

Year 5 Knowledge Content Document

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Civil War- WW2 Significant turning point in British History		Rainforests	Ancient Civilisations (Egyptians)	Rivers	Mountains
SEND story sack	Stubby: A True Story of Friendship (WW1) The Lion and the Unicorn (WW2)		Rumble in the Jungle	How to Find Egyptian Treasure	The Rhythm of the Rain	The Impossible Mountain
Author	Onjali Q Rauf		Michael Morpurgo		Louis Sachar	
Grammar	Proper nouns Adverbs (of possibility) Expanded Noun Phrases Tenses (progressive) Parenthesis Possessive/ plural apostrophes		Inverted commas Direct and Indirect speech Conjunctions (coordinating and subordinating) Commas		Verbs Prefixes and suffixes Determiners Plural possessive apostrophes Tenses (past)	
Writing	<u>Dairy entry</u> - Battle of Hastings <u>Newspaper Article</u> - Rochdale Blitz <u>Narrative</u> - The Lion Above the Door <u>Fact file</u> - Heroes of WW2 (The Lion Above the Door)		<u>Setting description</u> - Rainforest <u>Persuasive argument</u> - Conserving the Amazon <u>Recount</u> - A day in Ancient Egypt		<u>Poem</u> - Earth and Space <u>Report</u> – River Report <u>Formal Letter</u> – Camp Green Lake	
Reading/ Phonics	VIPERS – become more familiar with each different question type and link with Foundation subjects. Develop WCR & Reading for pleasure Continue to develop each question type (VIPERS) and extend reading knowledge with challenging texts. Focus on speed accuracy. Continue to develop WCR & Reading for pleasure		Continue to develop each question type (VIPERS) and extend reading knowledge with challenging texts. Focus on speed accuracy. Continue to develop WCR & Reading for pleasure		Continue to develop each question type (VIPERS) and extend reading knowledge with challenging texts. Focus on speed accuracy. Continue to develop WCR & Reading for pleasure Develop links with Reading through Foundation subjects.	
Maths	Place value Addition and subtraction Multiplication and division Fractions		Multiplication and division Fractions Decimals and percentages Perimeter and Area Statistics		Shape Position & Direction Decimals Negative Numbers Converting units Volume	
LoTC	Archery Climbing	Bikeability	Swimming	Walking	Paddling	Residential



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Visits/ Experiences/ Theme weeks	'World Culture Day' (France)	Enterprise Week (D.T – textiles - bags) Children in Need, Friday 15 th November 2024 WW2- touchstones DT Day- CAMS – WW2 toy	Safer internet Day, Tuesday 11 th February 2025	World Book Day, Thursday 6 th March 2025 Mother's Day, Sunday 30 th March Touchstones- Egyptians Manchester museum- Ancient Egypt	Mosque visit	Sport & Diversity Week Father's Day, Sunday 15 th June 2025 D.T Day- Food-Mountaineer meal
Science	<p><u>Working scientifically</u></p> <ul style="list-style-type: none"> A. planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary B. taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate C. recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs D. using test results to make predictions to set up further comparative and fair tests E. reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations F. identifying scientific evidence that has been used to support or refute ideas or arguments 					
	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> G. describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird H. describe the life process of reproduction in some plants and animals <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> I. describe the changes as humans develop to old age. 	<p><u>Forces</u></p> <ul style="list-style-type: none"> J. explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object K. identify the effects of air resistance, water resistance and friction, that act between moving surfaces L. recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect 	<p><u>Properties and changes to materials</u></p> <ul style="list-style-type: none"> M. 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 N. know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution O. use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating P. give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Q. demonstrate that dissolving, mixing and changes of state are reversible changes R. 