Curriculum Coverage- Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	You've Got to Fight For Your Right	What's Out There?	Terrible Tudors	We Love Lewisham	Victorious Victorians	Clockwork Creatures
Whole Class reading texts	Welcome to Nowhere by Elizabeth Laird	Cosmic Frank Cottrell Boyce	Floodland by Marcus Sedgewick	Theif by Malorie Blackman	Street Child Berlie Doherty	Cogheart by Peter Bunzl
Key Grammar and Punctuation focus	• Expanded noun phrases. • Subordinate Clauses to open sentences. • Use modal verbs to convey degrees of probability, It could be argued… Some might say… • Commas in expanded noun phrases. • Commas in Subordinate Clause sentence openers Relative Clauses to add detail. • Commas or dashes for parenthesis around relative clause.	• Subordinating conjunctions. • Relative clauses • Modal verbs • Colons and semi colons to introduce a list. • Direct speech (three types) • Adverbials, place, time and manner	• Subordinating conjunctions in varied positions. • Passive voice • Brackets and dashes to add technical details • Range of conjunctions	• Imperative verb and modal verbs for degrees of possibility. • Adverbials to convey sense of certainty. • Brackets, dashes and commas to indicate parenthesis. • Semi colons and colons for expanded lists. • Inverted commas	• Subjunctive form. • Subordinating conjunctions. • Subordinate clause. • Relative clauses.	• Relative clauses to add details. • Adverbials of time, place. • Inverted commas. • Fronted adverbials • Relative pronouns with link to relative clauses.
Maths Coverage	• Place Value • Addition and Subtraction	• Statistics • Multiplication and Division • Perimeter and Area	• Multiplication and Division • Fractions	• Fractions • Decimals and Percentages	• Decimals • Properties of Shape	• Position and Direction • Converting Units • Measuring Volumes
Science Topic	Animals, including humans	Earth and Space	Living Things and their Habitats	Properties and Change of Materials		Forces
Wider Curriculum Driver	History	Geography	History	Geography	History	Design Technology
Key Concept	Cause and consequence	Fieldwork: Line graphs to present and compare data	Continuity and change	Fieldwork: Ordinance Survey maps and symbols	Similarity, significance and difference	Gears and mechanical systems

RE Question	Does belief in the Trinity help Christians make better sense of God as a whole?	Is the Christmas story true?	How far would a Sikh go for their religion?	How significant is it that God intended Jesus to die?	What is the best way for a Sikh to show commitment to God?	Philosophy For Children
Art Theme	Colour	Drawing	Whole School Exhibition	3D Form	Texture	Printing
Computing focus	Coding 5.1	Game creator 5.5	Online Safety 5.2	Spreadsheets crash course 5.3	Concept maps 5.7	3D modelling 5.6
Spanish- Language Nut Unit	• My school day 7.4 • Verb: ir (to go)– present tense	• Jobs and professions 8.1 • Verb: 'ser' (to be) present tense	• More countries 9.1 • Verb: estar (to be) (used for mood, states and location) present tense	• Talking Sports/Useful phrases 10.1 • Verb: haber	• Clothes 11.1 • Verb: hacer	• What's the weather like? 12.1 • Verb: hacer
Music focus	Ukulele Notation	Ukulele Chord Progression	Ukulele Composition	Ukulele Composition	Ukulele Music Technology	Ukulele Music Technology
Charter Experience	• Visit Houses of Parliament • Raise awareness for an environmental cause	• Plan and carry out a science experiment with pupils from the Secondary Phase • Invent a playground game and lead it one lunchtime	• Visit Sikh Temple • Prepare and attend a Tudor Feast • Fundraise for an environmental cause • Visit the Houses of Parliament	• Orienteering in Oxleas Wood • Give a presentation about a significant local figure.	• Attend a Victorian School for a day	• Make a moving machine

Year 5 Spelling Overview

Autumn 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
'ough' words	'ough' words & silent letters	Silent letters & etymology	'able' and 'ible' words	'able' and 'ible' words & homophones	Homophones & Statutory words

Autumn 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revision of previously taught spellings	Plurals: -s,-es,-ies Apostrophe for contraction and possession	Statutory words and hyphen	Statutory words and hyphen	Proofreading and using a dictionary	Dictionary work and building new words

Spring 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Apostrophe for possession;	personal spelling lists and rare GPCs	Rare GPCs and etymology	Words ending in 'ably' and 'ibly'	Words ending in 'ably' and 'ibly'& homophones	Homophones and words from both statutory and personal lists

Spring 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revision of previously taught spellings	proofreading	Words from statutory and personal spelling lists and building words from root words	building words from root words & homophones	Words from statutory and personal lists & words with the 'I' sound spelt 'ei'	'ei' and 'ie' words

Summer 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revision of previously taught spellings	Words from statutory and personal lists & using etymological and morphological strategies	Words from statutory and personal lists	Proofreading for words on statutory list	Proofreading for words on statutory list & homophones	Homophones and words from personal and statutory list

Summer 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revision of previously taught words	Proofreading using dictionaries	Statutory and personal words & problem suffixes	Problem suffixes and homophones	Homophones and words from statutory and personal lists	Spelling aspects that are not secure

