

Long Term Plan: Year 5 Curriculum Objectives

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Reading:</p> <p>Word reading:</p> <ul style="list-style-type: none"> Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words <p>Comprehension:</p> <ul style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what is read. 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 their 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. Recommending books that they have read to their peers, giving reasons for their choices. Identifying and discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books. Learning a wider range of poetry by heart. Preparing 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. Checking that the book makes sense, discussing understanding and exploring the meaning of words in context. Asking questions to improve understanding. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Explain and discuss understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views. 			<p>Writing:</p> <p>Transcription - Spelling</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidelines for adding them Spell some words with 'silent' letters, e.g. knight, psalm, solemn. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the. Spelling of some words needs to be learnt specifically, as listed in Appendix 1. Use dictionaries to check the spelling and meaning of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. <p>Handwriting and presentation.</p> <ul style="list-style-type: none"> Write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters choosing the writing implement that is best suited for a task <p>Composition</p> <p>Plan writing.</p> <ul style="list-style-type: none"> Identify audience for and purpose of writing, selecting appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading and research where necessary. In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed. <p>Draft and write by:</p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Précising longer passages. Using a wide range of devices to build cohesion within and across paragraphs. Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proof-read for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 		

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Grammar/Phonics:

Develop their understanding of the concepts set out in Appendix 2 by:

Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

Using passive verbs to affect the presentation of information in a sentence.

Using expanded noun phrases to convey complicated information concisely.

Using modal verbs or adverbs to indicate degrees of possibility.

Using relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that* or with an implied (i.e. omitted) relative pronoun.

Indicate grammatical and other features by:

- Using commas to clarify meaning or avoid ambiguity in writing.
- Using brackets, dashes or commas to indicate parenthesis.
- Using semi-colons, colons or dashes to mark boundaries between main clauses
- Using a colon to introduce a list.
- Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.
- Use a wide range of conjunctions to create compound and complex sentences.
- Use full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly.
- Use a wide range of adjectives and adjectival phrases, adverbs, adverbials and prepositional phrases to add description and elaboration to writing.
- Use expanded noun phrases to convey complicated information concisely.

Appendix 2

Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i>] Verb prefixes [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>]
Sentence	Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i>] or modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Speaking and Listening:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and build vocabulary and knowledge.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions and explanations.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

Mathematics

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

Read Roman numerals to 1000 and recognise years written in Roman numerals

Recognise the percent symbol

Solve number problems and practical problems that involve all of the above (all Y5 place value objectives)

Solve problems involving addition, subtraction, multiplication and division and combination of these, including understanding the

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	<p>Add and subtract numbers mentally with increasing larger numbers; Add and subtract whole numbers with more than 4 digits including using formal written methods (columnar addition and subtraction)</p> <p>Multiply numbers up to 4-digits by a 1-digit or 2- digit number using a formal written method, including long multiplication for 2-digit numbers.</p> <p>Divide numbers up to 4-digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.</p> <p>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</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number *Add and subtract fractions with the same denominator and denominators that are multiples of the same number *Compare and order fractions whose denominators are all multiples of the same</p>	<p>Multiply and divide numbers mentally drawing upon known facts. *Recognise and use square numbers and cube numbers, and the notation for squared² and cubed³.</p> <p>*Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents; *Read, write, order and compare numbers with up to three decimal places; *Round decimals with two decimal places to the nearest whole number and to one decimal place. *Solve problems involving numbers up to 3 decimal places</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> <p>Convert between different units of metric measure (e.g. km/m; cm/m; cm/mm; g/kg; l/ml). *Use all four operations to solve problems involving measure using decimal notation and scaling</p> <p>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</p>	<p>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in cm and m. - Calculate & compare the area of rectangles (including squares, & including using standard units, square centimetres (cm²) and square metres (m²) & estimate the area of irregular shapes.</p> <p>Complete, read and interpret information in: tables, including timetables</p>	<p>(%) 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. *Read and write decimal numbers as fractions, e.g. $0.71 = 71/100$. *Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$ $\frac{3}{4}$ $\frac{1}{5}$ $\frac{2}{5}$ $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25</p> <p>Estimate volume (e.g. using 1 cm³ blocks to build cuboids, including cubes) & capacity (e.g. using water).</p> <p>Identify 3D shapes, including cubes and other cuboids, from 2D representations</p>	<p>Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why</p> <p>Solve problems involving multiplication and division including using their knowledge of factors, multiples, squares and cubes</p> <p>Solve problems involving converting between units of time</p> <p>Identify: -angles at a point and one whole turn -angles at a point on a straight line and $\frac{1}{2}$ a turn -Other multiples of 90 degrees</p> <p>Solve comparison, sum and difference problems using information presented in a line graph</p>	<p>meaning of the equals sign *Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles *Use the properties of rectangles to deduce related facts & find missing lengths & angles</p>
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	number					
	Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles *Draw given angles and measure them in degrees.					
Science	Working Scientifically: <ul style="list-style-type: none"> 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. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs. Using test results to make predictions to set up further comparative and fair tests. Using simple models to describe scientific ideas. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of 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. 					
	Forces <ul style="list-style-type: none"> 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 	Properties and Changes <ul style="list-style-type: none"> 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 	Animals including humans <ul style="list-style-type: none"> Describe the changes as humans develop to old age. 	Living Things and their Habitats <ul style="list-style-type: none"> 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. 	Earth and Space <ul style="list-style-type: none"> 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. 	

