**Year 5 Curriculum**

**English**

Relative clauses

Indicating degrees of possibility using adverbs or modal verbs

Devices to build cohesion within a paragraph e.g. after that, firstly

Linking paragraphs using adverbials of time, place and number

Brackets, dashes or commas to indicate parenthesis

Use of commas to clarify meaning or avoid ambiguity

Read and discuss a wide range of fiction, poetry, plays and non-fiction

Recommend books to their peers, giving reasons for their choices

Make comparisons within and across books

Discuss books read and explore the meaning of words in context

Draw inferences, make predictions & summarise main ideas

Identify how language, structure & presentation contribute to meaning

Books Studied: The Boy at the Back of the Class, The Clockwork Crow, Harry Potter & the Philosopher’s Stone, The Titanic Detective Agency, The One and Only Ivan, Macbeth

Animals, including humans – human growth and development

Living things and their habitats – life cycles of other animals and plants

Properties and changes of materials

Forces

Earth and space

**Maths**

**Maths**

Place value (numbers within 1,000,000)

Add, subtract, multiply and divide using efficient written methods

Multiply and divide whole numbers by 10, 100 and 1000

Convert mixed and improper fractions

Add and subtract fractions

Read, write, order and compare numbers with up to three decimal places

Recognise the per cent symbol (%)

Measure and calculate the perimeter and area of shapes

Identify, measure and draw angles accurately

Solve problems involving converting between units of time

**Science and Computing**

Skills & Projects using: Keynote, Pages, Numbers, iMovie, GarageBand, Clips & Reality Composer

Coding: Scratch

Digital Safety

**(rule of law, liberty, respect and tolerance)**

**Humanities – History, Geography, Religious Education & French**

Local area study – River Swale

Europe study: Scandinavia

South American study: Amazon Adventure

**(democracy, rule of law, respect and tolerance)**

How did the Anglo-Saxons and Vikings contribute to the development of Britain?

Who were more advanced: the Vikings or the Mayans?

**(democracy, rule of law, liberty, respect and tolerance)**

Christianity – God, creation & science

Islam – What does it mean to be a Muslim in Britain?

Judaism – importance of the Torah

**(rule of law, liberty, respect and tolerance)**

Phonics & Core vocabulary

Dates and birthdays

Pets

Weather

Clothes

**(liberty, respect and tolerance)**

**Physical Education (respect, rule of law, tolerance)**

Invasion games: Basketball

Gymnastics

Dance

Net/wall games: Tennis

Athletics

Fielding games: Cricket

Swimming

**The Arts - Art, DT and Music**

Art: drawing and sketchbook skills (with a focus on typography and maps); paint, surface and texture (mixed media landscapes); collaboration and community (fashion design)

DT: structures (frame structure); food (biscuits); mechanisms (cams - moving toys)

Music: performing, listening, structure, beat and composing, ‘Tech in a Term’, composer Study - Mozart

**Special Events and Visits**

Fieldwork visit to River Swale Bikeability Pantomime

**British Values linked in our curriculum (highlighted in red)**

**Democracy**

**Rule of Law**

**Individual liberty**

**Mutual respect**

**Tolerance of others**

**PSHE (democracy, rule of law, liberty, respect and tolerance)**

**Relationships:** managing friendships and peer influence; physical contact and feeling safe; responding respectfully to a wide range of people

**Living in the wider world:** protecting the environment; different media types; identifying job interests and aspirations

**Health and wellbeing:** medicines and vaccinations; personal identity; keeping safe in different situations