



## Year 5 National Curriculum Overview

Subject	Skills to be taught
English	<p><b>Reading Words:</b></p> <ul style="list-style-type: none"><li>- I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that I meet.</li></ul> <p><b>Reading Comprehension:</b></p> <ul style="list-style-type: none"><li>- I can maintain a positive attitude to reading and understanding what I read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; reading books that are structured in different ways and reading for a range of purposes; increasing my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</li><li>- I can recommend books that I have read to my peers, giving reasons for my choices.</li><li>- I can identify and discuss themes and conventions in and across a wide range of writing.</li><li>- I can make comparisons within and across books.</li><li>- I can learn a wide range of poetry by heart.</li><li>- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li><li>- I can understand what I read by: checking that the book makes sense to them, discussing my understanding and exploring the meaning of words in context.</li><li>- I can ask questions to improve my understanding.</li><li>- I can draw inferences, such as inferring characters' feelings, thoughts and motives from my actions, and justifying inferences with evidence.</li><li>- I can predict what might happen from details stated and implied.</li><li>- I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li><li>- I can identify how language, structure and presentation contribute to meaning.</li><li>- I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li><li>- I can distinguish between statements of fact and opinion.</li><li>- I can retrieve, record and present information from non-fiction.</li><li>- I can participate in discussions about books that are read to me and those I can read for myself, building on my</li></ul>

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own and others' ideas and challenging views courteously.

- I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- I can provide reasoned justifications for my views.

### **Spelling:**

- I can use further prefixes and suffixes and understand the guidance for adding them.
  - I can spell some words with 'silent' letters [for example, knight, psalm, solemn].
  - I can continue to distinguish between homophones and other words which are often confused.
  - I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
  - I can use dictionaries to check the spelling and meaning of words.
  - I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- I can use a thesaurus.
- I can spell accurately in all but the most complex words e.g. paraphernalia, quintessential, etc. and most or all of the Year 5 High Frequency Words and the Year 5 words in the N.C. Appendix 1.

### **Handwriting:**

- I can write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; choosing the writing implement that is best suited for a task.

### **Writing:**

- I can produce well-structured and organised writing using a range of conventions/key features in layout. These could include: headline in newspaper article, use of address in formal letters, etc.
- I can select the correct genre for audience and purpose and use it accurately.
- I can select from a wide range of known imaginative and ambitious vocabulary (should be words that are not usually used by a child of that age) and use precisely (all spelling including of complex words, is almost always correct).
- I can use paragraphs consistently and appropriately.
- I can develop cohesion between paragraphs and sentences, including: using adverbials of time, place and number (e.g. then, first, next, later, nearby).
- I can use all grammar accurately. Including: expanded noun phrases (e.g. The tall student with the blue trousers), modal verbs (e.g. could, should, would, must, may, might, ought, shall), relative clauses (e.g. The wolf, who was asthmatic, blew down the house).
- I can use complex sentence structures appropriately (e.g. use of subordinating conjunctions and clauses).
- I can use a wider range of punctuation, almost always accurately, including for effect to include three or more of the following (as appropriate to the text): comma, apostrophe, bullets, inverted commas, ellipsis, dash, hyphen, brackets, colon or semi-colon.
- I can use a range of narrative techniques with confidence, interweaving elements when appropriate. These

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	<p>could include some of: action, dialogue, quotation, formal or informal style, aside, observation, suspense.</p> <ul style="list-style-type: none"><li>- I can vary sentence length and word order confidently to sustain interest (e.g. 'Having achieved your goals at such an early age, what motivates you to continue? Why fight on?').</li><li>- I can use a range of devices to adapt writing to the needs of the reader. Including: headings, sub-headings, bullets, underlining, parenthesis, introduction providing context, conclusion.</li><li>- I can use literary features to create effect. These could include: alliteration, onomatopoeia, figurative language, dialect, metaphor, simile.</li><li>- I can evaluate and edit writing. Including: changes to spelling, vocabulary, grammar, punctuation and spelling.</li><li>- I can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide (e.g. commas, colons, semicolons, dashes, ellipses).</li><li>- I can show confident and established 'voice' (e.g. through appropriate use of levels of formality).</li></ul>
Mathematics	<p><b>Number and Place Value:</b></p> <ul style="list-style-type: none"><li>- I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.</li><li>- I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.</li><li>- I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</li><li>- I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</li><li>- I can solve number problems and practical problems that involve all of the above.</li><li>- I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</li></ul> <p><b>Addition and Subtraction:</b></p> <ul style="list-style-type: none"><li>- I can add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</li><li>- I can add and subtract numbers mentally with increasingly large numbers.</li><li>- I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</li><li>- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li></ul> <p><b>Multiplication and Division:</b></p> <ul style="list-style-type: none"><li>- I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</li><li>- I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</li><li>- I can establish whether a number up to 100 is prime and recall prime numbers up to 19.</li><li>- I can 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.</li><li>- I can multiply and divide numbers mentally drawing upon known facts.</li><li>- I can 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.</li></ul>

