



Welcome to Year 5



THE SCHOOL CURRICULUM

This booklet gives you information about the Year 5 curriculum. These are all the skills which your child will learn over this year, as well as practising previously taught skills. If you have any questions, please make sure you get in touch.

Name:

Class:

KLZ parent log in: _____ @klz.org.uk

Password: _____

www.klz.org.uk

Bug Club username: _____

Password: _____

School code: cljp

www.activelearnprimary.co.uk

WHO'S WHO

Mrs Nadine Obray	Money Spider Class
Miss Georgia Bowie	Polecat Class
Mr Gary Tovell	Phase Leader

WAYS TO GET IN TOUCH

There are plenty of ways to get in touch. We have an open-door policy which means we want to hear from you, especially if you have a worry or problem.

- The daily Meet & Greet playground at the beginning or end of the day
- Visit the admin team in the main reception
- Come in and ask to speak to a member of staff (*someone will see you*)
- Ring on **01634 333820** and ask to speak to a member of staff (*someone will speak to you*)
- email on **office@oaklands.medway.sch.uk**
- Use the contact section on website **www.oaklands.medway.sc.uk**
- Tweet on **@oaklands_sch_CC**
- Facebook on **@OSandCC**

WHO TO SPEAK TO FOR ENQUIRIES

Liz Stamp School Business Manager

Leigh Cawe Attendance

Diane Mills Admissions

Carol Curtis Family Liaison Officer (*FLO*)

SENIOR LEADERSHIP TEAM

Barry Symons Headteacher

Catherine McLaughlin Deputy Headteacher

Louisa Jones Assistant Headteacher (*Teaching*)

Gillie Russell Assistant Headteacher (*Inclusion*)

PARENT HANDBOOK

Download the parent handbooks at www.oaklands.medway.sch.uk/parents/

PE TIMETABLE

Your child will have PE on **Tuesdays** and **Wednesdays**.

It is best to bring your PE in on a Monday and have your PE kit in all week and then take it home at the end of the week.

Your child will swim on **Tuesdays** every week.



SEPTEMBER 2018 TO JULY 2019

Term 1

INSET 1: Monday, 3 September 2018 (RWI training)

INSET 2: Tuesday 4 September 2018

Start: Wednesday, 5 September 2018

Finish: Thursday, 18 October 2018

INSET 3: Friday, 19 October 2018 (RWI training)

Autumn break: Monday, 22 October 2018 to Friday, 26 October 2018

Term 2

Start: Monday, 29 October 2018

Finish: Wednesday, 19 December 2018

Christmas break: Thursday, 20 December 2018 to Wednesday, 2 January 2019

Term 3

INSET 4: Thursday, 3 January 2019

Start: Friday, 4 January 2019

Finish: Friday, 15 February 2019

February break: Monday, 18 February 2019 to Friday, 22 February 2019

Term 4

Start: Monday, 25 February 2019

Finish: Friday, 5 April 2019

Spring break: Monday, 8 April 2019 to Thursday, 18 April 2019

Good Friday: 19 April 2019

Easter Monday: 22 April 2019

Term 5

Start: Tuesday, 23 April 2019

Finish: Friday, 24 May 2019

Early May bank holiday: Monday, 6 May 2019

Late May bank holiday: Monday, 27 May 2019

May break: Tuesday, 28 May 2019 to Friday, 31 May 2019

Term 6

INSET 5: Monday, 3 June 2019

Start: Tuesday, 4 June 2019

Finish: Tuesday, 23 July 2019

Term 1

Where is Asia & Australasia?

The children will journey around the countries of these continents. They will visit Russia, China, India, Thailand, Australia and New Zealand. People who have travelled to these countries will be sharing their visit memories and photos.

Term 6

How do the rainforests keep us alive?

