><b>Text/ Novel:</b> Secrets of the Sun King by Emma Carroll</p> <p><b>Key Vocabulary from Text:</b> Egypt, Lilian, Howard Carter, Lord Carnarvon, Archaeologist, Egyptologist, Hieroglyphics, Rosetta Stone,</p>
<p><b>Block 1 Reading LEAPs:</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>I can use a dictionary independently to check the meaning of unfamiliar words.</li> <li>I can find synonyms and distinguish shades of meaning in synonyms for age-related vocabulary.</li> </ul> <p><b>Inference/Prediction:</b></p> <ul style="list-style-type: none"> <li>I can ask questions to improve my understanding of a text.</li> <li>I can draw inferences such as inferring a character's feelings, thoughts and motives from their actions, words and by using other evidence.</li> <li>I can predict what might happen from details that are stated and implied.</li> </ul> <p><b>Explanation:</b></p>	<p><b>Block 2 Reading LEAPs:</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>I can use a dictionary independently to check the meaning of unfamiliar words.</li> <li>I can infer the meaning of unfamiliar words from the context of the sentence and the text.</li> </ul> <p><b>Inference/Prediction:</b></p> <ul style="list-style-type: none"> <li>I can ask questions to improve my understanding of a text.</li> <li>I can draw inferences such as inferring a character's feelings, thoughts and motives from their actions, words and by using other evidence.</li> <li>I can predict what might happen from details that are stated and implied.</li> </ul> <p><b>Explanation:</b></p>	<p><b>Block 3 Reading LEAPs:</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>I can identify and comment on the writer's use of language for effect, including figurative language, and understand how this affects meaning.</li> <li>I can infer the meaning of unfamiliar words from the context of the sentence and the text.</li> </ul> <p><b>Inference/Prediction:</b></p> <ul style="list-style-type: none"> <li>I can infer meaning from a text in order to develop and express my own point of view</li> <li>I can draw inferences such as inferring a character's feelings, thoughts and motives from their actions, words and by using other evidence.</li> <li>I can predict what might happen from details that are stated and implied.</li> </ul>

<ul style="list-style-type: none"> <li>I can distinguish between statements of fact and opinion within a text.</li> <li>I can provide reasoned justifications for my views.</li> </ul> <p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>I can use scanning to find specific information e.g. dates, numbers, names etc.</li> <li>I can use skimming to establish the main idea and <b>summarise the information</b> from the text, identifying key details.</li> </ul> <p><b>Sequence/Summarising:</b></p> <ul style="list-style-type: none"> <li>I can summarise the main ideas drawn from more than one paragraph,</li> <li>I can identify at least one key detail which supports my thoughts.</li> </ul>	<ul style="list-style-type: none"> <li>I am able to explain and discuss the main purpose of a non-fiction text.</li> <li>I can discuss features in non-fiction texts relating to organisation, at sentence and text level, giving some explanation as to why the author might have chosen this structure and its impact on the reader. For example bullet points, layout.</li> </ul> <p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>I can find information by using my knowledge of text layout and structure to answer questions.</li> <li>I can use scanning to find specific information e.g. dates, numbers, names etc.</li> </ul> <p><b>Sequence/Summarising:</b></p> <ul style="list-style-type: none"> <li>I can summarise the main ideas drawn from more than one paragraph,</li> <li>I can identify at least one key detail which supports my thoughts.</li> </ul>	<p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>I can discuss features in fiction texts, relating to organisation at sentence and text level, giving some explanation as to why the author might have chosen them. For example, short paragraphs, speech to move the action on.</li> <li>I can comment on and explain how writers use language, including figurative language, and consider the effect this has on the reader. For example, similes, short sentences, technical language in non-fiction.</li> </ul> <p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>I can use skimming to establish the main idea and <b>summarise the information</b> from the text, identifying key details.</li> <li>I can find evidence within a text to support my answer, using quotes where appropriate.</li> </ul> <p><b>Sequence/Summarising:</b></p> <ul style="list-style-type: none"> <li>I can summarise the main ideas drawn from more than one paragraph,</li> <li>I can identify at least one key detail which supports my thoughts.</li> </ul>
<p><b>Block 1 Writing LEAPS:</b></p> <p><b>Unit 1-Narrative- Setting Description (2 weeks)</b></p> <ul style="list-style-type: none"> <li>I can use nouns, adjectives, verbs and adverbs to enhance meaning.</li> <li>I can identify and use a full range of co-ordinating conjunctions (FANBOYS) to create compound sentences mostly correctly.</li> <li>I can use noun phrases which are expanded by adding a range of determiners, modifying adjectives, nouns and preposition phrases effectively to add detail, quality and precision to my sentences.</li> </ul> <p><b>Vocabulary for unit (to be displayed):</b> Noun, adjective, verb, adverb, noun phrase, main clause, simple sentence, coordinating conjunction, compound sentence, determiner, preposition.</p>	<p><b>Block 2 Writing LEAPS:</b></p> <p><b>Unit 1- Free Verse Poetry (2 weeks)</b></p> <ul style="list-style-type: none"> <li>I can use a range of figurative language for effect including similes, metaphors, personification, and onomatopoeia.</li> <li>I can use a wider range of verb prefixes to change the meaning of verbs (dis-, de-, mis-, over-, and re-). E.g. disagree, demotivate misread, overthink, retell.</li> </ul> <p><b>Vocabulary for unit (to be displayed):</b> Figurative Language, similes, metaphors, personification, onomatopoeia, prefix.</p> <p><b>Unit 2- Instructions (2 weeks)</b></p> <ul style="list-style-type: none"> <li>I can use further organisational and presentational devices to structure my writing.</li> </ul>	<p><b>Block 3 Writing LEAPS:</b></p> <p><b>Unit 1-Recount- Newspaper Report (2 weeks)</b></p> <ul style="list-style-type: none"> <li>I can identify and use a range of prepositions /prepositional phrases (indicating time, position, direction, possession, means) mostly correctly to start my sentences.</li> <li>I can use commas after prepositional phrases and adverbial phrases at the start of a sentence.</li> </ul> <p><b>Vocabulary for unit (to be displayed):</b> Preposition, prepositional phrase, commas, adverbial phrases, fronted adverbials, main clause, subordinate clause, simple sentence, complex sentence.</p> <p><b>Unit 2- Narrative- Tension (2 weeks)</b></p> <ul style="list-style-type: none"> <li>I can form and use a range of adverbs.</li> </ul>

<p><b>Unit 2- Non-Chronological Report (2 weeks)</b></p> <ul style="list-style-type: none"> <li>I can choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition.</li> <li>I can identify and use a range of determiners including simple articles, demonstratives, possessives, quantifiers, numbers and question words.</li> </ul> <p><b>Vocabulary for unit (to be displayed):</b> Pronoun, noun, cohesion, determiner, article, demonstrative, possessive, quantifier.</p> <p><b>Unit 3- Recount- Diary (2 weeks)</b></p> <ul style="list-style-type: none"> <li>I can- use some -ed, -ing and -ly phrases to start my sentences.</li> <li>I can use a wide range of fronted adverbials (for time, place, and manner) in my writing.</li> <li>I can use a range of rules to form verbs in the simple past tense and past progressive tense correctly.</li> <li>I can identify and use the simple past tense and the past progressive tense in my writing correctly.</li> </ul> <p><b>Vocabulary for unit (to be displayed):</b> Fronted adverbial, past tense, past progressive tense.</p> <p><b>Block 1 Spelling</b></p> <ul style="list-style-type: none"> <li>Words containing the letter-string ough</li> <li>Endings which sound like /ʃəs/ spelt -cious or -tious</li> <li>Common exception words</li> </ul>	<ul style="list-style-type: none"> <li>I can use commas to clarify meaning or avoid ambiguity.</li> </ul> <p><b>Vocabulary for unit (to be displayed):</b> Devices, bullet points, headings, sub-headings, clarity, ambiguity, commas.</p> <p><b>Unit 3- Persuasion- Letter (2 weeks)</b></p> <ul style="list-style-type: none"> <li>I can identify and use a wide range of subordinating conjunctions (I SAW A WABUB) to create complex sentences mostly correctly.</li> <li>I can use a range of rules to form verbs in the simple present and present progressive tense correctly.</li> <li>I can identify and use the simple present tense and the present progressive tense in my writing correctly. E.g. He copies. We are planning.</li> </ul> <p><b>Vocabulary for unit (to be displayed):</b> Main Clause, subordinate clause, complex sentence, subordinating conjunction, present tense, present progressive tense.</p> <p><b>Block 2 Spelling</b></p> <ul style="list-style-type: none"> <li>Endings which sound like /ʃəl/</li> <li>Homophones and near-homophones</li> <li>Common exception words</li> </ul>	<ul style="list-style-type: none"> <li>I know that an adverb can give extra information about a verb including how (manner), when (time), how often (frequency), how likely (possibility) and where (place) the action took place.</li> </ul> <p><b>Vocabulary for unit (to be displayed):</b> Adverbs, adverbial phrase, verb, fronted adverbials, main clause, subordinate clause, simple sentence, complex sentence.</p> <p><b>Unit 3- Explanation (2 weeks)</b></p> <ul style="list-style-type: none"> <li>I can write complex sentences, varying the order of the subordinate clause.</li> <li>I can use devices to build cohesion within a paragraph so that the paragraph flows (time connectives, pronouns etc.).</li> </ul> <p><b>Vocabulary for unit (to be displayed):</b> Main clause, subordinate clause, subordinating conjunction, complex sentence, comma, cohesion, devices, connectives, pronouns.</p> <p><b>Block 3 Spelling</b></p> <ul style="list-style-type: none"> <li>Words ending in -ant, -ance, -ancy, -ent, -ence and -ency</li> <li>Homophones and near-homophones</li> <li>Common exception words</li> </ul>
<p align="center"><b>Block 4</b></p>	<p align="center"><b>Block 5</b></p>	<p align="center"><b>Block 6</b> Subject/Conceptual knowledge/Skills:</p>