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		<p>be separated, including through filtering, sieving and evaporating</p> <ul style="list-style-type: none"> • 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. 			
Computing	<p>Computing systems and networks</p> <p>To explain that computers can be connected together to form systems</p> <ul style="list-style-type: none"> • I can explain that systems are built using a number of parts 	<p>Data and information</p> <p>To use a form to record information</p> <ul style="list-style-type: none"> • I can create a database using cards • I can explain how information can 	<p>Programming</p> <p>Musical algorithms</p>	<p>Creating media</p> <p>To identify that drawing tools can be used to produce different outcomes</p> <ul style="list-style-type: none"> • I can recognise that vector drawings are made using 	<p>Skills showcase</p> <p>Podcast – Life at Junction Farm</p>

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	<ul style="list-style-type: none"> I can describe the input, process, and output of a digital system I can explain that computer systems communicate with other devices 	<p>be recorded</p> <p>I can order, sort, and group my data cards</p>		<p>shapes</p> <ul style="list-style-type: none"> I can experiment with the shape and line tools I can discuss how vector drawings are different from paper-based drawings 	
History	<p>Ancient Greece</p> <ul style="list-style-type: none"> know and understand significant aspects of the history of the wider world: the nature of ancient civilisations understand the achievements of the earliest civilisations appreciate the legacy of Greek culture on modern Britain 		<p>Mayans</p> <ul style="list-style-type: none"> know and understand significant aspects of the history of the wider world: the nature of ancient civilisations understand the achievements of the earliest civilisations 		<p>Tudors</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history know and understand the history of these islands as a coherent, chronological narrative gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
Geography		<p>South America</p> <ul style="list-style-type: none"> locate the world's countries, using maps identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and 		<p>UK/Greece comparison</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in 	<p>UK Trade</p> <ul style="list-style-type: none"> 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 human geography, including: types of

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		<p>Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water 		<p>a European country</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains human geography, including: types of settlement and land use, economic activity including trade links 		<p>settlement and land use, economic activity including trade links and distribution of natural resources</p>
Design & Technology	<p>Design</p> <ul style="list-style-type: none"> 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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make</p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks accurately 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. <p>Evaluate</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. <p>Cooking and Nutrition</p> <p>understand and apply the principles of a healthy and varied diet</p>					

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cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients;

	<p>Make a pouch</p> <p>Explore/knowledge Evaluate existing carry cases/fasteners and pouches.</p> <p>Design Identify who made the product when it was made and its purpose Identify what the product is made from and how environmentally friendly the materials are Record a step-by-step plan for making plan my ideas and designs. Choose a material based on the properties, aesthetics, and cost Make a list of tools, equipment and materials required</p> <p>Make/skills Use a range of textiles and tools. To explore how to join materials and strengthen materials To practise a running stitch and over sew stitch</p> <p>Evaluate Evaluate my product against a design criteria- identify strengths and areas to develop</p> <p>Technical Knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Use textiles, sewing tools and components</p>	<p>Cars</p> <p>Explore/knowledge Research who invented cars. Explore and evaluate toy cars. Evaluate this product on its design and use Use innovative ideas that meet the needs of the user and resources available Represent ideas in diagrams, annotated sketches and using computers</p> <p>Make/skills Make templates, prototypes and pattern pieces Make vehicle using construction kit using motors Select from tools and equipment</p> <p>Evaluate Evaluate my design and make changes to improve the performance</p> <p>Technical Knowledge Use construction kits, electrical and mechanical components (gears, pulleys, cams, computer aided systems)</p>			<p>Pneumatic moving systems</p> <p>Explore/knowledge Explore and evaluate moving toys</p> <p>Design Record a step-by-step plan for making Make a list of tools, equipment and materials required Represent ideas in diagrams, annotated sketches and using computers</p> <p>Make/skills Make templates, prototypes, and pattern pieces to explore their ideas Use and understand mechanical components such as pneumatic hinges.</p> <p>Evaluate Evaluate my product against a design criteria and identify strengths and areas to develop Think of the user whilst evaluating my product</p> <p>Technical Knowledge Understands how pneumatics and syringes work</p>