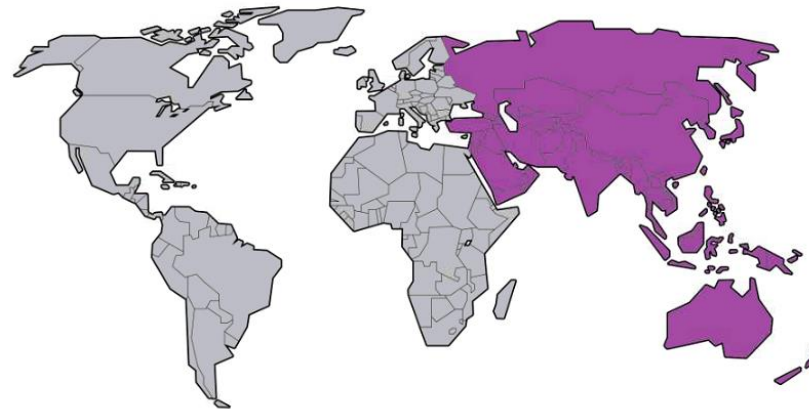
The children will learn all about the rainforests. They will study habitats and wildlife in these important areas. They will also study how they are used in modern medicine as well as the impact of humans on these important ecosystems.

Term 2

Do you need a paint brush to make art?

The children will be looking at aboriginal artwork and learning how to make sculptures which reflect their cultures. The children will use a range of mediums and techniques to create their own.

Year 5 Topics



Asia & Australasia

Term 5

How does a flea kill millions?

The children will look at the historical Silk Road trade route and how this led to the spread of the Black Death. They will look at the horror and destruction this caused over the continents.

Term 3

What the Shang dynasty?

This term the children will focus on China. They will look at the history of the country and focus on one of its greatest periods, the Shang dynasty. They will study their culture and the warfare against the Mogul empire and the construction of the Great Wall.

Term 4

How is life in India the same as ours?

This term will look at India. The children will study the weather, culture and food of this diverse country and its people. We will look at how the two countries are the same and different and how India is developing into a major global force.

READING

'Being a Reader' Pupils should be taught:

READING FOR PLEASURE/ DECODING

- a. Read an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books.
- b. Read books that are structured in different ways and reading for a range of purposes.
- c. Increase familiarity with a wide range of books including books from other cultures and traditions.
- d. Learn a wider range of poetry by heart.
- e. Prepare poems and plays to read aloud and perform showing understanding through intonation, volume and tone.
- f. Recommend books they have read to their peer, giving reasons for their choices.
- g. Explain and discuss their understanding of what they have read, including formal presentations and debates.
- h. Apply their growing knowledge of root words , prefixes and suffixes to understand unknown words.

DEDUCE AND INFER

- a. Draw inferences and justify inferences with evidence from the text.
- b. Predict what might happen from details stated and implied.
- c. Provide reasoned justifications for their views.
- d. Distinguish between statements of fact and opinion.
- e. Summarise the main idea from more than one paragraph , identifying key details .
- f. Ask questions to improve their understanding.
- g. Retrieve, record and present information from non-fiction.
- h. Talk confidently about the purpose of the text and the specific intentions of the author
- i.

LANGUAGE FOR EFFECT

- a. Identify how language , structure and presentation contribute to meaning.
- b. Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.
- c. Discuss the effect of imagery on the reader.

THEMES

- a. Make comparisons within and across books.
- b. Participate in discussions about books, building on their own and others ideas and challenging views courteously.
- c. Identify and discuss themes and conventions in and across a wide range of texts.

WRITING

'Being a Writer' Pupils should be taught:

TRANSCRIPTION

- a. Meet Yr 5 spelling expectations (see appendix A)
- b. Can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- c. Can select from a wide range of known imaginative and ambitious vocabulary and use precisely.
- d. Can write legibly and fluently with increasing speed.

SENTENCE

- a. Identify and use the passive voice
- b. Can usually use relative clauses beginning with who, which, where, when , whose, that or with or with an omitted pronoun.
- c. Can usually indicate degrees of possibility using adverbs (perhaps) or modal verbs (might)
- d. Can often use formal and informal speech accurately in independent writing
- e. Can usually use expanded noun phrases to convey complicated information concisely.

VOCABULARY, GRAMMAR AND PUNCTUATION

- a. Can use commas, brackets or dashes to clarify meaning or avoid ambiguity.
- b. Can use colons before a list (e.g. of ingredients in baking) or before speech.

COMPOSITION

- a. Can often use my own knowledge to plan, draft, write and edit my own composition.
- b. Can usually use a wide range of devices to build cohesion within and across paragraphs.
- c. Choose an appropriate tone for my writing (formal or informal)
- d. Can perform my own compositions
- e. Can propose changes to vocabulary , grammar and punctuation to enhance meaning and improve my work.