Key Assessment Objectives Year Five- Mathematics

	Year 5 Number			
	5.1	**5.2**	**5.3**	**5.4 + application**
Place Value	I can compare and order 3 or more numbers beyond 1000 and use <, > and = signs	I can compare numbers with the same number of decimal places up to two decimal places I can round decimals with one decimal place to the nearest whole number	I can compare numbers with the same number of decimal places up to three decimal places I can round decimals with two decimal places to the nearest whole number	I can compare numbers up to three decimal places and use <, > and = signs I can round decimals with two decimal places to one decimal place
Written +/-	I can use column addition and subtraction for numbers with more than 4 digits involving carrying and borrowing	I can use column addition and subtraction for numbers with more than 4 digits involving double carrying and borrowing (e.g. 11200 – 946 and 11689 + 278)	I consistently complete column addition and subtraction involving all numbers	
Number Facts	I can recall division facts for **Silver**		I can recall division facts for **Silver** with increasing speed and accuracy	
Mental (x/÷)	My times are improving in **Gold** level times tables	I have completed **Gold** level Times Tables	I am scoring 30+ **Platinum** level times tables	I am scoring 40+ **Platinum** level times tables
Written (x/÷)	I can use formal written multiplication for TU x U and HTU x U when Us are below 6 I can use bus shelter division for HTU ÷ U with remainders	I can use formal written multiplication for TU x U and HTU x U when Us are between 6 – 9 I can use bus shelter division for HTU ÷ U with remainders when the divisor does not fit into the first digit e.g. 125 ÷ 3	I can use formal written multiplication for TU x TU and HTU x U I can use bus shelter division for THTU ÷ U with remainders	I can use formal written multiplication for HTU x TU I can use long division for HTU ÷ TU without remainders
Problems (x/÷)	I can solve more complex multiplication problems i.e. I have 8 boxes with 6 eggs in each box, how many eggs are there altogether?	I can solve more complex division problems i.e. I have 63 eggs in 9 boxes altogether, how many eggs are each box?	I can solve multi-step problems involving all operations (x÷+-)	
Fractions	I can count up and down in hundredths	I can count up and down in hundredths across tenths and unit barriers i.e. 1.19, 2.10, 2.11	I can count up and down in hundredths and tenths from any given number	

	5.1	5.2	5.3	5.4 + application
Comparing Fractions	I can compare and order common non unit fractions (i.e. 2/4, 3/4, 2/3, 1/2) without pictures I can recognise and show, using diagrams, families of common equivalent fractions i.e. 1/4 = 2/8 = 4/16	I can recognise and show families of common equivalent fractions by multiplying denominators and numerators by the same number	I can compare and order fractions whose denominators are all multiples of the same number between 1 and 6 times tables (1/3, 6/9) I can recognise and show families of all equivalent fractions by multiplying denominators and numerators by the same number	I can compare and order fractions whose denominators are all multiples of the same number for all times tables (3/7, 6/21)
Fractional Quantities	I can find fractions of quantities or objects with larger denominators i.e. 3/7 of 21		I can find fractions of quantities or objects with larger denominators mentally	I can find fractions of quantities or objects with increasingly large denominators i.e. 6/120 of 360
Fraction Calculations	I can add and subtract fractions with the same denominator including answers resulting in an improper fraction e.g. 3/7 + 5/7 = 8/7		I can add and subtract fractions whose denominators are multiples of the same number e.g. 2/3 + 4/9 = 6/9 + 4/9 = 10/9	I can add and subtract fractions whose denominators are multiples of the same number and simplify answers e.g. 2/3 + 4/9 = 6/9 + 4/9 = 10/9 = 1 1/9
Decimals as Fractional Amounts	I can recognise and write decimal equivalents of any number of tenths I can recognise and write decimal equivalents to 1/4, 1/2 and 3/4 I can multiply and divide a number by 10 and 100 when answers are decimals	I can recognise and write decimal equivalents of any number of hundredths I can recognise and write decimal equivalents to 1/3 and 2/3 I can multiply and divide a decimal number by 10 and 100	I can recognise and write decimal equivalents of any number of hundredths or tenths I can convert between unit fractions and decimals e.g. 1/4s, 1/2s, 1/3s 1/5s, 1/20s and 1/25s I can multiply and divide any number by 10 and 100	I can convert between fractions and decimals whose denominators are factors of 100 e.g. 12/25 = 48/100 = 0.48 I can multiply and divide any number by 10, 100 and 1000