<p><b>Subject/Conceptual knowledge/Skills:</b> Narrative-Traditional Tale, Persuasion- Leaflet, Non-Chronological Report</p> <p><b>Text/ Novel:</b> Tiddalick- Aboriginal Dreamtime Story</p> <p><b>Key Vocabulary from Text:</b> Australia, Aboriginal, Dreamtime, The Dreaming, Tiddalick, Creation, Origin.</p>	<p><b>Subject/Conceptual knowledge/Skills:</b> Recount-Biography, Poetry- Song Lyrics/ Raps, Discussion-Balanced Argument</p> <p><b>Text/ Novel:</b></p> <p><b>Key Vocabulary from Text:</b> <i>What are the key words that you will expect the children to know, use and be able to spell? These will be displayed on your working wall.</i></p>	<p>Narrative- Legends, Explanation Text</p> <p><b>Text/ Novel:</b> The Hero Twins: Against the Lords of Death</p> <p><b>Key Vocabulary from Text:</b> Mayan, Civilization, Underworld, Jungle Pok-ta-Pok, Lords of Death, Outsmart, Myth,</p>
<p><b>Block 4 Reading LEAPs:</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>I can infer the meaning of unfamiliar words by linking them to known vocabulary.</li> <li>I can apply my growing knowledge of morphology (such as suffixes) and etymology to understand the meaning of new words that I meet.</li> </ul> <p><b>Inference/Prediction:</b></p> <ul style="list-style-type: none"> <li>I can infer meaning from a text in order to develop and express my own point of view.</li> <li>I can predict what might happen from details that are stated and implied.</li> </ul> <p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>I can recognise ways in which writers present points of view in a text, and explain the effect of this, e.g. 'He has only mentioned the bad points about air travel to make you not want to do it.'</li> </ul> <p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>I can find information by using my knowledge of text layout and structure to answer questions.</li> <li>I can use skimming to establish the main idea and <b>summarise the information</b> from the text, identifying key details.</li> </ul> <p><b>Sequence/Summarising:</b></p> <ul style="list-style-type: none"> <li>I can summarise the main ideas drawn from more than one paragraph,</li> <li>I can identify at least one key detail which supports my thoughts.</li> </ul>	<p><b>Block 5 Reading LEAPs:</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>I can find synonyms and distinguish shades of meaning in synonyms for age-related vocabulary.</li> <li>I can infer the meaning of unfamiliar words by linking them to known vocabulary.</li> </ul> <p><b>Inference/Prediction:</b></p> <ul style="list-style-type: none"> <li>I can justify my inferences with one or more pieces of appropriate evidence from the text using the PEE technique (point, evidence, explanation).</li> <li>I can justify my predictions using the PEE technique (point, evidence, explanation).</li> </ul> <p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>I can discuss features in fiction texts, relating to organisation at sentence and text level, giving some explanation as to why the author might have chosen them. For example, short paragraphs, speech to move the action on.</li> <li>I can comment on and explain how writers use language, including figurative language, and consider the effect this has on the reader. For example, similes, short sentences, technical language in non-fiction.</li> </ul> <p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>I can find evidence within a text to support my answer, using quotes where appropriate.</li> <li>I can independently use a full range of reading skills and my knowledge of texts to read a</li> </ul>	<p><b>Block 6 Reading LEAPs:</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>I can apply my growing knowledge of morphology (such as suffixes) and etymology to understand the meaning of new words that I meet.</li> <li>I can identify and comment on the writer's use of language for effect, including figurative language, and understand how this affects meaning.</li> </ul> <p><b>Inference/Prediction:</b></p> <ul style="list-style-type: none"> <li>I can justify my inferences with one or more pieces of appropriate evidence from the text using the PEE technique (point, evidence, explanation).</li> <li>I can justify my predictions using the PEE technique (point, evidence, explanation).</li> </ul> <p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>I can make some simple connections between texts. E.g. similarities in plot, topic, or books by same author, about same characters.</li> <li>I am able to talk about themes in a wide range of writing and can recognise thematic links with other texts.</li> </ul> <p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>I can independently use a full range of reading skills and my knowledge of texts to read a question, find the information and record my answer.</li> <li>I can find evidence within a text to support my answer, using quotes where appropriate.</li> </ul>

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**Sequence/Summarising:**

- I can summarise the main ideas drawn from more than one paragraph,
- I can identify at least one key detail which supports my thoughts.

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**Block 4 Writing LEAPS:**

**Unit 1- Narrative- Traditional Tales (2 weeks)**

- I know the grammatical difference between plural and possessive -s and can use these mostly correctly in my writing.
- I can use a full range of punctuation in my sentences including inverted commas and other punctuation to indicate direct speech and apostrophes for possession and omission.

**Vocabulary for unit (to be displayed):**

Plural, possessive, apostrophe, punctuation, inverted commas, direct speech, commas, possession, omission.

**Unit 2- Persuasion- Leaflet (2 weeks)**

- I can use commas, brackets or dashes for parenthesis mostly correctly.
- I can identify and use adverbs to indicate degrees of possibility.
- I can identify and use modal verbs to indicate degrees of possibility

**Vocabulary for unit (to be displayed):**

Main clause, subordinate clause, parenthesis, commas, brackets, dashes, adverbs, possibility, modal verb.

**Unit 3- Non-Chronological Report (2 weeks)**

- I can identify and write a wide range of complex sentences using a range of subordinating conjunctions.
- I can use commas after subordinate clauses at the start of a sentence.

**Block 5 Writing LEAPS:**

**Unit 1- Poetry- Song Lyrics/ Rap (2 weeks)**

- I can use informal language and grammar when appropriate.
- I am increasing the range of suffixes I can use to change the meaning of words. E.g. I can change nouns or adjectives into verbs using suffixes. E.g. -ate, -ise, -ify.

**Vocabulary for unit (to be displayed):**

Formal/informal, suffixes, adjectives, nouns, verbs.

**Unit 2- Recount- Biography (2 weeks)**

- I can identify and write complex sentences using relative clauses with the relative pronouns: who, which, where, when, that.
- I can use parentheses to write some complex sentences where the relative pronoun is implied.
- I can write complex sentences, varying the order of the relative clause

**Vocabulary for unit (to be displayed):**

Main clause, subordinate clause, complex sentence parenthesis, relative clause, relative pronoun.

**Unit 3- Discussion- Balanced Argument**

- I can use connectives to build cohesion within and across paragraphs.
- I can recognise vocabulary and structures that are appropriate for formal speech and writing such as the use of question tags.

**Block 6 Writing LEAPS:**

**Unit 1- Narrative- Legends (4 weeks)**

- I can link ideas across paragraphs using adverbs and adverbials of time (later, the following day) place (nearby, suddenly) and number (firstly, secondly).
- I can link ideas across paragraphs using tense choices.
- I can show rather than tell the reader how a character is feeling through action and dialogue.
- I can choose and use language for effect,
- I can use a mixture of simple, compound and complex sentences for effect.

**Vocabulary for unit (to be displayed):**

Adverb, adverbials, adverbial phrase, fronted adverbials, cohesion, tense, dialogue, direct speech, inverted commas, commas.

**Unit 2- Explanation Texts (2 weeks)**

- I can identify and use the perfect form of verbs to mark relationships of time and cause.
- I can use the correct subject/ verb agreement when using singular and plural nouns mostly correctly.

**Vocabulary for unit (to be displayed):**

Subject, verb, singular, plural.

<p><b>Vocabulary for unit (to be displayed):</b> Main clause, subordinate clause, simple sentence, complex sentence, subordinating conjunctions, comma.</p> <p><b><u>Block 4 Spelling</u></b></p> <ul style="list-style-type: none"> <li>• Adding suffixes beginning with vowel letters to words ending in -fer</li> <li>• Homophones and near-homophones</li> <li>• Common exception words</li> </ul>	<p><b>Vocabulary for unit (to be displayed):</b> Formal, informal, language, vocabulary, connectives, cohesion.</p> <p><b><u>Block 5 Spelling</u></b></p> <ul style="list-style-type: none"> <li>• Words ending in -ible and -able</li> <li>• Words ending in -ably and -ibly</li> <li>• Homophones and near-homophones</li> <li>• Common exception words</li> </ul>	<p><b><u>Unit 3- Consolidation/ recap of skills ready for transition to year 6</u></b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> <p><b>Vocabulary for unit (to be displayed):</b></p> <p><b><u>Block 6 Spelling</u></b></p> <ul style="list-style-type: none"> <li>• Adding suffixes beginning with vowel letters to words ending in -fer</li> <li>• Words with the /i:/ sound spelt ei after c</li> <li>• Homophones and near-homophones</li> <li>• Common exception words</li> </ul>
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## Maths- Year 5

### Block 1

**Subject/Conceptual knowledge/skills:**

Place Value, Addition and Subtraction

LEAPS:

#### Number: Place Value

- Read and write numbers to at least 1,000,000
- Read and write numbers with up to three decimal places
- Identify, represent and estimate numbers using different representations
- Order and compare numbers to at least 1,000,000
- 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, 1,000, 10,000 and 100,000**
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals
- Solve number and practical problems that involve all of the above

#### Number: Addition and Subtraction

- **Manipulate additive and multiplicative equations, including applying understanding of the inverse relationship between addition and subtraction and the commutative property of addition and multiplication**
- Add and subtract numbers mentally with increasingly larger numbers.
- Add and subtract numbers with more than 4 digits using the formal method of columnar addition and subtraction where appropriate, including regrouping.