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 	<p><u>Earth and space</u></p> <ul style="list-style-type: none"> S. describe the movement of the Earth and other planets relative to the sun in the solar system T. describe the movement of the moon relative to the Earth U. describe the sun, Earth and moon as approximately spherical bodies V. 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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Computing	<p><u>E-safety</u></p> <ul style="list-style-type: none"> • I know the importance of self-image and Identity online • I know how online relationships can be positive and negative • I know the importance of positive online reputation • I know the impact online bullying has and how to prevent it • I know how to manage information online • I know which strategies I can use to keep myself secure and private online 				
	<p><u>Computing systems and networks - Systems and searching</u></p> <p>A. Do they know that computers can be connected together to form systems'?</p> <p>B. Can they recognise the role of computer systems in our lives?</p> <p>C. Can they experiment with search engines?</p> <p>D. Do they know how search engines select results?</p> <p>E. Do they know how search engines are ranked?</p> <p>F. Can they recognise when the order of results is important and to whom?</p>	<p><u>Creating media - Video production</u></p> <p>G. Do they know what makes a video effective?</p> <p>H. Can they identify digital devices that can record video?</p> <p>I. Can they capture video using a range of techniques?</p> <p>J. Can they create a storyboard?</p> <p>K. Do they know that a video can be improved through reshooting and editing?</p> <p>L. Do they know the impact of the choices made when making and sharing a video?</p>	<p><u>Programming A – Selection in physical computing</u></p> <p>M. Can they control a simple circuit connected to a computer?</p> <p>N. Can they write a program that includes count-controlled loops?</p> <p>O. Do they know that a loop can stop when a condition is met?</p> <p>P. Do they know that a loop can be used to repeatedly check whether a condition has been met?</p> <p>Q. Can they design a physical project that includes selection?</p> <p>R. Can they create a program that controls a physical comping project?</p>	<p><u>Data and information – Flat-file databases</u></p> <p>S. Can they use a form to record information?</p> <p>T. Can they compare paper and computer-based databases?</p> <p>U. Do they know how to answer questions by grouping and sorting data</p> <p>V. Do they know that tools can be used to select specific data?</p> <p>W. Do they know that computer programs can be used to compare data visually?</p> <p>X. Can they use real world database to answer questions?</p>	<p><u>Creating media – Introduction to vector graphics</u></p> <p>Y. Do they know that drawing tools can be used to produce different outcomes?</p> <p>Z. Can they create a vector drawing by combining shapes?</p> <p>AA. Can they use tools to achieve the desired effect</p> <p>BB. Do they know that vector drawings consist of layers?</p> <p>CC. Can they apply what they have learnt about vector drawings?</p>



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Art	<p>WW2 digital artwork- James Lawrence</p> <p><u>Use of IT</u></p> <p>A. Can they create a piece of artwork that includes the integration of digital images they have taken?</p> <p>B. Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning?</p>	<p>C. Can they create digital images, with animation, video and sound to communicate their ideas? <u>(Covered in Computing Digital Creation topic)</u></p> <p><u>Textiles</u> <u>(Done through Enterprise week)</u></p> <p>D. Can they use textile and sewing as part of a project, e.g. hanging, textile, book etc?</p> <p><u>Printing</u> <u>(Done through Enterprise week)</u></p> <p>E. Can they print using a number of colours?</p> <p>F. Can they create an accurate print design that meets a given criteria?</p>	<p><u>Rainforests art</u></p> <p><u>Drawing</u></p> <p>G. Can they identify and draw simple objects, and use marks and lines to produce texture?</p> <p>H. Can they organise line, tone, shape and colour to represent figures and forms?</p> <p>I. Can they explain why they have chosen specific materials to draw with?