Y5 SPELLING WORD LIST

accommodate	bargain	correspond	exaggerate	identity	nuisance	queue	stomach
accompany	bruise	criticise	excellent	immediate(ly)	occupy	recognise	sufficient
according	category	(critic + ise)	existence	individual	occur	recommend	suggest
achieve	cemetery	curiosity	explanation	interfere	opportunity	relevant	symbol
aggressive	committee	definite	familiar	interrupt	arliament	restaurant	system
amateur	communicate	desperate	foreign	language	persuade	rhyme	temperature
ancient	community	determined	forty	leisure	physical	rhythm	thorough
apparent	competition	develop	frequently	lightning	prejudice	sacrifice	twelfth
appreciate	conscience*	dictionary	government	marvellous	privilege	secretary	variety
attached	conscious*	isastrous	guarantee	mischievous	profession	shoulder	vegetable
available	controversy	embarrass	harass	muscle	programme	signature	vehicle
average	convenience	environment	hindrance	necessary	pronunciation	sincere(ly)	yacht
awkward		equip		neighbour		soldier	
		(-ped, -ment)					
		especially					

NUMBER

‘Being a Mathematician’ Pupils should be taught:

NUMBER – NUMBER AND PLACE VALUE

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count 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, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

NUMBER – ADDITION AND SUBTRACTION

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

NUMBER – MULTIPLICATION AND DIVISION

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

NUMBER – FRACTIONS (INCLUDING DECIMALS AND PERCENTAGES)

- compare and order fractions whose denominators are all multiples of the same number

- b. identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- c. recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number
- d. add and subtract fractions with the same denominator and denominators that are multiples of the same number
- e. multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- f. read and write decimal numbers as fractions
- g. recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- h. round decimals with two decimal places to the nearest whole number and to one decimal place
- i. read, write, order and compare numbers with up to three decimal places
- j. solve problems involving number up to three decimal places
- k. 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
- l. solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.

MEASUREMENT

MEASUREMENT

- a. convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- b. understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- c. measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- d. calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes
- e. estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
- f. solve problems involving converting between units of time
- g. use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

GEOMETRY

GEOMETRY – PROPERTIES OF SHAPES

- a. identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- b. know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- c. draw given angles, and measure them in degrees (o)
- d. identify:
 - *angles at a point and one whole turn (total 360o)*
 - *angles at a point on a straight line and 2*
 - *1 a turn (total 180o)*
 - *other multiples of 90o*
 - *use the properties of rectangles to deduce related facts and find missing lengths and angles*
 - *distinguish between regular and irregular polygons based on reasoning about equal sides and angles.*

GEOMETRY – POSITION AND DIRECTION

- a. 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.
- b. Pupils recognise and use reflection and translation in a variety of diagrams, including continuing to use a 2-D grid and coordinates in the first quadrant. Reflection should be in lines that are parallel to the axes.

STATISTICS

STATISTICS

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

SCIENCE

'Being a Scientist' Pupils should be taught:

SCIENCE.U-KS2.1. ASKING QUESTIONS

planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

SCIENCE.U-KS2.2. OBSERVING

taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

SCIENCE.U-KS2.3. RECORDING

recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

SCIENCE.U-KS2.4. PREDICTIONS

Using test results to make predictions to set up further comparative and fair tests.

SCIENCE.U-KS2.5. ANALYSING DATA

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.

SCIENCE.U-KS2.6.

identifying scientific evidence that has been used to support or refute ideas or arguments.

'Knowledge, skills & understanding'

YEAR 5. Pupils should be taught:

SCIENCE.Y5.1. Living things and their habitats

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

SCIENCE.Y5.2. Animals, Inc Humans

- describe the changes as humans develop to old age.

SCIENCE. Y5.3. Properties and changes of materials

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- 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.