### Block 2

**Subject/Conceptual knowledge/skills:**

Statistics, Multiplication and division, Area and perimeter

LEAPS:

#### Statistics

- Complete, read and interpret information in tables, including timetables.
- Solve comparison, sum and difference problems using information presented in a line graph.

#### Number: Multiplication and Division

- **Manipulate additive and multiplicative equations, including applying understanding of the inverse relationship between addition and subtraction and the commutative property of addition and multiplication**
- Use estimation, inverse and rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- **Secure fluency in multiplication table facts, and corresponding division facts, through continued practice**
- **Multiply and divide numbers by 10 and 100, and understand this as equivalent to making a number 10 times or 100 times the size, or 1 tenth or 1 hundredth times the size**
- Multiply and divide numbers mentally drawing upon known facts
- **Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors**
- Know and use vocabulary of prime numbers, prime factors and composite (nonprime) numbers
- Establish whether a number up to 100 is prime and recall prime numbers up to 19

### Block 3

**Subject/Conceptual knowledge/skills:**

Multiplication and division and fractions

LEAPS:

#### Number: Multiplication and Division

- **Multiply any whole number with up to 4 digits by any 1-digit number using a formal written method**
- **Divide a number with up to 4 digits by a 1-digit number using a formal written method, and interpret remainders appropriately for the context**
- Interpret remainders appropriately for the context, including fractions and decimals
- Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign

#### Number: Fractions

- Compare and order fractions whose denominations are all multiples of the same number
- **Find equivalent fractions and understand that they have the same value and the same position in the linear number system**
- **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.

Vocabulary:

*Proper/improper/mixed number fraction, equivalent, reduced to, cancel, thousandths*

<ul style="list-style-type: none"> <li>• Add and subtract decimals with up to 2 decimal places using the formal method of columnar addition and subtraction where appropriate</li> <li>• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> <li>• Use estimation, inverse and rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> </ul> <p>Vocabulary:  <i>Digit,numeral,order,compare.sequence,partition,integer,roman,numerals,negative,numbers,represent,round to the nearest ten, round to the nearest hundreds, round to the nearest thousand, ascending/descending order,ones boundary, tenths boundary, addition, subtraction, inverse</i></p>	<ul style="list-style-type: none"> <li>• Recognise and use square number and cube numbers and the notation for both</li> <li>• Solve problems involving multiplication and division including using their knowledge of factors, multiples, squares and cubes</li> <li>• Develop doubling and halving strategies linked to times-tables</li> </ul> <p><b><u>Measurement: Area and perimeter</u></b></p> <ul style="list-style-type: none"> <li>• Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</li> <li>• <b>Compare areas and calculate the area of rectangles (including squares) using standard units</b></li> <li>• Estimate the area of irregular shapes</li> </ul> <p>Vocabulary:  <i>Database, line graph, maximum/minimum value, outcome Inverse, square, squared, cube, cubed, multiples, factors, prime, cubed Area, square centimetre (cm<sup>2</sup>), standard units, composite rectilinear shapes, Square metre (m<sup>2</sup>), Multiplication, product Factor pair, formula, divisibility, x-axis, y-axis, quadrant, coordinate</i></p>	<p><i>Digit, multiplication, division, remainders</i></p>
<p><b>Block 4</b>  <b>Subject/Conceptual knowledge/skills:</b>  Decimals and percentages</p> <p>LEAPS:  <b><u>Number: Fractions</u></b></p> <ul style="list-style-type: none"> <li>• Find fractions of numbers, measures and quantities</li> <li>• <b>Find non-unit fractions of quantities</b></li> <li>• Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</li> </ul>	<p><b>Block 5</b>  <b>Subject/Conceptual knowledge/skills:</b>  Decimals and Geometry: properties of shape,</p> <p>LEAPS:  <b><u>Number: Decimals</u></b></p> <ul style="list-style-type: none"> <li>• Multiply and divide a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</li> <li>• Find 0.1 and 0.01 more or less than a given number</li> <li>• Derive and use addition and subtraction facts for 1 to 10, up to 1 decimal place.</li> <li>• Double and halve any decimal to 1 decimal place.</li> </ul>	<p><b>Block 6</b>  <b>Subject/Conceptual knowledge/skills:</b>  <b>Measurement (converting units of measure and volume)</b></p> <p>LEAPS:  <b><u>Geometry: Position and Direction</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b><u>Measurement: Converting units</u></b></p> <ul style="list-style-type: none"> <li>• <b>Convert between different units of metric measure, including using common decimals and</b></li> </ul>

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

#### Number: Decimals and Percentages

- Read, write, order and compare numbers with up to three decimal places
- Determine the value of each digit in numbers up to 1,000,000 and to two decimal places
- Read and write decimal numbers as fractions (e.g.  $0.71 = 71/100$ )
- 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
- Recognise and write decimal equivalents of any number of tenths or hundredths (e.g.  $0.71 = 71/100$ )
- Recall decimal equivalents for  $1/2$ ,  $1/4$ ,  $1/5$  and  $1/10$  and for multiples of these proper fractions
- 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  $1/2$ ,  $1/4$ ,  $1/5$ ,  $2/5$ ,  $4/5$  and those fractions with a denominator of a multiple of 10 or 25

Vocabulary:

*Proper/improper fraction, equivalent, reduced to, cancel, thousandths*

- Solve problems involving numbers up to three decimal places.
- Recognise and understand the place value of each digit in numbers with up to 2 decimal places
- Know that 10 tenths are equivalent to 1 one and that 1 is 10 times the size of 0.1
- Know that 100 hundredths are equivalent to 1 one and that 1 is 100 times the size of 0.01
- Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01
- Apply place value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth)
- Compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning
- Divide 1 into 2, 4, 5 and 10 equal parts
- Identify the previous and next multiple of 1 and 0.1
- Round to the nearest 1 and 0.1

#### Geometry: Properties of shape

- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles
- Use the properties of rectangles to deduce related facts and find missing lengths and angles
- 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 using 'degrees'
- Compare angles, estimate and measure angles in degrees ( $^{\circ}$ ) and draw angles of a given size.
- Identify:
  - - angles at a point and 1 whole turn (total  $360^{\circ}$ )
  - - angles at a point on a straight line and half a turn (total  $180^{\circ}$ )
  - - other multiples of  $90^{\circ}$

**fractions** e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre

- Understand and use approximate equivalences between metric and common imperial units such as inches, pounds and pints
- Use all four operations to solve problems involving measure (for example length, mass, volume) using decimal notation, including scaling
- Solve problems involving converting between units of time
- Read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts

#### Measurement: Volume

- Estimate volume [for example, using  $1\text{cm}^3$  blocks to build cuboids (including cubes)] and capacity [for example, using water]

Vocabulary:

*square millimetre ( $\text{mm}^2$ )*

*Re-consolidate vocabulary - kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre*

	<p>Vocabulary: <i>Protractor, reflex, congruent, octahedron, axis of symmetry, reflective symmetry, x-axis, y-axis, quadrant, coordinate</i> <i>Axis of symmetry, reflective symmetry, x-axis, y-axis, quadrant, coordinate</i></p>	
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**Science- Year 5**