</p> <p><u>Knowledge</u></p> <p>J. Can they learn about the work of others by looking at their work in books, the internet, visits to galleries and other sources of information?</p> <p>K. Can they experiment with different styles that artists have used?</p> <p><u>Collage</u></p> <p>L. Can they use ceramic mosaic to produce a piece of art?</p> <p>M. Can they create a plan to create art that combines visual and tactile qualities?</p>	<p><u>Egyptians- Making Canopic jars</u></p> <p><u>3D</u></p> <p>N. Do they experiment with and combine materials and processes to design and make 3D form?</p> <p>O. Can they sculpt clay and other mouldable materials?</p>	<p><u>Residential- landscapes</u></p> <p><u>Drawing</u></p> <p>P. Do they successfully use shading to create mood and feeling?</p> <p>Q. Can they show reflections?</p> <p><u>Painting</u></p> <p>R. Can they create all the colours they need?</p> <p>S. Can they create mood in their paintings?</p> <p>T. Can they express their emotions accurately through their painting and sketches?</p> <p><u>Sketchbooks</u></p> <p>U. Do they keep notes in their sketchbooks as to how they might develop their work further?</p> <p>V. Do they use their sketchbooks to compare and discuss ideas with others?</p>



DT	<p>Design phase (for all projects)</p> <ul style="list-style-type: none"> A. Can they produce a detailed step-by-step plan using set criteria? B. Can they suggest some alternative plans and say what the good points and drawbacks are about each? C. Can they come up with a range of ideas after they have collected information? D. Can they explain why their design and finished product is going to be of good quality and will appeal to an audience? E. Can they research how individuals have shaped the world we live in today? <p>Make phase (for all projects)</p> <ul style="list-style-type: none"> F. Do they persevere through different stages of the making process? G. Do they keep checking whether anything could be improved and that their design is the best it can be? H. Can they make up a prototype first? I. Can they use a range of tools and equipment expertly? <p>Evaluate phase (for all projects)</p> <ul style="list-style-type: none"> J. Can they evaluate appearance and function against the original criteria? K. Can they refine their product after testing it? L. Have they ensured that their product is strong and fit for purpose? 				
	<p><u>Food – celebrating cultures and seasonality</u> (European Languages day- designing and preparing French meal)</p> <ul style="list-style-type: none"> M. Can they use a range of cooking techniques? N. Can they be hygienic? O. Can they plan and design their own savoury meal for a specific audience? 	<p><u>Mechanical systems – Cams</u> (WW2- making a cams toy for an evacuee)</p> <ul style="list-style-type: none"> P. Are their measurements accurate enough to ensure that everything is precise? Q. Are they motivated enough to refine and further improve their product using mouldable materials? 			<p><u>Textiles – celebrating cultures and seasonality</u> (Bag for Enterprise week)</p> <ul style="list-style-type: none"> R. Can they use a range of joining techniques for a textile project?



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Geography			<p align="center"><u>Rainforests</u></p> <p>A. Do they know how to collect information about a place and use it in a report?</p> <p>B. Do they know how to map land use?</p> <p>C. Do they know how to find possible answers to their own geographical questions?</p> <p>D. Do they have knowledge of how a location fits into its wider geographical location; with reference to human and economical features?</p> <p>E. Do they explain what a place might be like in the future, taking account of issues impacting on human features?</p> <p>F. Do they know the name of the main countries in South America and locate them on a world map and atlas?</p>		<p align="center"><u>Rivers</u></p> <p>G. Do they know how to explain why people are attracted to live by rivers?</p> <p>H. Do they explain why many cities of the world are situated by rivers?</p> <p>I. Do they explain how the water cycle works?</p> <p>J. Do they explain why water is such a valuable commodity?</p> <p>K. Do they know many of the world's major rivers on a map and locate them?</p>	<p align="center"><u>Mountains</u></p> <p>L. Do they know where many of the world's most famous mountain regions are on maps?</p> <p>M. Do they explain how a location fits into its wider geographical location; with reference to physical features?</p> <p>N. Do they know where the USA and Canada are on a world map and atlas?</p> <p>O. Do they know how to plan a journey to a place in another part of the world, taking account of distance and time?</p>