SCEINCE.Y5.4. Earth & Space

- describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- describe the movement of the Moon relative to the Earth
- describe the Sun, Earth and Moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

SCEINCE.Y5.5. Forces

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
 - identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

DESIGN & TECHNOLOGY

'Being a Designer' Pupils should be taught:

DT.KS2.1. Design

- a. 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.
- b. generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

DT.KS2.2. Make

- a. select from and use a wider range of tools and equipment to perform practical tasks accurately.
- b. select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

DT.KS2.3. Evaluate

- a. investigate and analyse a range of existing products.
- b. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- c. understand how key events and individuals in design and technology have helped shape the world.

'Knowledge, skills & understanding'

YEAR 5 should be taught:

DT.Y5.1. Mechanical systems

understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

COMPUTING

'Being a Programmer' Pupils should be taught:

COMPUTING. KS2.1.

use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

COMPUTING. KS2.2.

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.

COMPUTING. KS2.3.

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

'Knowledge, skills & understanding'

YEAR 5. should be taught:

COMPUTING. Y5.1.

use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

HISTORY

'Being an Historian' Pupils should be taught:

HISTORY.KS2.1. Chronology

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

HISTORY.KS2.2. Historical Comparison

They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

HISTORY.KS2.3. Historical Enquiry

- a. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- b. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- c. They should understand how our knowledge of the past is constructed from a range of sources.

HISTORY.KS2.4.

a local history study: a depth study linked to one of the British areas of study listed below.

'Knowledge, skills & understanding'

YEAR 5 Pupils should be taught:

HISTORY.Y5.1.

a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

GEOGRAPHY

'Being a Geographer' Pupils should be taught:

GEOGRAPHY.KS2.1. Geographical locations

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

GEOGRAPHY.KS2.2. Physical Geography

describe and understand key aspects of Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

GEOGRAPHY.KS2.3. Human Geography

describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

GEOGRAPHY.KS2.4. Map Skills

- a. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- b. use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- c.

GEOGRAPHY.KS2.5. Geographical fieldwork

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

'Knowledge, skills & understanding'

YEAR 5 should be taught:

GEOGRAPHY.Y5.1

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)

RE

'Being an Informed & Tolerant Individual' Pupils are taught:

RE KS2.1. Learning about religion.

- a. describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others;
- b. describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings;
- c. identify and begin to describe the similarities and differences within and between religions;
- d. investigate the significance of religion in the local, national and global communities;
- e. consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them;
- f. describe and begin to understand religious and other responses to ultimate and ethical questions;
- g. use specialist vocabulary in communicating their knowledge and understanding;
- h. use and interpret information about religions from a range of sources.

RE KS2.2. Learning about religion.

- a. reflect on what it means to belong to a faith community, communicating their own and others' responses;
- b. respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways;
- c. discuss their own and others' views of religious truth and belief, expressing their own ideas;
- d. reflect on ideas of right and wrong and their own and others' responses to them;
- e. reflect on sources of inspiration in their own and others' lives.

RE KS2.3. Breadth of Study

- a. encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community;
- b. discussing religious and philosophical questions, giving reasons for their own beliefs and those of others;
- c. considering a range of human experiences and feelings;
- d. reflecting on their own and others' insights into life and its origin, purpose and meaning;
- e. expressing and communicating their own and others' insights through the creative and expressive arts, and ICT;
- f. developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally.

'Knowledge, skills & understanding'

YEAR 5 should be taught:

RE Y5.1. Religion and the individual

what is expected of a person in following a religion or belief

RE Y5.2. Religion, family and community

how religious families and communities practise their faith, and the contributions this makes to local life

RE Y5.3. Beliefs in action in the world

how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment;

Experiences and opportunities

PSHCE

Healthy Lifestyles

Y5.1. About the choices they can make about their health and wellbeing and what influences their choices

Keeping Safe

Y5.9. About risk in different familiar situations

Y5.10. About strategies for managing risk

Y5.11. About independence and increased responsibility

Y5.13. About unhelpful pressure

Y5.14. About influences on behaviour

Y5.15. About school rules for health and safety. About what to do in an emergency. About where to get help.

