

Year 5 Knowledge Content Document

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Rivers	Mountains	Civil War- WW2 Significant turning point in British History H		Rainforests	Ancient Civilisations (Egyptians)
Author	Louis Sachar		Onjali Q Rauf		Michael Morpurgo	
Grammar	Relative clauses Modal Verbs Adverbs		Parenthesis Expanded noun phrases Tenses		Commas Cohesion Prefixes Suffixes	
Writing	Narrative Instruction Narrative Formal Letter		Diary entry Leaflet Narrative Recount		Persuasion Narrative Discussion -Informal letter Explanation Narrative Persuasion - Formal Letter	
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 Statistics Multiplication and division Measurement: Perimeter and area		Number: Multiplication and division Number: Fractions Number: Decimals and percentages		Number: Decimals Geometry: Properties of Shape Geometry: Position & Direction Measurement: Converting units Measurement: Volume	
LOtC	Residential	Archery Climbing	Bikeability	Walking	Paddling	Sport & Diversity Week



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Visits/ Experiences/ Theme weeks	European Languages Day		WW2- touchstones	World book day Mosque visit		Touchstones- Egyptians Sport & Diversity Week
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Science	<p><u>Working scientifically</u></p> <p>Can they present a report of their findings through writing, display and presentation?</p> <p>Can they take measurements using a range of scientific equipment with increasing accuracy and precision?</p> <p>Can they take repeat readings when appropriate?</p> <p>Can they suggest how to improve their work and say why they think this?</p> <p>Can they explore different ways to test an idea, choose the best way and give reasons?</p> <p>Can they make a prediction with reasons?</p> <p>Can they report and present findings from enquiries through written explanations and conclusions?</p> <p>Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary?</p> <p>Can they use test results to make predictions to set up comparative and fair tests?</p> <p>Can they record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs?</p> <p>Can they find a pattern from their data and explain what it shows?</p> <p>Can they use a graph to answer scientific questions?</p>
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	<p><u>Living things and their habitats</u> Can they describe the differences in the life cycles of a mammal, an amphibian, insects and a bird? Can they describe the life cycles of common plants? Can they explore the work of well known naturalists and animal behaviourists? (David Attenborough and Jane Goodall) Can they describe the changes as humans develop to old age?</p>	<p><u>Properties and changes to materials</u> Can they explain how some materials dissolve in liquid to form a solution? Can they describe how to recover a substance from a solution? Can they use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating? Can they describe changes using scientific words? (evaporation, condensation) Can they demonstrate that dissolving, mixing and changes of state are reversible changes? Can they 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? Can they use the terms 'reversible' and 'irreversible'?</p>		<p><u>Forces</u> Can they explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object? Can they identify the effects of air resistance, water resistance and friction that act between moving surfaces? Can they recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect?</p>	<p><u>Materials</u> Can they compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets? Can they give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals, wood and plastic?</p>	<p><u>Earth and space</u> Can they identify and explain the movement of the Earth and other planets relative to the sun in the solar system? Can they explain how seasons and the associated weather is created? Can they describe and explain the movement of the Moon relative to the Earth? Can they describe the sun, earth and moon as approximately spherical bodies? Can they use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky?</p>
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Computing	<u>E-safety</u>				
	<p><u>Finding and using information</u> Can they begin to understand some of the ways that search engines select and rank results? Can they use advance search techniques to refine searches? Can they compare websites and other sources to help verify and validate content? Can they recognise that domain names and common website extensions? E.g. .co.uk, .com, .ac, .sch .org, .gov, .net, can support the validation process Can I write citations for the websites I use for research?</p>	<p><u>Computing & Coding</u> Can they recognise the need for an effective algorithm to achieve a specific outcome? Can they begin to recognise the need to break problems up into smaller parts to achieve a solution? Can they recognise that sensing change can be used to begin an action? Can I create strong passwords? Can I recognise when, why and how photographs we see online may have been edited?</p>	<p><u>Networks Communication and Collaboration</u> Can they recognise the appropriate online tools to collaborate and communicate with others? Can they recognise material on the Internet which belongs to someone else and know what can be downloaded to use in their own work? Can they recognise and use different forms of electronic communication and web 2.0 tools and recognise appropriateness of using different tools in different contexts and the advantages and disadvantages? Can I identify spam emails and what to do with them?</p>	<p><u>Working with Data</u> Can they understand which searches and graph types are relevant to a specific problem and types of information? Can they recognise the consequences of data not being accurate, relate to outside world? (e.g. Police / doctors / banks / school database). Can they understand the need for accuracy and frequent checking when entering formulae? Can they understand that spreadsheets can automate functions, making it easier to test variables? E.g. when planning a budget you can change the number of items and see the changes to total cost. Can I give examples of unsafe online behaviour and the possible consequences?</p>	<p><u>Digital Creation- video of life in Egypt</u> Can they independently select the most appropriate ICT tools for their intended purpose and audience? Can they create an outline plan for a non-linear presentation; producing a diagram to demonstrate understanding how pages link and the need for clarity? Can they understand that images, sounds, video and text can be subject to copyright and abide by copyright rules when creating a presentation? Do they know that images (still and moving) can be used to enhance presentations or communicate ideas? Can they develop consistency across a presentation? Can they make effective use of transitions and animations in presentations? Do they consider their appropriateness and overall effect on the audience? Through self-assessment, can they routinely evaluate presentations and make improvements? Can I apply online safety rules to real-life situations?</p>