	<p><u>Place Knowledge</u></p> <p>P. Do they have some geographical knowledge of the similarities and differences, through the study of human and physical geography, of a region of the United Kingdom, a European country, and within North or South America? (Wales- Mount Snowdon, French Alps- Mont Blanc, South America- Andes)</p>					
History	<p><u>Significant Turning Point in British History (Hastings - Civil War – WW1 – WW2)</u></p> <p>A. Do they appreciate that significant events in history have helped shape the country we have today?</p> <p>B. Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</p> <p>C. Do they know how to use dates and historical language in their work?</p> <p>D. Can they identify and explain their understanding of propaganda?</p>		<p>E. Do they know and can they explain the role that Britain has had in spreading Christian values across the world? (Covered in R.E)</p>	<p align="center"><u>Ancient Civilisations (in depth focus on Ancient Egyptians)</u></p> <p>F. Can they describe historical events from the different period/s they are studying/have studied?</p> <p>G. Are they able to make comparisons between historical periods; explaining things that have changed and things that have stayed the same?</p> <p>H. Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</p>		



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MFL (French)	<p align="center"><u>Listening</u></p> <p align="center">A. Do I know and recognise many sounds used in the language when spoken aloud? B. Do I know how to use learnt vocabulary to understand verbal instruction or the main points from a short passage? C. Do I know to use cognates and learnt vocabulary to help me understand and join in with stories, songs and rhymes?</p> <p align="center"><u>Speaking</u></p> <p align="center">D. Do I use the phrases I know to ask and answer questions with simple details? E. Do I know to use pronunciation and learnt sounds to say sentences clearly in the language?</p> <p align="center"><u>Reading</u></p> <p align="center">F. Do I know to look for familiar language and phrases to translate passages? G. Do I know how to find the main points and some details in a text and respond in the target language?</p> <p align="center"><u>Writing</u></p> <p align="center">H. Do I know how to use a bilingual dictionary or glossary to look up words I can use? I. Do I know how to write a short paragraph by adapting vocabulary and structures I know? J. Do I use the more complex grammar that I know to help me to write sentences in the target language?</p>					
Music	<p align="center"><u>Appraising</u> <u>Blues</u></p> <p>A. Can they describe, compare and evaluate music using musical vocabulary? B. Can they explain why they think their music is successful or unsuccessful? C. Can they suggest improvements to their own or others' work? D. Can they contrast the work of famous composers and show preferences?</p> <p align="center"><u>Performing</u></p> <p>E. Can they improvise within a group using melodic and rhythmic phrases?</p>	<p align="center"><u>Performing – production for majority South and West Africa</u></p> <p>A. Do they breathe in the correct place when singing? B. Can they sing and use their understanding of meaning to add expression? C. Can they maintain their part whilst others are performing their part? D. Can they perform 'by ear' and from simple notations? E. Can they improvise within a group using melodic and rhythmic phrases? F. Can they recognise and use basic structural forms e.g. rounds, variations, rondo form?</p>	<p align="center"><u>Performing – production for majority / Composing (incl notation)</u> <u>Composition to represent the festival of colour (Theme: Holi festival)</u></p> <p align="center">See objectives in column to the left and to the right.</p> <p align="center">Strings tuition- Spruce</p>	<p align="center"><u>Composing (incl notation)</u> <u>Composition notation (Theme: Ancient Egypt)</u></p> <p>G. Can they change sounds or organise them differently to change the effect? H. Can they compose music which meets specific criteria? I. Can they use their notations to record groups of pitches (chords)? J. Can they use a music diary to record aspects of the composition process? K. Can they choose the most appropriate tempo for a piece of music?</p> <p align="center">Strings tuition- Spruce</p>	<p>Strings tuition- Larch</p>	<p>Strings tuition- Larch</p>
