

**Scientific enquiry skills should permeate through all Science learning**

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate -recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

**KNOWING ME KNOWING YOU (3)**

<b>CITIZENSHIP/RE</b>	<ul style="list-style-type: none"> <li>-to recognise how their behaviour affects other people</li> <li>-to listen to other people, and play and work cooperatively</li> <li>-to identify and respect the differences and similarities between people</li> <li>-take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well)</li> <li>-meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse)</li> <li>-develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task)</li> <li>-to face new challenges positively by collecting information, looking for help, making responsible choices, and taking that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</li> <li>-feel positive about themselves</li> <li>-take part in discussions</li> </ul>
<b>ENGLISH</b>	<p><b>Context for writing:</b>  <b>Autobiography/biography</b>                  Please refer to topic learning pathway</p>

**ROUND THE WORLD (6)**

<b>CITIZENSHIP/RE</b>	<ul style="list-style-type: none"> <li>-to research, discuss and debate topical issues, problems and events</li> <li>-to think about the lives of people living in other places and times, and people with different values and customs</li> </ul>
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>-locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>-identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>-understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>
<b>ENGLISH</b>	<p><b>Context for writing:</b>  <b>Report</b>  <b>Persuasive writing</b></p>

	<p><b>Non-chronological report</b> Please refer to topic learning pathway</p>
Computing	<ul style="list-style-type: none"> <li>-design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;</li> <li>-solve problems by decomposing them into smaller parts ☐ use sequence, selection, and repetition in programs;</li> <li>-work with variables and various forms of input and output</li> <li>-use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul>

**STAR GAZERS (7)**

HISTORY	-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Moon landing)
SCIENCE	<ul style="list-style-type: none"> <li>-recognise that they need light in order to see things and that dark is the absence of light</li> <li>-notice that light is reflected from surfaces</li> <li>-recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>-recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>-find patterns in the way that the size of shadows change</li> <li>-describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>-describe the movement of the Moon relative to the Earth</li> <li>-describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>-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>- 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 light appears to travel in straight lines ☐ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>-explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>-use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>
ENGLISH	<p><b>Context for writing:</b>  <b>Newspaper report</b>  <b>Diary</b>  <b>Persuasive writing</b>                  Please refer to topic learning pathway</p>
Computing	<ul style="list-style-type: none"> <li>-use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>

**ANGLO-SAXONS (6)**

DESIGN TECHNOLOGY	<ul style="list-style-type: none"> <li>-use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>-generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>
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**YEAR 5 CURRICULUM OBJECTIVES OVERVIEW  
2018-2019**

	<ul style="list-style-type: none"> <li>-select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</li> <li>-select from and use a wide range of materials and components, including construction materials, according to their functional properties and aesthetic qualities</li> <li>-investigate and analyse a range of existing products</li> <li>-evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>-understand how key events and individuals in design and technology have helped shape the world</li> <li>-apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>
HISTORY	-Britain's settlement by Anglo-Saxons and Scots (refer to non-statutory guidance)
ENGLISH	Please refer to topic learning pathway
Computing	-select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

SOAP AND GLORY (6)	
DESIGN TECHNOLOGY	<ul style="list-style-type: none"> <li>-use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>-generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>-select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>-select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities</li> <li>-investigate and analyse a range of existing products</li> <li>-evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>-understand how key events and individuals in design and technology have helped shape the world</li> <li>-apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>
SCIENCE	<ul style="list-style-type: none"> <li>-know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>-use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>-demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>-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> </ul>
ENGLISH	<p><b>Context for writing:</b></p> <p><b>Instructions</b></p> <p><b>Report writing</b></p> <p><b>Letter writing</b></p> <p>Please refer to topic learning pathway</p>
Computing	-select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that

	accomplish given goals, including collecting, analysing, evaluating and presenting data and information
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**THE GREEKS (6)**

HISTORY	-Ancient Greece – a study of Greek life and achievements and their influence on the western world
PE	-use running, jumping, throwing and catching in isolation and in combination -compare their performances with previous ones and demonstrate improvement to achieve their personal best -develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
ENGLISH	<b>Context for writing:</b> <b>Narrative – settings and characters</b> <b>Report writing – PB outcomes</b> Please refer to topic learning pathway
Computing	-select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

**BEAUTIFUL BROADSTONE (5)**

COMPUTING	-understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
ART	-to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -learn about great artists, architects and designers in history.
ENGLISH	<b>Context for writing:</b> <b>Persuasive techniques</b> <b>Narrative</b> Please refer to topic learning pathway

**Discrete Learning:**

**Music Curriculum**

- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

**PE Curriculum:**

- use running, jumping, throwing and catching in isolation and in combination

## **YEAR 5 CURRICULUM OBJECTIVES OVERVIEW 2018-2019**

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

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

-perform dances using a range of movement patterns

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