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- I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- I can recognise and use square numbers and cube numbers, and the notation for squared (<sup>2</sup>) and cubed (<sup>3</sup>).
- I can solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
- I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

### **Fractions (including decimals and percentages):**

- I can compare and order fractions whose denominators are all multiples of the same number.
- I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- I can recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number [for example,  $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$ ].
- I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- I can read and write decimal numbers as fractions [for example,  $0.71 = \frac{71}{100}$ ].
- I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- I can round decimals with two decimal places to the nearest whole number and to one decimal place.
- I can read, write, order and compare numbers with up to three decimal places.
- I can solve problems involving number up to three decimal places.
- I can 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.
- I can 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:**

- I can convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
- I understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
- I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- I can calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes.
- I can estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for

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example, using water].

- I can solve problems involving converting between units of time.
- I can use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

### **Properties of Shape:**

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

### **Position and Direction:**

- I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

### **Statistics:**

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

## Science

### **Planning:**

- I can explore different ways to test an idea and choose the best way, and give reasons.
- I can plan and carry out an investigation by controlling variables fairly and accurately.
- I can make a prediction with reasons.
- I can vary one factor whilst keeping the others the same in an experiment.
- I can use information to help make a prediction.
- I can use test results to make further predictions and set up further comparative tests.

### **Obtaining and Presenting Information:**

- I can take measurements using a range of scientific equipment with increasing accuracy and precision.
- I can decide which units of measurement I need to use.
- I can take repeat measurements where appropriate and explain why a measurement needs to be repeated.
- I can record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models.
- I can present a report of my findings through writing, display and oral presentation.

### **Considering Evidence and Evaluating:**

- I can report findings from investigations through written explanations.
- I can find a pattern from my data and explain what it shows.

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- I can use a graph to answer scientific questions.
- I can draw simple conclusions from my results.
- I can link what I have found out to other science.
- I can evaluate how trustworthy my results are.
- I can suggest how to improve my work and say why I think this.
- I can explain (in simple terms) a scientific idea and what evidence supports it.

### **Earth and Space:**

- I can identify and explain the movement of the Earth, and planets, relative to the Sun.
- I can explain how planets are linked to stars.
- I can identify and explain the movement of the Moon relative to the Earth.
- I can explain the size, shape and position of the Earth, Sun and Moon.
- I can explore the work of some space pioneers. (Galileo, Copernicus, Neil Armstrong)
- I can explain how night and day are created and use diagrams to show this.
- I can explain how seasons and the associated weather is created.
- I can compare the time of day at different places on the Earth.
- I can describe the Sun, Earth and Moon as approximately spherical bodies.

### **Properties and Changes to Materials:**

- I can test and group materials based on scientific evidence. (hardness, solubility, transparency, conductivity, insulation, magnetism)
- I can sort materials by a number of different criteria and explain their reasons.
- I can suggest materials which could be used for specific jobs.
- I can give reasons for the uses of everyday materials based on scientific evidence.
- I can show what I know about the properties of different materials.
- I can work out which materials are most effective for keeping us warm or for keeping something cold.
- I can explain the process of dissolving.
- I can describe methods for separating mixtures. (filtration, distillation)
- I can decide how a mixture would best be separated. (filtering, sieving, evaporating)
- I can recover a substance from a solution.
- I can describe changes using scientific words. (evaporation, condensation)
- I can use the terms 'reversible' and 'irreversible'.
- I can explain how a reversible change creates new material.
- I can describe which changes which can be reversed.
- I can describe which changes which cannot be reversed.

### **Living Things and Habitats:**

- I can describe the life cycles of common plants.
- I can talk with knowledge about birth, reproduction and death of familiar animals or plants.
- I can describe and compare the life cycles of a range of animals, including humans, amphibians, insects and

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birds.