PE	<p><u>Badminton</u></p>	<p><u>Dance</u></p>	<p><u>Gymnastics</u></p>	<p><u>Basketball</u></p>	<p><u>Rounders</u></p>	<p><u>Athletics</u></p>



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PSHE	<p>Core Theme 3 Unit 1 LESSON 1: Structure – Just Imagine ...</p> <p>Core Theme 3 Unit 1 LESSON 2: Law and Order – In Charge</p> <p>Core Theme 3 Unit 1 LESSON 3: U.N. Rights – Our Rights</p> <p>Core Theme 2 Unit 4 LESSON 5: Online Relationships – A Risky Business</p> <p>Core Theme 1 Unit 5 LESSON 1: Drugs – Just Say No!</p> <p>Core Theme 1 Unit 5 LESSON 2: Alcohol – Drink Aware</p>	<p>Core Theme 1 Unit 4 LESSON 1: Death and Grief – It’s Natural</p> <p>Core Theme 1 Unit 4 LESSON 2: Death and Grief - Poppies</p> <p>Core Theme 1 Unit 4 LESSON 3: Managing Conflict – Families at War</p> <p>Core Theme 3 Unit 2 LESSON 1: Community Event – We’re Cultured!</p>	<p>Core Theme 1 Unit 1 LESSON 3: Healthy Lifestyles – You Choose!</p> <p>Core Theme 1 Unit 5 LESSON 3: Tobacco – Up in Smoke</p> <p>Core Theme 1 Unit 5 LESSON 4: Substance Abuse – Let’s Be Frank</p>	<p>Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental – 3-Dimensional</p> <p>Core Theme 2 Unit 1 LESSON 1: Confidentiality – Secret Info</p> <p>Core Theme 2 Unit 1 LESSON 2: Listening – I’m All Ears!</p> <p>Core Theme 2 Unit 1 LESSON 3: Responding – Scenarios</p>	<p>Core Theme 1 Unit 2 LESSON 1: Food Choices – Secret Eaters</p> <p>Core Theme 1 Unit 2 LESSON 2: Food Choices – Invention Team</p> <p>Core Theme 1 Unit 2 LESSON 3: Cooking – Michelin Stars</p> <p>Core Theme 2 Unit 4 LESSON 1: Physical Contact – Touch Sensitive</p>	<p>Core Theme 2 Unit 2 LESSON 1: Responding - Scrabble</p> <p>Core Theme 2 Unit 2 LESSON 2: Shared Goals – It’s All Go!</p> <p>Core Theme 2 Unit 2 LESSON 3: Community Spirit – All Join In</p> <p>Core Theme 1 Unit 5 LESSON 5: Basic First-Aid – First Aids Tips</p>
RE	<p><u>Why do some people believe God exists?</u></p> <p>A. Can they outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</p> <p>B. Can they give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2)</p> <p>C. Can they express thoughtful ideas about the impact of believing or not believing in God on someone’s life (B1).</p> <p>D. Can they present different views on why people believe in God or not, including their own ideas (C1).</p>	<p><u>What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</u></p> <p>E. Can they outline Jesus’ teaching on how his followers should live (A2).</p> <p>F. Can they offer interpretations of two of Jesus’ parables and say what they might teach Christians about how to live (B3).</p> <p>G. Can they explain the impact Jesus’ example and teachings might have on Christians today (B1).</p> <p>H. Can they express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</p>	<p><u>If God is everywhere, why go to a place of worship</u></p> <p>I. Can they make connections between how believers feel about places of worship in different traditions (A3)</p> <p>J. Can they select and describe the most important functions of a place of worship for the community (B3).</p> <p>K. Can they give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</p> <p>L. Can they present ideas about the importance of people in a place of worship, rather than the place itself (C1)</p>	<p><u>What does it mean to be a Muslim in Britain today?</u></p> <p>M. Can they make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p> <p>N. Can they describe and reflect on the significance of the Holy Qur’an to Muslims (B1)</p> <p>O. Can they describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</p> <p>P. Can they make connections between the key functions of the mosque and the beliefs of Muslims (A1)</p>		