Year 5 Geometry, Measuring and Statistics			
	5.1	**5.2**	**5.3**	**5.4 + application**
Perimeter & Area	I can find the perimeter and area of squares and rectangles by counting squares	I can find the perimeter and area of shapes by counting whole squares and partial squares	I can find the perimeter and area of composite rectilinear shapes (cm/m/cm²/m²) when the length of all sides are given	I can find the perimeter and area of composite rectilinear shapes with missing sides
Time	I can solve interval problems taking times from timetables/TV guides using a blank timeline over an hour i.e. how many minutes from 9:15 to 11:20	I can solve interval problems taking times from timetables/TV guides using a blank timeline over an hour *in multiples of* 5 i.e. how many minutes from 9:15 to 12:00	I can solve interval problems taking times from timetables/TV guides using a blank timeline over an hour *to the minute* i.e. how many minutes from 9:17 to 12:00	
Angles	I can identify acute and obtuse angles I can compare and order angles below 180°		I can identify acute, obtuse and reflex angles I can compare and order any angle I can measure given angles in degrees (°) I know angles on a straight line add up to 180° I know angles in a triangle add up to 180° I know angles around a point add up to 360°	I can draw given angles using a protractor I can find missing angles on a straight line I can find missing angles in a triangle I can find missing angles around a point
Interpreting Data	I can interpret and construct simple line graphs		I can interpret and construct simple line graphs where answers fall between scales	I solve 2 stage problems using line graphs e.g. how long did it take Darren to run between 3 o'clock and 5 o'clock?

R	1	2	3	4	5	6	6 GDS
	All of R objectives and:	*All of R -1 objectives and:*	*All of R – 3 objectives and:*	*All of R – 4 objectives and:*	*All of R – 5 objectives and:*	*All of R – 6 objectives and:*	*All of 6 objectives and:*
1. Writes three simple sentences which make sense and may have a capital letter or full stop 2. Most letters correctly formed with some the wrong way round or off the line 3. Key high frequency words spelt correctly	1. Five sentences which have a capital letter and full stop, forming one short paragraph. 2. Letters correctly formed 3. Common exception words from Y1 list spelt correctly 4. ed and ing suffixes correctly spelt 5. At least one adjective 6. Two or more conjunctions (and, but, so , because)	1. At least two paragraphs in length with capital letters and full stops 2. Question marks and exclamation marks 3. Two or more adjectives 4. Extend a simple sentence using these conjunctions: or, 5. and, but, when, if, that, because 6. Commas for a list or to separate adjectives 7. Time adverbials or varied sentence openers 8. Common exception words from Y1 and 2 list spelt correctly. 9. Spell longer words with suffixes: –ment, –ness, –ful, –less, –ly 10. Handwriting beginning to join. 11. Apostrophes for contractions and exclamation marks. 12. Segment spoken words into sound and represent these with accurate spelling patterns.	1. Nearly a full page of A4 2. More apt / sophisticated choice of adjectives / verbs / nouns 3. Clear Introduction 4. Varied sentence openers 5. Prepositional adverbials used as sentence openers 6. Paragraphs and or subheadings with theme maintained 7. Spelling is correct and in line with the vocabulary/sentence structure used. 8. Most joins correctly formed in handwriting 9. Capital letters for proper nouns 10. Correct tense and person is maintained for all simple sentences 11. Apostrophe used for contraction and possession.	1. At least a full page of A4 2. Settings or introductions or character descriptions or round off (conclusions) are clear. 3. Fronted adverbials (including a comma) for time, manner and place. 4. Inverted commas for speech with punctuation inside inverted commas. 5. More sophisticated conjunctions used: after, before, whilst, although, whenever, wherever, until, since. 6. Spelling is correct and in line with the vocabulary/sentence structure used (use of words from 3 and 4 word list). 7. Fully joined handwriting 8. Nouns/pronouns not repeated unless for effect 9. Formal and informal language is mostly used appropriately	1. A full page of A4 or maintaining same level of control throughout. 2. Tone of writing is consistently appropriate to the task/purpose 3. Relative (embedded) clauses correctly marked with comma, dash or bracket. This is also called parenthesis. 4. Subordinate clauses correctly marked with a comma 5. Uses a range of conjunctions for cohesion within a paragraph. 6. Varied sentence lengths for effect (ie. not all fronted adverbials; starting to open with subordinate clauses) 7. New line new speaker for dialogue 8. Spelling is generally accurate and with words from 5 and 6 word list. 9. Correct tense is maintained, even for more complicated cases of verb agreement or where tenses change eg. direct speech in narrative or reports 10. Fully joined handwriting even when writing at speed	1. A full page of A4 or more with the whole piece maintaining same level of control. 2. Formal/informal tone/language used correctly for different purposes or effects. 3. Dialogue conveys character and advances action (not a page of well punctuated waffle) 4. Semi colon used to link two independent clauses that relate to each other and expanded lists 5. Colon used to introduce lists. 6. Vary sentence structure switching main clause and subordinate clause position using commas when appropriate. 7. Spelling is correct and in line with the vocabulary/sentence structure used (most words on Y5 and Y6 spelling list) 8. Can build cohesion within and across paragraphs using adverbials of time, place 9. Introduction, main paragraphs and round offs are explicitly linked with adverbs of time and place and linking themes	1. Appropriate form for audience and purpose: figurative language / features of text type / abstract nouns / characterisation and structure. 2. Appropriate register is achieved through choice of spoken or written language, within or across pieces of writing 3. Tone and/or reader response is controlled through conscious grammar, vocabulary or punctuation choices 4. Passive voice used appropriately. 5. Ambiguity is avoided through control over a range of punctuation: semi-colons / dashes / colons / hyphens.