<p><b>Block 1</b>  <b>Subject/Conceptual knowledge/skills:</b></p> <p>LEAPS:</p> <p>Vocabulary:</p>	<p><b>Block 2</b>  <b>Subject/Conceptual knowledge/skills: Earth and Space</b></p> <p><b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>• I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>• I can describe the movement of the Moon relative to the Earth.</li> <li>• I can describe the Sun, Earth and Moon and approximately spherical bodies.</li> <li>• I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> <li>• I can explain day and night using models of the Sun and Earth.</li> <li>• I know that the Sun is a star at the centre of the solar system.</li> <li>• I know that the solar system has eight planets and can name them</li> <li>• I know that the moon is a celestial body.</li> </ul> <p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>• Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>• Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>• Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> <li>• Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in</li> </ul>	<p><b>Block 3</b>  <b>Subject/Conceptual knowledge/skills: Forces</b></p> <p><b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>• Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</li> <li>• I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</li> <li>• I can explore falling objects and raise questions about air resistance.</li> <li>• I experience forces that make things begin to get faster or slow down.</li> <li>• I can explore the effects of friction on movement.</li> <li>• I can explore the effects of levers, pulleys and simple machines on movement.</li> <li>• I can research the work of scientists such as Galilei and Isaac Newton.</li> </ul> <p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>• Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>• Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>• Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> <li>• Reporting and presenting findings from enquiries, including conclusions, causal relationships and</li> </ul>
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	<p>oral and written forms such as displays and other presentations</p> <ul style="list-style-type: none"> <li>Using test results to make predictions to set up further comparative and fair tests.</li> </ul> <p><b>Vocabulary:</b> Earth, Sun, Moon, (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune) spherical, solar system, rotates, star, orbit, planets</p>	<p>explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <ul style="list-style-type: none"> <li>Using test results to make predictions to set up further comparative and fair tests.</li> </ul> <p><b>Vocabulary:</b> Force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears.</p>
<p><b>Block 4</b> <b>Subject/Conceptual knowledge/skills: Properties and changes of materials</b></p> <p><b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>I can 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.</li> <li>I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>I can demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>I can 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.</li> <li>I can explore reversible and non-reversible changes.</li> </ul>	<p><b>Block 5</b> <b>Subject/Conceptual knowledge/skills: Living things and their habitats</b></p> <p><b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>Describe the life process of reproduction in some plants and animals.</li> <li>I can study and raise questions about my local environment throughout the year.</li> <li>I can observe life cycle changes in a variety of things such as plants, flower border and animals.</li> <li>I can find out about the work of naturalists and animal behaviourists.</li> <li>I can find out about different types of reproduction including sexual and asexual reproduction in plants and sexual reproduction in animals.</li> </ul> <p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>Children independently ask scientific questions. This may be stimulated by a scientific experience or involve asking further questions based on their developed understanding following an enquiry.</li> <li>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> </ul>	<p><b>Block 6</b> <b>Subject/Conceptual knowledge/skills: Animals including humans</b></p> <p><b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>I can describe the changes as humans develop to old age.</li> <li>I can draw a timeline to indicate the stages of growth and development in humans.</li> <li>I know about the changes experienced in puberty.</li> <li>I can research the gestation periods of other animals and compare them to humans.</li> </ul> <p><b>Vocabulary:</b> Puberty: the vocabulary to describe sexual characteristics</p>

<ul style="list-style-type: none"> <li>• I can investigate how chemist create new materials</li> </ul> <p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>• Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>• Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>• Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> <li>• 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</li> <li>• Using test results to make predictions to set up further comparative and fair tests.</li> </ul> <p><b>Vocabulary:</b> Thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve reversible/non-reversible change, burning, rusting, new material</p>	<ul style="list-style-type: none"> <li>• Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>• Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms</li> </ul> <p><b>Vocabulary:</b> Life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings.</p>	
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**PSHE- Year 5**

<p><b>Block 1</b> <b>Subject/Conceptual knowledge/skills:</b> Me and my relationships - Conflict Resolution, Positive relationships, Standing up for yourself, British Values, Building self -esteem, Bullying</p> <p>LEAPS:</p> <p><b>Feelings</b></p> <p><b>Friendship skills, including compromise</b></p> <p><b>Assertive skills</b></p> <ul style="list-style-type: none"><li>• I can explain what collaboration means;</li><li>• I can give examples of how they have worked collaboratively;</li><li>• I can describe the attributes needed to work collaboratively.</li><li>• I can explain what is meant by the terms negotiation and compromise;</li><li>• I can describe strategies for resolving difficult issues or situations.</li><li>• I can demonstrate how to respond to a wide range of feelings in others.</li><li>• I can give examples of some key qualities of friendship.</li><li>• I can reflect on their own friendship qualities.</li><li>• I can identify what things make a relationship unhealthy;</li><li>• I can identify who they could talk to if they needed help.</li><li>• I can identify characteristics of passive, aggressive and assertive behaviours.</li><li>• I can understand and rehearse assertiveness skills.</li><li>• I can recognise basic emotional needs, understand that they change according to circumstance.</li><li>• I can identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risk.</li><li>• I can understand that online communication can be misinterpreted;</li><li>• I can accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</li></ul>	<p><b>Block 2</b> <b>Subject/Conceptual knowledge/skills:</b> Valuing differences - British Values, Bullying, Caring, Racism, Respect, Tolerance, Great get together, Communication, Relationships</p> <p><b>Recognising and celebrating difference, including religions and cultural</b></p> <p><b>Influence and pressure of social media</b></p> <p>Vocabulary:</p>	<p><b>Block 3</b> <b>Subject/Conceptual knowledge/skills:</b></p> <p><b>Managing risk, including staying safe online</b></p> <p><b>Norms around use of legal drugs (tobacco, alcohol)</b></p> <p>Vocabulary:</p>
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Vocabulary:		
<p><b>Block 4</b>  <b>Subject/Conceptual knowledge/skills:</b></p> <p><b>Rights and responsibilities</b></p> <p><b>Rights and responsibilities relating to my health</b></p> <p><b>Decisions about lending, borrowing and spending.</b></p> <p>Vocabulary:</p>	<p><b>Block 5</b>  <b>Subject/Conceptual knowledge/skills:</b></p> <p><b>Growing independence and taking responsibility</b></p> <p><b>Media awareness and safety</b></p> <p>Vocabulary:</p>	<p><b>Block 6</b>  <b>Subject/Conceptual knowledge/skills:</b></p> <p><b>Managing difficult feelings</b></p> <p><b>Managing change</b></p> <p><b>Getting help</b></p> <p>Vocabulary:</p>

**RE - Year 5**

<p><b>Block 1</b> Subject/Conceptual knowledge/skills: Hinduism</p> <p>LEAPS: I can show an understanding of why people show commitment in different ways I can describe how different practices enable Hindus to show their commitment to God I express why I think Hindus might choose different ways to show commitment to God</p> <p>Vocabulary: Worship, Puja, Gayatri, Mantra, Vedas, Purusharthas.</p>	<p><b>Block 2</b> Subject/Conceptual knowledge/skills: Christianity</p> <p>LEAPS: I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways. I can start to explain the Christian belief that Jesus was the Incarnation of God I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p> <p>Vocabulary: Christmas, Jesus, Mary, Joseph, Wise Men, Gifts, Incarnation, Eyewitness, Account, Truth.</p>	<p><b>Block 3</b> Subject/Conceptual knowledge/skills: Hinduism</p> <p>LEAPS: I can describe some of the characteristics that make me even when I am playing different roles. I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives. I can express my understanding of how Brahman can/cannot be in everything</p> <p>Vocabulary: Brahman Atma, Trimurti , Brahma, Vishnu, Shiva.</p>
<p><b>Block 4</b> Subject/Conceptual knowledge/skills: Christianity</p> <p>LEAPS: I can give an example of someone with a strong sense of purpose for their life and give my opinions on this. I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.</p> <p>Vocabulary: Holy Week, Crucifixion, Resurrection, Incarnation, Plan, Purpose, Salvation.</p>	<p><b>Block 5</b> Subject/Conceptual knowledge/skills: Hinduism</p> <p>LEAPS: I can start to express my own views about life after death. I can compare Hindu and Christian beliefs relating to life after death I can express my own views about Hindu beliefs and whether they make sense to me or not</p> <p>Vocabulary: Karma, Samsara, Moksha, Sadhu.</p>	<p><b>Block 6</b> Subject/Conceptual knowledge/skills: Christianity</p> <p>LEAPS: I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Christians to show their commitment to God I can explain why I think some ways of showing commitment to God would be better than others for Christians.</p> <p>Vocabulary: Commitment, Commandments, Old Testament, New Testament. Prayer, Baptism, Worship, Communion, Gifts of the Spirit.</p>

History - Year 5

<p><b>Block 1</b> <b>Subject/Conceptual knowledge/skills:</b></p> <p>LEAPS:</p> <p>Vocabulary:</p>	<p><b>Block 2</b> <b>Subject/Conceptual knowledge/skills:</b></p> <p>LEAPS:</p> <p>Vocabulary:</p>	<p><b>Block 3</b> <b>Subject/Conceptual knowledge/skills:</b> Ancient Egyptians chronology, knowledge and understanding of events, people and changes in the past, historical interpretations and historical enquiry.</p> <p><b>LEAPS:</b></p> <ul style="list-style-type: none"><li>• I can place the current period study on a timeline in relation to other studies.</li><li>• I can name and place dates, events, artefacts and historical figures on a timeline.</li><li>• I can describe events using words and phrases such as century, decade, BC, AD, after, before, during, era, period.</li><li>• I can describe the main events and people related to the period studied.</li><li>• I can identify and explain some ideas, beliefs, attitudes and experiences of men, women and children from the past.</li><li>• I can use sources of information to answer questions about the past.</li><li>• I can give clear reasons why there may be different accounts of history.</li><li>• I can consider ways of checking the accuracy of sources.</li><li>• I can show an awareness that different evidence will lead to different conclusions.</li><li>• I can use and interpret different primary and secondary historical sources including documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li></ul> <p><b>Vocabulary:</b> time period, dates, events, artefacts, historical figures, compare, relate, link, century, decade, BC, AD, BCE, CE, after, before, during, era, period, changes, similarities, differences, causes, consequences, actions, houses,</p>
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		<p>culture, leisure, clothes, buildings, beliefs, attitudes, experiences, men, women, children, sources, accounts, versions, stories, fact, opinion, eyewitness, experiences, purpose, audience, information, presentation, interpretations, evidence, accounts, accuracy, conclusion</p>
<p><b>Block 4</b>  <b>Subject/Conceptual knowledge/skills:</b></p> <p>LEAPS:</p> <p>Vocabulary:</p>	<p><b>Block 5</b>  <b>Subject/Conceptual knowledge/skills:</b></p> <p>LEAPS:</p> <p>Vocabulary:</p>	<p><b>Block 6</b>  <b>Subject/Conceptual knowledge/skills:</b> The Maya Civilisation, chronology, knowledge and understanding of events, people and changes in the past and historical enquiry.</p> <p><b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>• I can place the current period study on a timeline in relation to other studies.</li> <li>• I can relate and make comparisons between the current study and previous studies.</li> <li>• I can describe and compare some changes that have happened in different time periods</li> <li>• I can describe the main events and people related to the period studied.</li> <li>• I can give some causes and consequences of the main events, situations and changes in the period studied.</li> <li>• I can uses sources of information to answer questions about the past.</li> <li>• I can describe and compare how some of the past events/people affect life today.</li> <li>• I can ask a range of questions about the past and follow a line of enquiry.</li> <li>• I can choose reliable sources of evidence to answer questions. I realise that there is often not a single answer to historical questions.</li> <li>• I can use historical terminology to critique and explain my point of view.</li> <li>• I can use dates and terms accurately.</li> </ul> <p><b>Vocabulary:</b>  who, what, where, why, when, how, can, should, would, could, might, will, primary sources, secondary sources, evidence, interpret, databases, pictures, photos, music, artefacts, information, reliable</p>

subject specific - chronology, past, present, source, artefact, bias, validity, evidence, presentation, findings, purpose, audience, information