- I can create a timeline to indicate stages of growth in certain animals, such as frogs and butterflies.
- I can observe my local environment and draw conclusions about life-cycles. (for example, the vegetable garden or plants in a shrubbery)
- I can explore the work of well know naturalists. (David Attenborough and Jane Goodall)

### **Forces:**

- I can explain what gravity is and its impact on our lives.
- I can explain the effect of air resistance on moving objects.
- I can design very effective parachutes.
- I can explain why a wheeled object that is initially pushed will slow down and stop.
- I can explain the impact of friction on a moving object.
- I can work out how water can cause resistance to floating objects.
- I can describe and explain how motion is affected by forces. (including gravitational attractions, magnetic attraction and friction)
- I can explain how force and motion can be transferred through gears, pulleys, levers and springs.

### **Animals, including Humans:**

- I can create a timeline to indicate stages of growth in humans.
- I can create a timeline to indicate stages of growth in pregnancy.
- I can explain what puberty is.
- I can explain what happens to males and females during puberty.

## Computing

### **Computing systems and networks: Systems and searching**

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

### **Creating media: Video production**

- I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- I can 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.
- I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

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### **Programming A: Selection in physical computing**

- I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- I can 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.

### **Data and information: Flat-file databases**

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

### **Creating media: Introduction to vector graphics**

- I can 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.

### **Programming B: Selection in quizzes**

- I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- I can 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.

## History

### **Chronological Understanding:**

- I can use dates and historical language in my work.
- I can draw a timeline which shows different information, such as, periods of history, when famous people lived, etc.
- I can create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.

### **Knowledge and Interpretation:**



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- I can describe historical events from the different period/s I am studying/have studied.
  - I can make comparisons between Anglo-Saxons' and Vikings' beliefs and culture.
  - I understand how and why the Vikings invaded Britain.
  - I understand the social, cultural and religious aspects of Egyptian life.
  - I can research the life of one person who had impact upon Ancient Egypt (e.g. Ramesses II).
- Historical Enquiry:**
- I can test out a hypothesis in order to answer a question.
  - I can research two versions of an event and say how they differ.
  - I can appreciate how historical artefacts have helped us understand more about Egyptian lives in the past (Rosetta stone, etc.).

### Geography

- Geographical Enquiry:**
- I can use research skills to collect information about a place.
  - I can identify and map land use.
  - I can formulate their own geographical questions and find answers.
  - I can make detailed sketches and plans.
  - I can understand and calculate different time zones within a country.
  - I can plan a journey within the USA factoring in distance and time.
- Physical Geography:**
- I can explain how a location fits into its wider geographical location.
  - I can explain how the water cycle works.
  - I can understand why water is an important resource.
  - I can explain how an earthquake is created.
- Human Geography:**
- I can explain why certain areas are more populated than others.
  - I can explain how humans impact the environment, in relation to water.
  - I can explain why people are attracted to live by lakes/rivers.
  - I can explain how a country/city/town would be similar and different to our local area.
  - I can identify and explain the main economic benefits of water.
  - I can describe how earthquakes have an impact on people's life.
- Geographical Knowledge:**
- I can locate North America on a world map.
  - I can identify countries and main cities in the continent.
  - I can name and locate the Great Lakes of America.
  - I can identify and locate the major rivers, oceans, mountain ranges.
  - I can name and identify where the different time zones are on a map. Explain why there are different time zones. Identify major cities in each zone.

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- I can identify the climate of different regions within the continent.
- I can identify and name the Tropic of Capricorn and Cancer.
- I can identify and name the Arctic and Antarctic circles.
- I can name and identify the main lines of longitude and latitude.

RE

### **Judaism and Nativity (Christianity):**

- I know that Jews believe that God is the creator who reveals himself through his chosen people.
- I know about the Passover festival, Pesach and Seder.
- I know that the love of God is celebrated through prayer, particularly on Shabbat.
- I know about the festival of Yom Kippur - Day of Atonement and concept of forgiveness.
- I know about family life and its values, Shabbat and the Friday night meal.
- I know about the festivals associated with the Torah and the importance of regular Torah study.
- I understand the history of the people, as recorded in the Torah - the call of Abraham.
- I understand the call of Moses, the plagues of Egypt and the exodus of the Israelites.
- I know the Ten Commandments.
- I understand the meaning of the covenant.
- I understand the nativity story.