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Art & Design	Pupils should be taught: <ul style="list-style-type: none"> about great artists, architects and designers in history. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. to create sketch books to record their observations and use them to review and revisit ideas. 					
	Greek vases			Pop Art	Tudor Portraits	
Physical Education	Sport & Games <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swimming and water safety. Pupils should be taught to: <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively Perform safe self-rescue in different water-based situations. 					
	Tag Rugby Yoga / Cross Country	Football Dance	Netball Indoor Athletics	Hockey Gymnastics	Athletics Cricket/Rounders	Athletics OAA
Music	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music. 					
	‘The basics of music’ Fundamentals of music Pulse – body percussion Rhythm – patterns Pitch – elements of pitch within different instruments Glockenspiels – note D	‘Music that tells stories’ Music interpretation and description Listening Rhythm notation Appraising – creating images and response through words and emotion Christmas focus	Famous musical works and the Orchestra’ Instrumentation Orchestral families Listening and understanding of the differences between instruments – comparison Ode to Joy – sing and create lyrics Glockenspiels/Keyboards – note names -scale of C Appraise and evaluate peer performances Sing in harmony	‘Famous composers’ Famous musical composers and the history of music Mozart Bach Beethoven	‘Music from around the world’ Learn songs in another language including three parts. To explore music and songs from different cultures. Feature of music from different cultures. Pitched and unpitched instruments Complicated syncopated rhythms. Compose class music. Music of Asia.	Performing Improvisation. Ensemble singing. Play and perform in solo or ensemble,

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Religious Education	<p>Food and Drink: What are religious rules for?</p> <p>Pupils will recognise similarities/differences between faiths with regard to rules about food and drink, describe simply the impact Islam has on Muslims' lives by identifying Kosher Forbidden Vegetarian halal and haram foods and describing simply how Muslim athletes are able to compete without breaking rules about fasting during Ramadan. -Pupils will describe some similarities and differences between faiths with regard to rules about food and drink, describe the impact Islam has on Muslims' lives by simply explaining the meaning of halal and haram, giving examples of halal and haram foods/activities. They may begin to suggest reasons why Muslims follow these rules and why athletes are able to compete without breaking rules about fasting during Ramadan. -Pupils will describe similarities and differences between faiths with regard to rules about food and drink, describe the impact Islam has on Muslims' lives by explaining the meaning of halal and haram, giving examples of halal and haram foods/activities and suggesting reasons why these rules are an important form of expression for</p>	<p>Is Christmas too commercial?</p> <p>-Pupils will describe some key features of the Christmas Story recognising that authors have retold the story in different ways with different emphases; Begin to make links between Christian beliefs and the stories and begin to make links between their own values and commitments and those of others. -Pupils will describe the impact of religious beliefs on people's lives; Show understanding of how Christian sources of belief link to stories they have explored and begin to describe what inspires and influences them. - Pupils will use an increasingly wide religious vocabulary to explain the impact of beliefs on Christians. They will be able to explain what inspires and influences their beliefs about Christmas. Skills: • Investigation and Enquiry • Interpretation • Expression • Application • Analysis and Evaluation • Reflection and Response</p>	<p>Sikhism: The Gurdwara</p> <p>-Pupils will describe the key features of a gurdwara and suggest how some key beliefs are expressed in the features of the gurdwara -Pupils will explain how Sikh beliefs can be seen in the features of a gurdwara building -Pupils will explain the impact the gurdwara have on individuals and the Sikh community. Skills: • Investigation and Enquiry • Interpretation • Expression • Application</p>	<p>Who is responsible for Jesus' death?</p> <p>-Pupils will describe the terms loyalty and betrayal and link them to key aspects of the Easter story -Pupils will describe the impact religion had on the life of St Paul and St Peter -Pupils will demonstrate understanding of the significance of the betrayal of Jesus Skills: • Analysis • Evaluation • Application • Empathy • Investigation and Enquiry</p>	<p>What is worship? What is it for?</p> <p>Pupils will identify links between religious belief and people's actions including pilgrimage and supporting charities. They will be able to identify what influences and inspires them through their choice of charity. They will identify similarities and differences between Muslim, Christian, Buddhist and Hindu forms of expression in everyday life. They will describe forms of religious expression such as Buddhist meditation, Hindus worshipping at home and/or the work charities do. -Pupils will make links between religious belief and people's actions suggesting a link between religious beliefs and sacred texts by describing how people's beliefs impact upon their behaviour in practice such as going on a pilgrimage, how they worship at home or why they support/run a charity. They will describe in detail and may begin to explain, the similarities and differences between Muslim, Christian, Buddhist and Hindu forms of religious expression in everyday life. -Pupils will make links between religious belief and people's actions clearly identifying the link between religious beliefs and sacred texts by explaining how people's beliefs impact upon their behaviour in practice such as going on a pilgrimage, how they worship at home or why they support/run a charity. They will explain the similarities and differences between Muslim, Christian, Buddhist and Hindu forms of religious expression in everyday life, suggesting possible reasons for the similarities and differences. Skills: • Interpretation and Empathy • Reflection and Response • Analysis and Expression</p>