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Art	<p><u>Residential- landscapes</u></p> <p><u>Drawing</u> Do they successfully use shading to create mood and feeling? Can they show reflections?</p> <p><u>Painting</u> Can they create all the colours they need? Can they create mood in their paintings? Can they express their emotions accurately through their painting and sketches?</p> <p><u>Sketchbooks</u> Do they keep notes in their sketchbooks as to how they might develop their work further? Do they use their sketchbooks to compare and discuss ideas with others?</p>		<p><u>WW2 picture- propaganda posters</u></p> <p><u>Use of IT</u> Can they create a piece of artwork that includes the integration of digital images they have taken? Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning? Can they combine graphics and texts based on their research? Can they create digital images, with animation, video and sound to communicate their ideas?</p>		<p><u>Rainforests art</u></p> <p><u>Drawing</u> Can they identify and draw simple objects, and use marks and lines to produce texture? Can they organise line, tone, shape and colour to represent figures and forms? Can they explain why they have chosen specific materials to draw with?</p> <p><u>Knowledge</u> 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? Can they experiment with different styles that artists have used?</p> <p><u>Collage</u> Can they use ceramic mosaic to produce a piece of art? Can they create a plan to create art that combines visual and tactile qualities?</p>	<p><u>Egyptians- Making Canopic jars</u> <u>Printing onto bags- D.T</u></p> <p><u>3D</u> Do they experiment with and combine materials and processes to design and make 3D form? Can they sculpt clay and other mouldable materials?</p> <p><u>Textiles</u> Can they use textile and sewing as part of a project, e.g. hanging, textile, book etc?</p> <p><u>Printing</u> Can they print using a number of colours? Can they create an accurate print design that meets a given criteria?</p>
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DT	<p><u>European Languages day- designing and preparing French meal.</u></p> <p><u>Food – celebrating cultures and seasonality</u></p> <p>Can they use a range of cooking techniques? Can they be hygienic? Can they explain why their design and finished product is going to be of good quality and will appeal to an audience? Can they plan and design their own savoury meal for a specific audience? Can they produce a detailed step-by-step plan using set criteria? Can they evaluate appearance and function against the original criteria? Can they use a range of tools and equipment expertly?</p>			<p><u>WW2- making a cams toy for an evacuee.</u></p> <p><u>Mechanical systems - Cams</u></p> <p>Can they come up with a range of ideas after they have collected information? Are their measurements accurate enough to ensure that everything is precise? Do they keep checking whether anything could be improved and that their design is the best it can be? Are they motivated enough to refine and further improve their product using mouldable materials? Can they make up a prototype first? How have they ensured that their product is strong and fit for purpose? Can they refine their product after testing it?</p> <p>Can they research how individuals have shaped the world we live in today?</p>		<p><u>Bag to hold Canopic jar- Egypt</u></p> <p><u>Textiles – celebrating cultures and seasonality</u></p> <p>Do they persevere through different stages of the making process? Can they use a range of joining techniques for a textile project?</p> <p>Can they suggest some alternative plans and say what the good points and drawbacks are about each?</p>
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Geography	<u>Rivers</u>	<u>Mountains</u>		<u>Rainforests</u>	
	<p>Can they name and locate many of the world's major rivers on a map?</p> <p>Can they explain why people are attracted to live by rivers?</p> <p>Can they explain why many cities of the world are situated by rivers?</p> <p>Can they explain how the water cycle works?</p> <p>Can they explain why water is such a valuable commodity?</p> <p>Can they find possible answers to their own geographical questions?</p>	<p>Can they name and locate many of the world's most famous mountain ranges on a map?</p> <p>Can they explain how a location fits into its wider geographical location; with reference to physical features?</p> <p>Can they locate the USA and Canada on a world map and atlas?</p>		<p>Can they collect information about a place and use it in a report?</p> <p>Can they map land use?</p> <p>Can they explain how a location fits into its wider geographical location; with reference to human and economical features?</p> <p>Can they explain what a place might be like in the future, taking account of issues impacting on human features?</p> <p>Can they locate and name the main countries in South America on a world map and atlas?</p>	
<p><u>Place Knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region of North or South America.</p> <p>Wales- Mount Snowdon, French Alps- Mont Blanc, South America- Andes</p>					

