

Year Five Victoria Primary Academy Key Stage 2

**Writing**

**Narrative**

- Write stories set in places pupils have been.

---

- Write stories that contain mythical, legendary or historical characters or events.

---

- Write stories of adventure.

---

- Write letters.

---

- Write plays.

---

- Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.

**Non-fiction**

- Write instructions.

---

- Write recounts.

---

- Write explanations.

---

- Write non-chronological reports.

---

- Write biographies.

---

- Write in a journalistic style.

---

- Write arguments.

---

- Write formally.

**Poetry**

- Learn by heart and perform a significant poem.

---

- Write poems that convey an image (simile, word play, rhyme and metaphor).

**Reading**

- Read and listen to a wide range of styles of text, including fairy stories, myths and legends.

---

- Listen to and discuss a wide range of texts.

---

- Learn poetry by heart.

---

- Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.

---

- Take part in conversations about books.

---

- Use the school and community libraries.

---

- Look at classification systems.

---

- Look at books with a different alphabet to English.

---

- Read and listen to whole books.

**Communication**

- Engage in meaningful discussions in all areas of the curriculum.

Listen to and learn a wide range of subject specific vocabulary.

Through reading identify vocabulary that enriches and enlivens stories.

Speak to small and larger audiences at frequent intervals.

Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.

Listen to and tell stories often so as to internalise the structure.

Debate issues and formulate well-constructed points.

**Mathematics**

Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.

Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.

Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.

Explore numbers and place value so as to read and understand the value of all numbers.

Add and subtract using efficient mental and formal written methods.

Multiply and divide using efficient mental and formal written methods.

Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.

Describe position, direction and movement in increasingly precise ways.

Use and apply measures to increasingly complex contexts.

Gather, organise and interrogate data.

Understand the practical value of using algebra.

**Science**

**Biology**

**Plants**

Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.

Evolution and inheritance

**Animals and humans**

Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals.

**Evolution and inheritance**

Look at changes in animals over time.

Look at adaptation to environments.

Look at differences in offspring.

**All living things**

Identify and name plants and animals'

Look at the life cycle of animals and plants.

Look at classification of plants, animals and micro organisms.

Look at the effect of diet, exercise and drugs.

**Chemistry**

**Rocks and fossils**

Compare and group rocks and describe the formation of fossils.

**Materials**

Examine the properties of materials using various tests.

Separate mixtures.

**Physics**

**Light**

Explain how light appears to travel in straight lines and how this affects seeing and shadows.

**Forces and magnets**

Look at the effect of gravity and drag forces.

**Earth and space**

Look at the movement of the Earth and the Moon.

Explain day and night.

**Working Scientifically**

Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section.)

**Physics**

**Electricity**

Look at appliances, circuits, lamps, switches, insulators and conductors.

**Art & Design**

Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.

Year Five	Victoria Primary Academy	Key Stage 2
<p>Develop and share ideas in a sketchbook and in finished products.</p>	<p><b>Geography</b></p>	<p>Use and understand the basics of the stave and other musical notations.</p>
<p>Improve mastery of techniques.</p>	<p>Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</p>
<p>Learn about the great artists, architects and designers in history.</p>	<p>Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.</p>	<p>Develop an understanding of the history of music.</p>
<p><b>Computing</b></p>	<p>Locate the geographic zones of the world.</p>	<p><b>Personal Development</b></p>
<p>Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>	<p>Understand the significance of the geographic zones of the world.</p>	<p>Study role models who have achieved success.</p>
<p>Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).</p>	<p>Study those who have lost success and relate this to the eight areas of 'success'.</p>
<p>Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.</p>	<p>Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.</p>	<p><b>Physical Education</b></p>
<p>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.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending.</p>
<p>Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.</p>	<p>Use a wide range of geographical sources in order to investigate places and patterns.</p>	<p>Take part in gymnastics activities.</p> <p>Take part in athletics activities.</p> <p>Perform dances.</p>
<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.</p>
<p><b>Design &amp; Technology</b></p>	<p><b>History</b></p>	<p><b>Religious Education</b></p>
<p><b>Design</b></p>	<p>Britain's settlement by Anglo Saxons and Scots.</p> <p>The Viking and Anglo Saxon struggle for the Kingdom of England.</p> <p>A local history study.</p> <p>A study of a theme in British history.</p> <p>History of interest to pupils.</p>	<p>Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.</p> <p>Study three of the major six religions not studied in depth in order to gain a brief outline.</p>
<p><b>Make</b></p>	<p><b>Language</b></p>	<p><b>Additional Content</b></p>
<p>Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.</p>	<p>In the chosen modern language:</p> <ul style="list-style-type: none"> <li>- Speak</li> <li>- Read</li> <li>- Write.</li> </ul>	<p><b>Global Dimension</b></p>
<p><b>Evaluate</b></p>	<p>Look at the culture of the countries where the language is spoken.</p>	<p>Developing the Global Dimension. History, Geography, Citizenship focus. Whole school curriculum link to the Global Dimension. Linked to Edison CC units.</p>
<p><b>Technical knowledge</b></p>	<p><b>Music</b></p>	<p><b>Y5/6 Edison CC Units</b></p>
<p>Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.</p>	<p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p> <p>Improvise and compose music using the inter-related dimensions of music separately and in combination.</p>	<p>Where did it happen? When did it happen? History and Geography in the news. Ongoing unit throughout the year. All Key Stage Two</p> <p>Castles, Why would someone build a castle here? History focus with geography. Looking at WW1 and then the Norman conquest. How and why castles were built and their strategic locations.</p> <p>Mysterious Materials. Classifying materials, making slime, changes of state, non reversible changes. (7 week unit)</p>

They Highwayman. Who wrote it? Who is it about? 2d and 3d art. Art Focus(6 week unit).

Do We Make The Most Of What is Right On Our Doorstop? Science focus. Plants, pollination, classification, seed dispersal.(6 week unit)

Who are we? Why do we live here? Comparative North American Study. Geography focus (6 weeks).

#### Core Learning Skills

Developing Independence and Responsibility

Improving Own Learning and Performance

Developing Sense of Self Worth and Understanding Self and Others

Thinking Skills

Speaking And Listening