Y5.16. About what is meant by a habit. How habits are hard to change

Y5.17. About commonly available substances and drugs (including alcohol and tobacco). About some of the risks and effects of commonly available substances and drugs

Y5.20. About consent and how it is given freely

Y5.21. About personal safety

Y5.22. About the importance of protecting personal information online

Growing & changing

Y5.4 About puberty and body changes

Y5.5. About goal setting and the importance of having high aspirations. How to help others feel valued

Y5.6/7. About words that help to describe the range and intensity of their feelings to others

Y5.8. About bereavement and the process of grieving. How change also involves loss

Y5.18. How puberty leads to adolescence

Y5.19. About human reproduction in the context of the human lifecycle. How a baby is made and how it grows

'Having Positive Relationships' Pupils should be taught:

Feelings & Emotions

Y5.1. How to respond appropriately to a wider range of feelings in others

Y5.9. About keeping things confidential or secret

Y5.15. About managing 'dares'

Valuing Difference

- Y5.10. About managing and maintaining relationships. How to communicate respectfully
- Y5.13. About differences and similarities between people
- Y5.14. About discrimination, teasing, bullying and aggressive behaviour and its effect on others
- Y5.16. About challenging stereotypes

Healthy Relationships

- Y5.2. About what constitutes a positive, healthy relationship
- Y5.7. About how our actions can affect ourselves and others
- Y5.4/5. About different types of relationships (friends, families, couples, marriage, civil partnership)
- Y5.8. About acceptable/unacceptable physical contact and how to respond
- Y5.11. About different ways to work collaboratively
- T5.12. How to negotiate and compromise

'Being part of The Wider Community' Pupils should be taught:

Rights & Responsibilities

- Y5.1.a. About topical issues, problems and events concerning health and wellbeing
- Y5.2. About rules and laws
- Y5.3. That everyone has human rights
- Y5.4. That human rights take precedence over other national laws, family and community practices
- Y5.5. that different cultures can have different practices and traditions and that these may be illegal
- Y5.6. About the consequences of anti-social and aggressive behaviours
- Y5.7. About different kinds of responsibilities, rights and duties
- Y5.8. How to resolve differences, make decisions and explain choices
- Y5.11. About the range of national, regional, religious and ethnic identities in the UK
- Y5.17. How the media present information

Taking Care of the Environment

- Y5.7. About different kinds of responsibilities, rights and duties
- Y5.9. About the varied institutions that support communities locally
- Y5.10. About the role of voluntary, community and pressure groups
- Y5.12. About lives of people living in other places
- Y5.15. About the allocation of the earth's resources

Money Matters

- Y5.13. How finance plays an important part in people's lives
- Y5.14. About 'interest', 'loan' and 'debt'. About money management. To become a critical consumer
- Y5.16. About the skills that make someone 'enterprising'
- Y6.16. About enterprise and its importance for work and society

PE

'Being an Athlete' Pupils should be taught:

PE.KS2.1.

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

PE.KS2.2.

They should enjoy communicating, collaborating and competing with each other.

PE.KS2.3.

They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

PE.KS2.4.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

'Knowledge, skills & understanding'

YEAR 5 should be taught:

PE.Y5.1. Swimming

use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

PE.Y5.2. Swimming

Perform safe self-rescue in different water-based situations.

PE.Y5.3. Team games

play competitive games, modified where appropriate

PE.Y5.4.

Develop flexibility, strength, technique, control and balance

- a. **Gymnastics**
- b. **Athletics**

COOKING & NUTRICIAN

'Being a Cook' Pupils should be taught:

COOKING.KS2.1.

understand and apply the principles of a healthy and varied diet

COOKING.KS2.2.

prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

COOKING.KS2.3.

Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

ART

'Being an Artist' Pupils should be taught:

ART. KS2.1

pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design to Create natural forms such as shells, leaves, flowers and animals

ART. KS2.2.

to create sketch books to record their observations and use them to review and revisit ideas

ART.KS2.3.

about great artists, architects and designers in [HISTORY](#)

'Knowledge, skills & understanding'

YEAR 5 should be taught:

ART.Y5.1

to improve their mastery of art and design techniques in **sculpture** with a range of materials

MUSIC

'Being a Musician' Pupils should be taught:

MUSIC.KS2.1.

appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Listen with attention to detail and recall sounds with increasing aural memory

MUSIC. KS2.2.

develop an understanding of the [HISTORY](#) of music.

'Knowledge, skills & understanding'

YEAR 6 should be taught:

MUSIC.Y5.1.

They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.