History		<p>Can they explain the role that Britain has had in spreading Christian values across the world?</p> <p>(Covered in R.E)</p>	<p><u>War</u> Can they describe historical events from the different period/s they are studying/have studied?</p> <p>Do they appreciate that significant events in history have helped shape the country we have today?</p> <p>Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</p> <p>Can they use dates and historical language in their work?</p> <p>Can they identify and explain their understanding of propaganda?</p>		<p><u>Egyptians</u> Can they make comparisons between historical periods; explaining things that have changed and things that have stayed the same?</p> <p>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> <p>Can they use dates and historical language in their work?</p>



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MFL (French)	<p align="center"><u>Listening and responding</u> Do they understand longer passages made up of familiar language in simple sentences? Can they identify the main points and some details?</p> <p align="center"><u>Speaking</u> Can they hold a simple conversation with at least 3-4 exchanges? Can they use their knowledge of grammar to adapt and substitute single words and phrases?</p> <p align="center"><u>Reading and responding</u> Can they understand a short story or factual text and note some of the main points? Can they use context to work out unfamiliar words?</p> <p align="center"><u>Writing</u> Can they write a paragraph of about 3-4 simple sentences? Can they adapt and substitute individual words and set phrases? Can they use a dictionary or glossary to check words they have learnt?</p>					
Music	<p align="center"><u>Appraising</u> Can they describe, compare and evaluate music using musical vocabulary? Can they explain why they think their music is successful or unsuccessful? Can they suggest improvements to their own or others' work? Can they contrast the work of famous composers and show preferences?</p>	<p align="center"><u>Composing (incl notation)</u> Can they change sounds or organise them differently to change the effect? Can they compose music which meets specific criteria? Can they use their notations to record groups of pitches (chords)? Can they use a music diary to record aspects of the composition process? Can they choose the most appropriate tempo for a piece of music?</p>	<p align="center"><u>Performing – production for majority</u> Do they breathe in the correct place when singing? Can they sing and use their understanding of meaning to add expression? Can they maintain their part whilst others are performing their part? Can they perform 'by ear' and from simple notations? Can they improvise within a group using melodic and rhythmic phrases? Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? Strings tuition.</p>	<p align="center"><u>Composing (incl notation)</u> Can they change sounds or organise them differently to change the effect? Can they compose music which meets specific criteria? Can they use their notations to record groups of pitches (chords)? Can they use a music diary to record aspects of the composition process? Can they choose the most appropriate tempo for a piece of music?</p>	<p align="center"><u>Appraising</u> Can they describe, compare and evaluate music using musical vocabulary? Can they explain why they think their music is successful or unsuccessful? Can they suggest improvements to their own or others' work? Can they contrast the work of famous composers and show preferences?</p>	<p align="center"><u>Performing – production for majority</u> Do they breathe in the correct place when singing? Can they sing and use their understanding of meaning to add expression? Can they maintain their part whilst others are performing their part? Can they perform 'by ear' and from simple notations? Can they improvise within a group using melodic and rhythmic phrases? Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? Strings tuition.</p>
PE	Badminton	Dance	Gymnastics	Basketball	Rounders	Athletics