### **Judaism and Easter (Christianity):**

- I know what it means to follow the commandment, 'Love thy neighbour as thyself'.
- I know that many Jews are members of orthodox congregations whilst there are other congregations with different interpretations and observances.
- I know that the synagogue is the place of worship for Jewish people, its features and the role of the rabbi.
- I know how the Torah is treated in the synagogue. The menorah and the Ark.
- I know about the Passover festival, Pesach and Seder.
- I understand the events of Holy week and of Jesus' resurrection appearances.
- I know some stories which suggest that Jesus was divine and which teach beliefs about him.
- I understand that Christians believe that Jesus is still present in the world.

### **Christianity and Faiths and Values:**

- I understand that Christians believe themselves to be disciples of Jesus and regard their duty to follow his teaching and ideals to the best of their ability.
- I understand the teachings of Jesus as recorded in the New Testament.
- I understand how some well-known Christians have had their lives shaped through their faith.
- I understand how some people in my community have had their lives shaped through their faith (including the young).
- I can explore the word 'truth' and ask questions as to what it is.
- I can explore the question, 'Should we always accept what we are told?'
- I can explore the question, 'What is meant by faith?'

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- I can explore the question, 'Can you 'prove' that what you believe is the case?'
- I understand that some people have no faith and can explore their beliefs.

### Design Technology

#### **Nutrition:**

- I can learn how vegetables are grown.
- I can understand how animals are reared for meat.
- I can learn about the seasonality of freshly grown produce.
- I can think about food miles- are our products locally or nationally grown?
- I can make a visit to a farm to better understand my learning.
- I can undertake a study into the growth of wheat.
- I can use my knowledge of my wheat study to bake bread.

#### **Cooking:**

- I can describe how to be hygienic and safe when cooking.
- I can research traditional foods from the Egyptian period.
- I can produce a step by step recipe for my cake.
- I can evaluate my cakes and make suggestions for improvements.

#### **Textiles:**

- I can design my flag and make a prototype.
- I can select the most appropriate materials to create my flag.
- I can make my flag attractive through careful technique and strong through the use of a sewing machine.
- I can consider a range of joining techniques to attach my flag to another.

#### **Mechanical and Electrical Components:**

- I can undertake research into the invention of the motor car.
- I can understand that cars have used power sources such as steam, gas, electricity
- I can design a car powered by hydraulics (liquid)
- I can incorporate a switch into my design.
- I can test and refine my car.

#### **Stiff Materials:**

- I can make my measurements accurate and precise.
- I can consider my materials and joining techniques carefully to ensure my ship is strong.
- I can ensure my ship is fit for purpose (E.g. it can float/doesn't allow water in/can take weight).

#### **Mouldable Materials:**

- I can make a variety of designs after conducting research into Egyptian jewellery.
- I can have a target audience in mind when designing my jewellery.
- I can create a piece of jewellery that is of high quality.

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- I can show motivation to refine and improve my product in my evaluation.

Art

### **Painting:**

- I can create all the colours I need.
- I can create a range of moods in my paintings.
- I can express my emotions accurately through my paintings and sketches.
- I can create a range of moods in my painting.

### **Drawing:**

- I can identify and draw simple objects, and use marks and lines to produce texture.
- I can successfully use shading to create mood and feeling.
- I can organise line, tone, shape and colour to represent figures and forms in movement.
- I can show reflections.
- I can explain why they have chosen specific materials to draw with.
- I can keep notes in my sketch book as to how I might develop my work further.
- I can use my sketch books to compare and discuss ideas with others.

### **Mixed Media:**

- I can experiment with and combine materials and processes to design and make 3D form.
- I can sculpt clay and other mouldable materials.
- I can use tools accurately and safely to create imprints and texture in my work.
- I can express emotion accurately through my painting and sketches (links to painting see above).

### **Artists:**

- I can compare the work of different artists.
- I can understand the viewpoints of artists by interpreting their work.
- I can explore work from other periods of time.
- I can comment on the choice of colour used to represent the mood of a painting.
- I can annotate images of artworks to discuss the style used.
- I can recreate a painting in the style of a specific artist.

### **Architects:**

- I can learn about the work of others by looking at books, the Internet, visits to galleries and other sources of information.
- I can learn about how architects are inspired to design.
- I can compare and contrast building design from different periods of history.
- I can apply the rules of perspective to show contrasts in building size.