**Geography - Year 5**

<p><b>Block 1</b>  <b>Subject/Conceptual knowledge/skills:</b> Where am I? Geographical skills and Fieldwork</p> <p><b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>• I can name and locate some of the world's countries within continents.</li> <li>• I can describe and understand key aspects of physical geography including mountains and earthquakes.</li> <li>• I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• I can start to use 6 figure grid references, symbols and keys (including OS maps).</li> <li>• I can use fieldwork to observe, measure and record the human and physical features including sketch maps, graphs.</li> </ul> <p><b>Vocabulary:</b>  Earth, globe, world, continents, countries, environmental regions, Earthquake, aftershock, seismic waves, tectonic plates, Richter scale, Mercalli scale, Mountain features - summit, snowline, slope, valley, plateau, ridge, tree line, foot, face, outcrop, GIS, digital technologies, mapping</p>	<p><b>Block 2</b>  <b>Subject/Conceptual knowledge/skills:</b></p> <p>LEAPS:</p> <p>Vocabulary:</p>	<p><b>Block 3</b>  <b>Subject/Conceptual knowledge/skills:</b></p> <p>LEAPS:</p> <p>Vocabulary:</p>
<p><b>Block 4</b>  <b>Subject/Conceptual knowledge/skills:</b> Adventure to Australia - Locational and Place Knowledge, Human and Physical Geography</p> <p><b>LEAPS:</b></p>	<p><b>Block 5</b>  <b>Subject/Conceptual knowledge/skills:</b></p> <p>LEAPS:</p> <p>Vocabulary:</p>	<p><b>Block 6</b>  <b>Subject/Conceptual knowledge/skills:</b></p> <p>LEAPS:</p>

<ul style="list-style-type: none"> <li>• I can locate areas of similar environmental regions on a map (biomes and climate zones).</li> <li>• I can identify geographical similarities and differences through the study of human and physical geography of two different areas of the world.</li> <li>• I can describe and understand key aspects of human geography including tourism.</li> <li>• I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• I can use fieldwork to observe, measure and record the human and physical features including sketch maps, graphs.</li> </ul> <p><b>Vocabulary:</b> physical geography, rivers, hills, weather, temperature, farming, coast, cliffs, mountains, forests, valleys, beach, coastline, seasons, seas/oceans, vegetation, human geography, population, infrastructure (buildings, roads, schools, housing, transport), tourism, cities, towns, villages, jobs, GIS, digital technologies, mapping.</p>		<p>Vocabulary:</p>
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**Computing - Year 5**

<p><b>Block 1</b> <b>Subject/Conceptual knowledge/skills:</b> I safe Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>LEAPS:</p>	<p><b>Block 2</b> <b>Subject/Conceptual knowledge/skills:</b> I crypto 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</p> <p>LEAPS:</p>	<p><b>Block 3</b> <b>Subject/Conceptual knowledge/skills:</b> I web 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</p> <p>LEAPS:</p> <ul style="list-style-type: none"> <li>• I can explain the world wide web.</li> </ul>
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<ul style="list-style-type: none"> <li>• I know the benefits and risks of various modes of communication.</li> <li>• I know the safety rules and responsible behaviour when using new technologies.</li> <li>• I know the SMART rules for when using the internet.</li> <li>• I can understand the difference between communicating face-to-face and online.</li> <li>• I can explore the validity of online content and identify trustworthy sources.</li> <li>• I can understand cyberbullying and know what to do if confronted with cyberbullying.</li> </ul> <p><b>Vocabulary:</b> E-safety, SMART rules, modes of communication, safety, technology, trustworthy sources, cyberbullying.</p>	<ul style="list-style-type: none"> <li>• I know that messages can be sent and received secretly using encryption.</li> <li>• I can understand decrypt signalling messages.</li> </ul> <p><b>Vocabulary:</b> Cipher, code, encrypt, decrypt, cryptography, key, signalling, semaphore, down, low, out, high, up, across, data, binary, dots, dashes, mores, dit, dah, on, off.</p>	<ul style="list-style-type: none"> <li>• I know that information can be edited and changed on the web.</li> </ul> <p><b>Vocabulary:</b> Internet, world wide web, email, instant messaging, skype, facetime, HTM code, hacking, remis, webpage, copyright, hyperlink, syntax, url, element. CSS.</p>
<p><b>Block 4</b> <b>Subject/Conceptual knowledge/skills:</b> IAlgorithm Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p><b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>• I know that networks connect a group of things (systems).</li> </ul> <p><b>Vocabulary:</b> Greater than, less than, equal to, linear, search, algorithm, network, connect, route, strategy, cooperation, algorithm, direction, navigate.</p>	<p><b>Block 5</b> <b>Subject/Conceptual knowledge/skills:</b> IProgram 1 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p><b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>• I know that computer programs using graphics use x y coordinates.</li> </ul> <p><b>Vocabulary:</b> Sprite, up, down, left, right, xy coordinates, condition, if, boolean, true, false, variable, sense, change, type, string, number, store, memory.</p>	<p><b>Block 6</b> <b>Subject/Conceptual knowledge/skills:</b> IProgram 2 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p><b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>• I know how to create a world and control a character using the Kodu programming environment.</li> <li>• I can use conditional statements such as when and do.</li> <li>• I can program an object to move towards another by sequencing statements.</li> <li>• I can amend a computer program to accept user input.</li> <li>• I can program objects to move along paths.</li> <li>• I know how to create 'levels' in a game.</li> <li>• I know that computer programs require a design before creation.</li> <li>• I can program a computer game using a design and a plan as a basis.</li> </ul> <p><b>Vocabulary:</b></p>

Sprite, up, down, left, right, xy coordinates, condition, if, boolean, true, false, variable, sense, change, type, string, number, store, memory.

### French - Year 5

#### Block 1

##### Subject/Conceptual knowledge/skills:

Speaking, reading and grammar

##### LEAPS:

###### Speaking

- I can take part in short conversations using sentences and familiar vocabulary.
- I can present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.
- I understand and can express simple opinions using familiar topics and vocabulary.

###### Reading

- I can read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).

###### Grammar

- I understand the concept of gender (masculine & feminine) and know which article (definite or indefinite) to use correctly with different nouns.

##### Vocabulary:

Do you have a pet?

As-tu un animal? = Do you have a pet?

Un = A (masculine form)

#### Block 2

##### Subject/Conceptual knowledge/skills:

Speaking, reading and grammar

##### LEAPS:

###### Speaking

- I can take part in short conversations using sentences and familiar vocabulary.
- I can present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.
- I understand and can express simple opinions using familiar topics and vocabulary.

###### Reading

- I can read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).

###### Writing

- I can write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).
- I can check spellings with a dictionary

##### Vocabulary:

#### Block 3

##### Subject/Conceptual knowledge/skills:

Speaking, reading and grammar

##### LEAPS:

- I can take part in short conversations using sentences and familiar vocabulary.
- I can present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.
- I understand and can express simple opinions using familiar topics and vocabulary.

###### Reading

- I can read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).

###### Grammar

- I understand the concept of gender (masculine and feminine) and know which article (definitie or indefinite) to use correctly with different nouns.