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PSHE	Core Theme 3 Unit 1 LESSON 1: Structure – Just Imagine ...	Core Theme 1 Unit 4 LESSON 1: Death and Grief – It’s Natural	Core Theme 1 Unit 1 LESSON 3: Healthy Lifestyles – You Choose!	Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental – 3-Dimensional	Core Theme 1 Unit 2 LESSON 1: Food Choices – Secret Eaters	Core Theme 2 Unit 2 LESSON 1: Responding - Scrabble
	Core Theme 3 Unit 1 LESSON 2: Law and Order – In Charge	Core Theme 1 Unit 4 LESSON 2: Death and Grief - Poppies	Core Theme 1 Unit 5 LESSON 3: Tobacco – Up in Smoke	Core Theme 2 Unit 1 LESSON 1: Confidentiality – Secret Info	Core Theme 1 Unit 2 LESSON 2: Food Choices – Invention Team	Core Theme 2 Unit 2 LESSON 2: Shared Goals – It’s All Go!
	Core Theme 3 Unit 1 LESSON 3: U.N. Rights – Our Rights	Core Theme 1 Unit 4 LESSON 3: Managing Conflict – Families at War	Core Theme 1 Unit 5 LESSON 4: Substance Abuse – Let’s Be Frank	Core Theme 2 Unit 1 LESSON 2: Listening – I’m All Ears!	Core Theme 1 Unit 2 LESSON 3: Cooking – Michelin Stars	Core Theme 2 Unit 2 LESSON 3: Community Spirit – All Join In
	Core Theme 2 Unit 4 LESSON 5: Online Relationships – A Risky Business	Core Theme 3 Unit 2 LESSON 1: Community Event – We’re Cultured!		Core Theme 2 Unit 1 LESSON 3: Responding – Scenarios	Core Theme 2 Unit 4 LESSON 1: Physical Contact – Touch Sensitive	Core Theme 1 Unit 5 LESSON 5: Basic First-Aid – First Aids Tips
	Core Theme 1 Unit 5 LESSON 1: Drugs – Just Say No!					
	Core Theme 1 Unit 5 LESSON 2: Alcohol – Drink Aware					



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RE	<p><u>Why do some people believe God exists?</u></p> <p>Can they outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</p> <p>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>Can they express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</p> <p>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>Can they outline Jesus' teaching on how his followers should live (A2).</p> <p>Can they offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).</p> <p>Can they explain the impact Jesus' example and teachings might have on Christians today (B1).</p> <p>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>Can they make connections between how believers feel about places of worship in different traditions (A3)</p> <p>Can they select and describe the most important functions of a place of worship for the community (B3).</p> <p>Can they give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</p> <p>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>Can they make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p> <p>Can they describe and reflect on the significance of the Holy Qur'an to Muslims (B1)</p> <p>Can they describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</p> <p>Can they make connections between the key functions of the mosque and the beliefs of Muslims (A1)</p>		
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