### **Designers:**

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	<ul style="list-style-type: none"><li>- I can learn about the inspiration of art from different cultures on 20<sup>th</sup> century design/designers – Islamic art/ William Morris (link the latter to our Arts and Crafts school).</li><li>- I can link the work of traditional Islamic styles to 20<sup>th</sup> century design – William Morris.</li><li>- I can explore the designs within Islamic styles and William Morris and sketch images of these.</li><li>- I can make a print inspired by Islamic art or William Morris, noting their repetitive patterns.</li></ul> <p><b>Sketch Book Skills:</b></p> <ul style="list-style-type: none"><li>- I can keep notes in my sketch book as to how I might develop my work further.</li><li>- I can use my sketch book to compare and discuss ideas with others.</li></ul>
Music	<p><b>Performing:</b></p> <ul style="list-style-type: none"><li>- I can breathe in the correct place when singing.</li><li>- I can sing and use my understanding of meaning to add expression.</li><li>- I can maintain my part whilst others are performing their parts.</li><li>- I can perform 'by ear' and from simple notations.</li><li>- I can improvise within a group using melodic and rhythmic phrases.</li><li>- I can recognise and use basic structural forms e.g. rounds, variations, rondo form.</li><li>- I can devise and play a repeated sequence of pitches on a tuned instrument to accompany a song.</li></ul> <p><b>Composing/Improvising:</b></p> <ul style="list-style-type: none"><li>- I can improvise a melody to play with a backing track</li><li>- I can compose/improvise music which meets specific criteria.</li><li>- I can use my notations to record groups of pitches (chords).</li><li>- I can use a music diary to record aspects of the composition process.</li><li>- I can match my playing to the tempo of a piece of music.</li><li>- I can understand the relation between pulse and syncopated patterns.</li><li>- I can identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre.</li></ul> <p><b>Appraising:</b></p> <ul style="list-style-type: none"><li>- I can describe, compare and evaluate music using musical vocabulary.</li><li>- I can choose the most appropriate tempo for a piece of music.</li><li>- I can explain how tempo changes the character of music.</li><li>- I can identify where a gradual change in dynamics has helped to shape a phrase of music.</li><li>- I can explain why I think my music is successful or unsuccessful and suggest improvements to my own or others' work.</li><li>- I can recognise and contrast different genres of music.</li><li>- I can recognise the work of at least three North American composers: Stevie Wonder (Soul), George Gershwin (Contemporary Popular/Classical) and Louis Armstrong (Jazz).</li><li>- I can listen to and appraise music from the country of our PLAN child.</li><li>- I can experience a live music performance (e.g. Rhythm workshop).</li></ul>

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### Languages

**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 can understand and 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 be 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 use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what I and other people do, like etc.)
- I can check my spellings with a dictionary.

**Grammar:**

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

**Content:**

- I can understand and use the alphabet to assist in correct spelling and pronunciation.
- I can follow and give simple instructions and descriptions (e.g. the date, the home, what I am wearing).
- I am able to say, read and write the date including the day, number and month of the year.
- I am familiar with all numbers from 1-100 (in multiples of 10), as well as all numbers from 1-31.
- I can take part in conversations and I am able to make simple statements and present information (e.g. weather, owning a pet, the date, habitats, what I wear at different times of the year or on different occasions).
- I can understand and communicate simple descriptions orally and in writing (e.g. of a scene, a person, a place, a sporting event).
- I am able to read longer passages of text and answer questions (orally or in writing) about the passage I have read (e.g. reading a short and simple story or completing a reading exercise about what different people are