##### Vocabulary:

The weather



<p>Une = A (feminine form)  Un chien = A dog  Un chat = A cat  Un lapin = A rabbit  Un oiseau = A bird  Un hamster = A hamster  Un poisson rouge = A goldfish  Une tortue = A tortoise  Une souris = A mouse  J'ai... = I have...  J'ai un chien = I have a dog  J'ai un chat = I have a cat  J'ai un lapin = I have a rabbit  J'ai un oiseau = I have a bird  J'ai un hamster = I have a hamster  J'ai un poisson = I have a fish  J'ai une tortue = I have a tortoise  J'ai une souris = I have a mouse  Et = and  J'ai... = I have...  ...qui s'appelle = ...that is called...  J'ai... = I have...  Je n'ai pas de... = I have not got / I do not have...  Je n'ai pas d'... * = I have not got / I do not have...  Qui s'appelle... = that is called  Mais = but.....</p>	<p><u>What is the date?</u>  Janvier = January  Février = February  Mars = March  Avril = April  Mai = May  Juin = June  Juillet = July  Août = August  Septembre = September Octobre = October Novembre = November  Décembre = December</p> <p>1er janvier = Jour de l'an (New Year's Day)  6 janvier = La Fête des Rois (Three Kings - Epiphany)  février (normally) = Mardi Gras (Shrove or Pancake Tuesday)  1er avril = Le poisson d'avril (April Fool's Day)  mars/avril = Pâques (Easter)  1er mai = La Fête du Travail (Labour Day)  8 mai = La Fête de la Liberté et de la Paix (French Liberation Day)</p> <p>mai/juin = Jour de l'Ascension (Ascension) mai/juin = Lundi de Pentecôte (Pentecost)  14 juillet = La Fête Nationale (Bastille Day)  15 août = L'Assomption (Assumption of Mary and halfway point of summer holiday period)  1er novembre = La Toussaint (All Saints)  11 novembre = La Fête de la Victoire (Remembrance Day)  6 décembre = Saint Nicolas (Saint day of Father Christmas)  25 décembre = Noël (Christmas Day)</p>	<p>Il pleut = it is raining  Il neige = it is snowing  Il y a du soleil = it is sunny  Il y a du vent = it is windy  Il y a un orage = there is a storm  Il fait beau = the weather is fine  Il fait mauvais = the weather is not good  Il fait froid = it is cold  Il fait chaud = it is hot</p> <p>Dans le nord de la France = in the north of France  Dans le sud de la France = in the south of France  Dans le centre de la France = in the centre of France  Dans l'ouest de la France = in the west of France  Dans l'est de la France = in the east of France</p>
<p><b>Block 4</b>  <b>Subject/Conceptual knowledge/skills:</b>  Speaking, reading and grammar</p> <p>LEAPS:  Speaking</p>	<p><b>Block 5</b>  <b>Subject/Conceptual knowledge/skills:</b>  Speaking, listening, reading, writing and grammar</p> <p>LEAPS:  Speaking</p>	<p><b>Block 6</b>  <b>Subject/Conceptual knowledge/skills:</b>  Speaking, listening, reading, writing and grammar</p> <p>LEAPS:  Speaking</p>

- I can take part in short conversations using sentences and familiar vocabulary.
- I can present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.
- I understand and can express simple opinions using familiar topics and vocabulary.

#### Reading

- I can read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).

#### Grammar

- I understand the concept of gender (masculine & feminine) and know which article (definite or indefinite) to use correctly with different nouns.
- I understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.

#### Vocabulary:

##### Clothes

Un pantalon = a pair of trousers

Un maillot de bain = swim wear

Un pull = a jumper

Un tee shirt = a tee shirt

Un manteau = a coat

Un short = a pair of shorts

Un chemisier = a blouse

Une robe = a dress

Une cravate = a tie

Une écharpe = a scarf

- I can take part in short conversations using sentences and familiar vocabulary.
- I can present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.
- I understand and can express simple opinions using familiar topics and vocabulary.

#### Listening

- I can listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).
- I can undertake longer listening exercises and am able to identify key words or phrases so as to answer questions.

#### Reading

- I can read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).

#### Writing

- I can write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).
- I can check spellings with a dictionary.

#### Grammar

- I can use the negative form, possessives and connectives.

- I can take part in short conversations using sentences and familiar vocabulary.
- I can present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.
- I understand and can express simple opinions using familiar topics and vocabulary.

#### Listening

- I can listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).
- I can undertake longer listening exercises and am able to identify key words or phrases so as to answer questions.

#### Reading

- I can read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).

#### Writing

- I can write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).
- I can check spellings with a dictionary.

#### Vocabulary:

##### The Olympics

Les Jeux Olympiques = The Olympics

<p>Une jupe = a skirt</p> <p>Une veste = a jacket  Une chemise = a shirt  Une casquette = a cap  Des collants = a pair of tights *  Des gants = a pair of gloves *  Des bottes = a pair of boots *  Des chaussures = a pair of shoes *  Des chaussettes = a pair of socks *  Des sandales = a pair of sandals *  Des lunettes = a pair of glasses/sunglasses *</p> <p>Je porte = I wear</p> <p>Je porte = I wear  Tu portes = you wear  Il porte = he wears  Elle porte = she wears  Nous portons = we wear  Vous portez = you all wear  Ils/elles portent = they all wear</p>	<ul style="list-style-type: none"> <li>I understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.</li> </ul> <p>Vocabulary:</p> <p><u>Planets</u></p> <p>Les planètes = the planets  La Lune = the moon  Le Soleil = the sun  La Terre = the earth  Mars = Mars  Mercure = Mercury  Neptune = Neptune  Pluton = Pluto  Saturne = Saturn  Uranus = Uranus  Vénus = Venus  Jupiter = Jupiter</p> <p>Le Soleil est au centre = The sun is in the centre  Saturne est loin du soleil et a = Saturn is far from the sun  au moins 18 lunes and has at least 18 moons  Vénus est assez près du soleil et = Venus is close to the sun  il y a toujours beaucoup de vent and it is always very windy  Le Soleil est au centre = The sun is in the centre  Saturne est loin du soleil et a au moins 18 lunes = Saturn is far from the sun and has at least 18 moons.  Vénus est assez près du soleil et il y a toujours beaucoup de vent = Venus is close to the sun and it is always windy.  Uranus est assez loin du soleil et c'est bleu et vert = Uranus is quite far from the sun and is green and blue.  Jupiter est énorme et aussi assez loin du soleil = Jupiter is huge and also quite far from the sun.  Mercure est assez petite et près du soleil = Mercury is quite small and close to the sun.  Pluton est la plus loin et la plus petite = Pluto is the furthest from the sun and the smallest planet.  Mars est assez près du soleil et c'est rouge =</p>	<p>Les Jeux Olympiques de l'antiquité = The ancient Olympic games  Les Jeux Olympiques modernes = The modern Olympic games  Faire = To do  Je fais = I do  L'équitation = horse riding  L'escrime = fencing  L'athlétisme = athletics  L'aviron = rowing  La natation = swimming  La boxe = boxing  Le cyclisme = cycling  Le plongeon = diving  Le tir à l'arc = archery  Le triathlon = triathlon</p> <p>Il est = He is  Elle est = She is  Je fais = I play/do (a sport)  Tu fais = You (one person) play/do (a sport)  Il fait = He play/does (a sport)  Elle fait = She plays/does (a sport)  Nous faisons = We play/do (a sport)  Vous faites = You (more than one person) play/do (a sport)  Ils font = They (group of males or mixed gender group) play/do (a sport)  Elles font = They (group of females) play/do (a sport)</p>
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	<p>Mars is quite close to the sun and is red.          La Terre est une planète près de Mars et a seulement une lune= The Earth is a planet close to Mars and only has one and only has one moon.          Neptune est une planète bleue = Neptune is a blue planet.</p> <p>centre = center          loin = far          bleu = blue          énorme = enormous          près = near          vent = wind          vert = green          petite = small          rouge = red          lune = moon          bleue = blue</p>	
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Music - Year 5		
<p><b>Block 1</b>  <b>Subject/Conceptual knowledge/skills:</b>            Music - Brass</p> <p>LEAPS:</p> <ul style="list-style-type: none"> <li>I can understand how rhythm and pitch can be represented on a 5-line stave.</li> <li>I can link rises and falls in pitch with note positions on the stave (working up and down from a chosen home note).</li> <li>I can identify notes on specific lines or spaces on the stave with the relevant letter names for pitch.</li> <li>I can recognise signs for sharp, flat and natural notes.</li> <li>I can aurally identify whether an instrument is being played in a staccato or legato style</li> </ul>	<p><b>Block 2</b>  <b>Subject/Conceptual knowledge/skills:</b>            Music - Brass</p> <p>LEAPS:</p> <ul style="list-style-type: none"> <li>I can distinguish aurally between music from the 17th - 21st century.</li> <li>I can compose and record a group piece that is based on an existing piece of music and uses a variety of textures and timbres within a clear musical structure.</li> <li>I can identify how developments in musical instrument design and technology have influenced how composers create music.</li> <li>I can suggest ways to refine a piece of music to help it communicate more effectively with an audience.</li> </ul>	<p><b>Block 3</b>  <b>Subject/Conceptual knowledge/skills:</b>            Music - Brass</p> <p>LEAPS:            I can distinguish aurally between music from 17<sup>th</sup> century to the 21<sup>st</sup>.</p> <p>Vocabulary:            Tempo            Pitch            Crescendo            Rhythm            Beat</p>