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	Muslims. They will be able to describe the dilemma some Muslim athletes face when competing and explain simply how Muslim athletes are able to compete without breaking rules about fasting during Ramadan. Skills: • Expression • Investigation and Enquiry • Analysis • Evaluation					
PSHE	Being in My World Railway Safety Planning the forthcoming year. Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating World Mental Health Day	Celebrating Difference Cultural differences and how they can cause conflict Racism. Rumours and name-calling Types of bullying. Material wealth and happiness. Enjoying and respecting other cultures. Anti-bullying week	Goals and Dreams Future dreams. The importance of money Jobs and careers. Dream job and how to get there. Goals in different cultures Supporting others (charity) Motivation. Children's Mental Health Week	Healthy Me Smoking, including vaping Alcohol. Alcohol and anti-social behaviour. Emergency aid Body image Relationships with food Healthy choices. Motivation and behaviour.	Relationships Self-recognition and self-worth. Building self-esteem. Safer online communities Rights and responsibilities online. Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules.	Changing Me. Self- and body image Influence of online and media on body image. Puberty for girls. Puberty for boys. Conception Growing responsibility. Coping with change. Preparing for transition. Water Safety
MFL	Listening & Comprehension Listen attentively to spoken language and show understanding by joining in and responding. 5.1 Can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. 5.2 Can join in with familiar short songs, rhymes or poems, or parts of them. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. 5.3 Can write high-frequency familiar words from his/her oral vocabulary when she/he hears them spoken slowly and clearly. 5.4 Can use understandable spelling for high-frequency familiar words from his/her oral vocabulary when she/he hears them spoken slowly and clearly. Speaking Engage in conversations; ask and answer questions; express opinions and respond to those of others 5.5 Can ask and answer simple questions on the current topic. 5.6 Can adapt models successfully to give own information, including simple questions, substituting individual words. Seek clarification and help. 5.7 Can use several short phrases and questions in predictable classroom interactions. Speak in sentences, using familiar vocabulary, phrases and basic language structures. 5.8 Can produce some short phrases within a familiar topic, with good pronunciation.					

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Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

5.9 Can read short phrases accurately that contain mostly familiar language.

Present ideas and information orally to a range of audiences.

This will be done throughout the year.

Reading & Comprehension

Read carefully and show understanding of words, phrases and simple writing.

5.10 Can understand familiar words and simple sentences

Appreciate stories, songs, poems and rhymes in the language.

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

5.11 Can spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning.

Use a Dictionary

5.12 Can use alphabetical order confidently.

5.13 Can recognise and use the main dictionary codes for nouns.

Can appreciate that there may be more than one entry for each word.

Writing

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

5.14 Can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.

Describe people, places, things and actions orally* and in writing.

5.15 Can change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier)

Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

5.16 Can use the definite article with verbs of like / dislike

5.17 Can understand and use devices to make verb forms negative.

5.18 Are showing some consistency in the application of grammatical rules, understanding how sentence forms differ or are similar to English.

Grammar

5.19 Can use 1st, 2nd 3rd persons of several regular verbs in the present tense (with the support of a frame).

5.20 Can create complex sentences (with the support of a frame)