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	<p>wearing on different days of the week for different occasions).</p> <ul style="list-style-type: none"><li>- I am able to listen to longer passages of text and answer questions (orally or in writing) about the passage I have heard (e.g. explaining the habitat in which different animals or plants live).</li><li>- I can understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so I can use them in speaking, listening, reading and writing activities.</li></ul>
PE	<p><b>Acquiring and Developing Skills:</b></p> <ul style="list-style-type: none"><li>- I can link skills, techniques and ideas and apply them accurately and appropriately.</li><li>- I can show good control in my movements.</li></ul> <p><b>Evaluating and Improving:</b></p> <ul style="list-style-type: none"><li>- I can compare and comment on skills, techniques and ideas that they and others have used.</li><li>- I can use my observations to improve their work.</li></ul> <p><b>Health and Fitness:</b></p> <ul style="list-style-type: none"><li>- I can explain some important safety principles when preparing for exercise.</li><li>- I can explain what effect exercise has on their body.</li><li>- I can explain why exercise is important.</li></ul> <p><b>Dance:</b></p> <ul style="list-style-type: none"><li>- I can compose my own dances in a creative and imaginative way.</li><li>- I can perform to an accompaniment, expressively and sensitively.</li><li>- I can control all of my movements.</li><li>- I can dance to show clarity, fluency, accuracy and consistency.</li></ul> <p><b>Games:</b></p> <ul style="list-style-type: none"><li>- I can gain possession by working as a team.</li><li>- I can pass in different ways.</li><li>- I can use forehand and backhand with a racquet.</li><li>- I can field.</li><li>- I can choose the best tactics for attacking and defending.</li><li>- I can use a number of techniques to pass, dribble and shoot.</li></ul> <p><b>Gymnastics:</b></p> <ul style="list-style-type: none"><li>- I can make complex or extended sequences.</li><li>- I can combine action, balance and shape.</li><li>- I can perform consistently to different audiences.</li><li>- My movements are accurate, clear and consistent.</li></ul> <p><b>Athletics:</b></p> <ul style="list-style-type: none"><li>- I can be controlled when taking off and landing in a jump.</li><li>- I can throw with accuracy.</li><li>- I can combine running and jumping.</li><li>- I can follow specific rules.</li></ul>

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	<p><b>Outdoor/Adventurous Activities:</b></p> <ul style="list-style-type: none"><li>- I can plan a route and series of clues for someone else.</li><li>- I can plan with others taking account of safety and danger.</li></ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"><li>- I can swim competently, confidently and proficiently over a distance of at least 25 metres.</li><li>- I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</li><li>- I can perform safe self-rescue in different water-based situations.</li></ul>
PSHE	<p><b>Families and people who care for me:</b></p> <ul style="list-style-type: none"><li>- I can learn that families are important for children growing up because they can give love, security and stability.</li><li>- I know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>- I know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li><li>- I know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li><li>- I can learn that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>- I can learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul> <p><b>Caring friendships:</b></p> <ul style="list-style-type: none"><li>- I understand how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>- I can learn about the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>- I know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>- I can understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li><li>- I can learn how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li></ul> <p><b>Respectful relationships:</b></p> <ul style="list-style-type: none"><li>- I know about the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or</li></ul>



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beliefs.

- I can learn practical steps they can take in a range of different contexts to improve or support respectful relationships.
- I can demonstrate the conventions of courtesy and manners.
- I can understand the importance of self-respect and how this links to their own happiness.
- I know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- I can learn about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- I can understand what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- I can learn about the importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships:**

- I know that people sometimes behave differently online, including by pretending to be someone they are not.
- I know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- I can understand the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- I know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- I can understand how information and data is shared and used online.

### **Being safe:**

- I know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- I can understand about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- I can learn that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- I know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- I can learn how to recognise and report feelings of being unsafe or feeling bad about any adult.
- I know how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- I know how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- I know where to get advice e.g. family, school and/or other sources.

### **Mental wellbeing:**

- I can understand that mental wellbeing is a normal part of daily life, in the same way as physical health.
- I know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

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- I can learn how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- I know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- I can appreciate the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- I know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- I can understand how isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- I know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- I know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- I can understand that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet safety and harms:**

- I know that for most people the internet is an integral part of life and has many benefits.
- I can learn about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- I know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- I can understand why social media, some computer games and online gaming, for example, are age restricted.
- I know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- I can learn how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- I know where and how to report concerns and get support with issues online.

### **Physical health and fitness:**

- I know the characteristics and mental and physical benefits of an active lifestyle.
- I can understand the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- I know about the risks associated with an inactive lifestyle (including obesity).
- I can learn how and when to seek support including which adults to speak to in school if they are worried about their health.

### **Healthy eating:**

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- I know what constitutes a healthy diet (including understanding calories and other nutritional content).
  - I can learn the principles of planning and preparing a range of healthy meals.
  - I know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
- Drugs, alcohol and tobacco:**
- I can learn the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- Health and prevention:**
- I know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
  - I can learn about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
  - I can understand about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
  - I know the facts and science relating to allergies, immunisation and vaccination.
- Changing adolescent body:**
- I can learn the key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
  - I can learn about menstrual wellbeing including the key facts about the menstrual cycle.
- Economic understanding:**
- I understand what charity is and explain why people donate to charity.
  - I can fundraise money for a charity.
  - I understand deductions that are taken from payslips.
  - I can explain what budgeting is and why it is important.