<ul style="list-style-type: none"> <li>• I can distinguish aurally between music from the 17th – 21st century.</li> <li>• I can identify visually and aurally a range of ensembles from different countries.</li> <li>• I can create a visual plan of a piece combining accurate visual/graphic notation, with elements of traditional staff music notation (where rhythms are simple).</li> </ul> <p>Vocabulary: Orchestra, Ensemble Samba Khyal Pitch Sharp Flat Natural Dynamics Timbre Texture Tempo Pulse Duration Rhythm Notation</p>	<p>Vocabulary: Orchestra Ensemble Samba Khyal</p> <p>Pitch Sharp Flat Natural Dynamics Timbre Texture Tempo Pulse Duration Rhythm Notation</p>	
<p><b>Block 4</b> <b>Subject/Conceptual knowledge/skills:</b> Music - Brass</p> <p>LEAPS:</p> <ul style="list-style-type: none"> <li>• I can distinguish aurally between music from the 17th - 21st century.</li> <li>• I can identify visually and aurally a range of ensembles from different countries</li> <li>• I can perform songs with accuracy, fluency, control and expression.</li> <li>• I can identify how to improve my own performance.</li> <li>• I can memorise, clap, sing and play straightforward and syncopated rhythms and melodies using 2 or more adjacent notes.</li> </ul> <p>Vocabulary: Orchestra Ensemble</p>	<p><b>Block 5</b> <b>Subject/Conceptual knowledge/skills:</b> Music - Brass</p> <p>LEAPS:</p> <ul style="list-style-type: none"> <li>• I can distinguish aurally between music from the 17th - 21st century.</li> <li>• I can identify visually and aurally a range of ensembles from different countries</li> </ul> <p>Vocabulary: Ethnomusicology Orchestra Ensemble Samba Khyal</p> <p>Pitch Sharp Flat Natural</p>	<p><b>Block 6</b> <b>Subject/Conceptual knowledge/skills:</b> Music - Brass</p> <p>LEAPS:</p> <ul style="list-style-type: none"> <li>• I can distinguish aurally between music from the 17th - 21st century.</li> <li>• I can identify visually and aurally a range of ensembles from different countries.</li> </ul> <p>Vocabulary: Ethnomusicology Orchestra Ensemble Samba Khyal</p> <p>Pitch Sharp Flat Natural</p>

<p>Samba Khyal</p> <p>Pitch Sharp Flat Natural Dynamics Timbre Texture Tempo Pulse Duration Rhythm Notation</p>	<p>Dynamics Timbre Texture Tempo Pulse Duration Rhythm Notation</p>	<p>Dynamics Timbre Texture Tempo Pulse Duration Rhythm Notation</p>
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Art - Year 5		
<p><b>Block 1</b> <b>Subject/Conceptual knowledge/skills:</b> Making, Generating Ideas, Evaluating Lizzie Dalton- sketching</p> <p>LEAPS:</p> <ul style="list-style-type: none"> <li>I can use shading skills (with drawing pencils) to show the effect of light on objects.</li> <li>I can use references to develop my ideas of style and designing.</li> <li>I can regularly analyse and reflect on my progress taking account of what I hope to achieve.</li> </ul> <p>Vocabulary:</p>	<p><b>Block 2</b> <b>Subject/Conceptual knowledge/skills:</b></p> <p>LEAPS:</p> <p>Vocabulary:</p>	<p><b>Block 3</b> <b>Subject/Conceptual knowledge/skills:</b></p> <p>LEAPS:</p> <p>Vocabulary:</p>
<p><b>Block 4</b> <b>Subject/Conceptual knowledge/skills:</b> Generating Ideas, Making Albert Namatijira- painting</p>	<p><b>Block 5</b> <b>Subject/Conceptual knowledge/skills:</b> Generating Ideas, Knowledge and Understanding Banksy- printing</p>	<p><b>Block 6</b> <b>Subject/Conceptual knowledge/skills:</b></p>

<p>LEAPS:</p> <ul style="list-style-type: none"> <li>• I can confidently use sketchbooks for a variety of purposes, including recording from first hand observations and developing ideas.</li> <li>• I can use shading skills (with drawing pencils) to show the effect of light on objects.</li> <li>• I can describe the processes I am using and explain how I hope to achieve high quality outcomes.</li> <li>•</li> </ul> <p><i>Teaching note: Study - Albert Namatjira (famous Aboriginal Artist). Particularly focussing on his style when capturing trees and landscape (children can record first hand observations of trees and landscapes on school ground).</i></p> <p>Vocabulary: Sketchbook, purpose, recording, first hand observation, develop, ideas, references, style, design, primary, secondary and tertiary colours</p>	<p>LEAPS:</p> <ul style="list-style-type: none"> <li>• I can confidently use sketchbooks for a variety of purposes, including recording from first hand observations and developing ideas.</li> <li>• I can produce increasingly accurate drawings of people.</li> <li>• I can use masking techniques and dye to produce a clear design.</li> <li>• I can research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</li> </ul> <p>Vocabulary: Sketchbook, purpose, recording, first hand observation, develop, ideas, references, style, design, graffiti, technique</p>	<p>LEAPS:</p> <p>Vocabulary:</p>
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**DT - Year 5**

<p><b>Block 1</b>  <b>Subject/Conceptual knowledge/skills:</b></p> <p>LEAPS:</p> <p>Vocabulary:</p>	<p><b>Block 2</b>  <b>Subject/Conceptual knowledge/skills:</b> Space - mechanisms, research, design, make, evaluate</p> <p><b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>• I can discuss and explain the purpose of my products.</li> <li>• I can generate, develop, model and communicate my ideas.</li> <li>• I can produce appropriate lists of tools, equipment and materials I need.</li> <li>• I understand and can follow procedures for safety and hygiene.</li> <li>• I can accurately measure, mark out, cut and shape materials and components.</li> <li>• I can evaluate my work during its process.</li> <li>• I can investigate how well products work and how well products achieve their purposes.</li> <li>• I can evaluate inventors, designers, engineers, chefs and manufacturers' products who have helped shape the world.</li> </ul> <p><b>Vocabulary:</b>  Environment, Purpose, Product, Develop, Design criteria, Innovative, Functional, Appealing, Fit for purpose, Prototype, CAD, Materials, Components, Technique, Evaluate, Manufacture, Analyse Purpose, Inventor, Designer, Engineer, Manufacturer</p>	<p><b>Block 3</b>  <b>Subject/Conceptual knowledge/skills:</b></p> <p>LEAPS:</p> <p>Vocabulary:</p>
<p><b>Block 4</b>  <b>Subject/Conceptual knowledge/skills:</b> Adventure to Australia - STEM week textiles, researching, designing, making and evaluating</p> <p><b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>• I can generate, develop, model and communicate my ideas.</li> <li>• With growing confidence, I can select appropriate materials, tools, components, equipment and techniques.</li> </ul>	<p><b>Block 5</b>  <b>Subject/Conceptual knowledge/skills:</b></p> <p>LEAPS:</p> <p>Vocabulary:</p>	<p><b>Block 6</b>  <b>Subject/Conceptual knowledge/skills:</b> The Mayan Civilisation - Food technology, researching, designing, making and evaluating</p> <p><b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>• I can produce appropriate lists of tools, equipment and materials I need.</li> <li>• I can demonstrate resourcefulness when tackling practical problems.</li> <li>• I can suggest ways my product could be improved.</li> </ul>



<ul style="list-style-type: none"> <li>• I can produce appropriate lists of tools, equipment and materials I need.</li> <li>• I understand and can follow procedures for safety and hygiene.</li> <li>• I can accurately assemble, join and combine materials and components.</li> <li>• I can evaluate the quality of the design, manufacture and suitability of my products.</li> <li>• I can investigate how well products have been designed and made.</li> <li>• I can begin to use, research from investigations and a range of information sources to develop a design criteria that will inform the design of innovative, functional and appealing products that are fit for purpose.</li> <li>• I can generate, develop, model and communicate my ideas.</li> <li>• I can investigate how well products meet user needs and wants.</li> </ul> <p><b>Vocabulary:</b> Pattern pieces, Materials, Components, Technique</p>		<ul style="list-style-type: none"> <li>• I am beginning to understand that recipes can be adapted to change the appearance, taste, texture and aroma.</li> <li>• I can evaluate original design criteria and suggest ways it can be improved.</li> <li>• I understand that seasons may affect the availability of food that is grown, reared or caught.</li> <li>• I can begin to explain how food is processed into ingredients that can be eaten or used in cooking.</li> <li>• I am beginning to understand that different food and drink contain different substances that are needed for health.</li> <li>• I can prepare and cook a variety of predominantly savoury dishes safely and hygienically.</li> <li>• I can use tools such as round-ended knives, vegetable peelers, apple corers and graters to make products.</li> </ul> <p><b>Vocabulary:</b> Purpose, Product, Develop, Design criteria, Innovative, Functional, Appealing, Fit for purpose, Materials, Components, Technique</p>
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PE - Year 5		
Healthy Lifestyles:	<ul style="list-style-type: none"> <li>• I can describe the effect exercise has on the body in depth, using research to evidence my views.</li> <li>• I can explain the importance of exercise and a healthy lifestyle.</li> <li>• I can demonstrate warming up and cooling down strategies.</li> <li>• I understand and can explain how/why physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle.</li> </ul>	
Evaluation:	<ul style="list-style-type: none"> <li>• I can draw on my knowledge of strategies, tactics and composition when performing and evaluating.</li> <li>• I can analyse and comment on skills and techniques and how these are applied in my own and others' work.</li> <li>• I know and understand what needs to be achieved, critically evaluating how well it has been achieved and finding ways to improve.</li> <li>• I can comment on strategies, tactics and technique to help improve performances.</li> </ul>	
<b>Block 1</b> <b>Subject/Conceptual knowledge/skills:</b> Outdoor Adventurous Activity and Tag Rugby	<b>Block 2</b> <b>Subject/Conceptual knowledge/skills:</b> Gymnastics and Netball	<b>Block 3</b> <b>Subject/Conceptual knowledge/skills:</b> Quicksticks Hockey and Basketball

**LEAPS:**

- I can listen to and follow instructions from a partner/ adult and within a group.
- I can use and interprets maps.
- I can explain the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map
- I can identify orienteering symbols and colours using a map key
- I can explain why the key is the most important part of the map
- I can think activities through and problem solve using general knowledge.
- I can organise and plan an event using map reading skills
- I understand that the orienteering map is a 'bird's eye view' diagram of the ground
- I can apply map reading skills to navigate in pairs to and from orienteering controls (orienteering signs)
- I can set up an orienteering course using the school orienteering map
- I can work in relay teams, planning and communicating tactics and techniques to win a relay STAR event
- I can demonstrate and provide feedback on how to stay safe in a range of environments.

**Tag Rugby**

- I can confidently demonstrate a range of ball skills and can link these together *e.g. dribbling, bouncing, kicking etc.*
- I can apply and demonstrate co-ordination, control and fluency skills.
- I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (*see games overview doc.*)
- I can accurately apply basic skills for attacking and defending.

**LEAPS:****Gymnastics:**

- I can plan, perform and repeat a sequence of movement showing good control, technique, co-ordination and fluency.
- I can perform jumps, shapes and balances fluently and with control (Jumps: straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, stag jump, straight jump, half-turn, straight jump, full-turn and cat leap)
- I can confidently show a range of balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.
- I can apply combined skills accurately and appropriately, consistently showing precision, control and fluency.
- I can plan and demonstrate a sequence of movements on a piece of apparatus including balances, movements and turns.
- I can select ideas to compose specific sequences of movements, shapes and balances.
- I can demonstrate and provide feedback on how to stay safe in a range of environments.

**Netball:**

- I can vary skills, actions and ideas and link these in ways that suit a range of games.
- I can confidently demonstrate a range of ball skills and can link these together *e.g. dribbling, bouncing, kicking etc.*
- I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (*see games overview doc.*)
- I can accurately apply basic skills for attacking and defending.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.
- I can draw on my knowledge of strategies, tactics and composition when performing and evaluating.

**LEAPS:****Quiksticks Hockey**

- I can confidently vary skills, actions and ideas and link these in ways that suit a range of games.
- I can confidently demonstrate a range of ball skills and can link these together effectively *e.g. dribbling, bouncing, kicking etc.*
- I can keep possession of a ball during games situations.
- I can consistently apply and demonstrate co-ordination, control and fluency skills.
- I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (*KS2 games overview doc.*)
- I can confidently apply my knowledge and skills to create my own game.
- I can modify competitive games.
- I can compare and comments on skills to support creation of new games.
- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.

**Basketball:**

- I can vary skills, actions and ideas and link these in ways that suit a range of games.
- I can confidently demonstrate a range of ball skills and can link these together *e.g. dribbling, bouncing, kicking etc.*
- I can apply and demonstrate co-ordination, control and fluency skills.
- I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (*see games overview doc.*)
- I can confidently create my own games using knowledge and skills.

<ul style="list-style-type: none"> <li>I can run, jump, throw and catch in isolation and combination.</li> </ul> <p><b>Vocabulary:</b>  Orienteeering  Map  May symbols  Strategy  Problem solving  Environment</p> <p>Tactic  Technique  Cooperative physical activity  Core movement  Strategy  Invasion game  Striking  Control  Fielding  Attacking  Defending</p>	<p><b>Vocabulary:</b>  Gymnastics:  Bridge  Handstand  Cartwheel  Box split  Choreograph  Fluency  Control  Balance  Gravity  Precision</p> <p>Netball:  Tactic  Technique  Cooperative physical activity  Core movement  Strategy  Invasion game  Striking  Control  Fielding  Attacking  Defending</p>	<ul style="list-style-type: none"> <li>I can make suggestions as to what resources can be used to differentiate a game.</li> <li>I can accurately apply basic skills for attacking and defending.</li> <li>I can run, jump, throw and catch in isolation and combination.</li> <li>I can refine and adapt skills into technique.</li> </ul> <p><b>Vocabulary:</b>  Hoop  Shoot  Dribble</p> <p>Opposition  goal keeper  Tactic  Technique  Cooperative physical activity  Core movement  Strategy  Invasion game  Striking  Control  Fielding  Attacking  Defending</p>
<p><b>Block 4</b>  <b>Subject/Conceptual knowledge/skills:</b>  Dance (Space) and Handball</p> <p><b>LEAPS:</b>  Dance:</p> <ul style="list-style-type: none"> <li>I can begin to exaggerate dance movements and motifs (using expression when moving)</li> <li>I can demonstrate strong movements throughout a dance sequence.</li> <li>I can combine flexibility, techniques and movements to create a fluent sequence.</li> </ul>	<p><b>Block 5</b>  <b>Subject/Conceptual knowledge/skills:</b>  Tennis and Rounders</p> <p><b>LEAPS:</b>  Tennis</p> <ul style="list-style-type: none"> <li>I can confidently vary skills, actions and ideas and link these in ways that suit a range of games.</li> <li>I can confidently demonstrate a range of ball skills and can link these together effectively <i>e.g. dribbling, bouncing, kicking etc.</i></li> </ul>	<p><b>Block 6</b>  <b>Subject/Conceptual knowledge/skills:</b>  Football and Athletics</p> <p><b>LEAPS:</b>  Football:</p> <ul style="list-style-type: none"> <li>I can vary skills, actions and ideas and link these in ways that suit a range of games.</li> <li>I can confidently demonstrate a range of ball skills and can link these together <i>e.g. dribbling, bouncing, kicking etc.</i></li> <li>I can apply and demonstrate co-ordination, control and fluency skills.</li> </ul>

- I can move appropriately and with the required style in relation to the stimulus *e.g using various levels, ways of travelling and motifs.*
- I can begin to show a change of pace and timing in their movements.
- I can use the space provided to his maximum potential.
- I can improvise with confidence, still demonstrating fluency across their sequence.
- I can modify parts of a sequence as a result of self and peer evaluation.
- I can use more complex dance vocabulary to compare and improve work.

**Handball:**

- I can vary skills, actions and ideas and link these in ways that suit a range of games.
- I can confidently demonstrate a range of ball skills and can link these together *e.g. dribbling, bouncing, kicking etc.*
- I can apply and demonstrate co-ordination, control and fluency skills.
- I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (*see games overview doc.*)
- I can confidently create my own games using knowledge and skills.
- I can make suggestions as to what resources can be used to differentiate a game.
- I can accurately apply basic skills for attacking and defending.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.

**Vocabulary:**

Dance:  
Levels  
Speed  
Direction  
Choreograph  
Structure

- I can keep possession of a ball during games situations.
- I can consistently apply and demonstrate co-ordination, control and fluency skills.
- I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (*KS2 games overview doc.*).
- I can confidently apply my knowledge and skills to create my own game.
- I can modify competitive games.
- I can compare and comments on skills to support creation of new games.
- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.
- I can modify competitive games.

**Rounders:**

- I can apply and demonstrate co-ordination, control and fluency skills.
- I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (*see games overview doc.*)
- I can confidently create my own games using knowledge and skills.
- I can make suggestions as to what resources can be used to differentiate a game.
- I can accurately apply basic skills for attacking and defending.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.
- I can draw on my knowledge of strategies, tactics and composition when performing and evaluating.

- I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (*see games overview doc.*)
- I can confidently create my own games using knowledge and skills.
- I can make suggestions as to what resources can be used to differentiate a game.
- I can accurately apply basic skills for attacking and defending.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.

**Athletics:**

- I can begin to build a variety of running techniques and use with confidence.
- I can perform a running jump with more than one component *e.g. hop skip jump (triple jump)*
- I can improve techniques for jumping for distance.
- I can perform an effective standing long jump.
- I can perform the standing triple jump with increased confidence.
- I can develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.
- I can land safely and with control.
- I can measure the distance and height jumped with accuracy.
- I can investigate different jumping techniques.
- I can record peers performances, and evaluate these.
- I can demonstrate accuracy and confidence in throwing and catching activities.
- I can describe good athletic performance using correct vocabulary.
- I can use equipment safely and with good control.

**Vocabulary:**

Football:  
Tactic

<p>Control Precision Stimuli Genre Technique</p> <p>Handball: Tactic Technique Cooperative physical activity Core movement Strategy Invasion game Striking Control Fielding Attacking Defending</p>	<ul style="list-style-type: none"> <li>• I can analyse and comment on skills and techniques and how these are applied in my own and others' work.</li> <li>• I know and understand what needs to be achieved, critically evaluating how well it has been achieved and finding ways to improve</li> <li>• I can comment on strategies, tactics and technique to help improve performances.</li> </ul> <p><b>Vocabulary:</b> Rounders Tactic Technique Cooperative physical activity Core movement Strategy Striking Control Fielding Attacking Defending</p> <p>Tennis Tactic, Technique, Cooperative physical activities, Core movement. Strategy, Umpire, Effectiveness, Invasion game, Striking: Striking with a part of the body Striking with an implement Good control of the ball using feet Fielding, Attacking, Defending</p>	<p>Technique Cooperative physical activity Core movement Strategy Invasion game Striking Control Fielding Attacking Defending</p> <p>Athletics: Sprint Hurdles Shot put Over arm Long jump Pace Standing long jump Hop, skip, jump sequence</p>
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