

Selby Community Primary School Year 5 Curriculum Map

	Autumn		Spring		Summer	
Literacy-Fiction	Zathura Adventure at Bishop's Wood		Mulan Icarus		Beowulf Nightmare Man	
Literacy-Non-Fiction	Report Instructions		Explanation Discussion		Persuasion Recount	
Poetry	A Galaxy of Lights – Margaret Greaves	I am Running Through a Forest – Jack Prelutsky	Loyalty Vs Survival - Cherokee	Wings – Pie Corbett	They're Out There – Nick Toczek	The Fear – Brian Moses
Reading	The boy at the back of the class		The Nowhere Emporium		The graveyard book	
	The Man who walked between the towers					
Maths	Place Value, Addition & Subtraction, Statistics, Multiplication & Division, Perimeter & Area		Multiplication & Division, Fractions, Decimals & Percentages		Decimals, Properties of shape, Position & Direction, Converting Units, Volume	
Science	Earth and space Forces		Properties and changes of materials		Animals incl. humans (Yr 5) Living things and their habitats	
History	Crime and punishment (Incl. Dick Turpin)		Coal Mining in Selby		The Viking and Anglo-Saxon struggle	
Geography	Earthquakes		UK		Maps	
	Geographical skills and fieldwork					
RE	What do religions say to us when life gets hard?		If God is everywhere, why go to a place of worship?		What does it mean to be a Muslim in Britain today?	
	Christmas		Easter			
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Languages	U13 – Ma Famille U14 – On fait la fête		U15 – Cher zoo U16 – Le petit déjeuner		U17 – Vive le temps U18 – À la plage	
Music	Reading notation & Performance		Composition (I pads) & Performance Recorders Introduction		Recorders & Performance	
	Singing & Listening					
PE	Gymnastics Netball	Dance (coach) Hockey (SM)	Rugby (SM) Tri-golf	Football Fitness circuits	Tennis Athletics (SM)	Cricket Rounders
Design Technology	Food Product Textiles Motorised vehicle with control					
Art	Focus Artist: Shawanda Corbett					
	Collage – Mosaic Sculpture – Modroc/plaster of paris Painting – acrylics					
	Drawing – Interpret the texture of a surface and use perspective					
Computing	Computer systems and networks – Sharing information	Creating media – Video editing	Programming – Selection in physical computing	Data and information – Flat-file databases	Creating media – Vector drawing	Programming – Selection in quizzes
Visits	Selby Abbey (local), Theatre (further afield)					
Life skill	Enterprise					
Cooking	Healthy sweet snack					
UNICEF articles	3 & 9		14 & 21		23 & 39	
STEM	Saltwater Cars			Enterprise Project		

Selby Community Primary School

Year 5 end of year subject expectations

Subject	Expected Standard							
Science	With support, identify key questions for investigation. Suggest methods of testing including a fair test and begin to suggest how to collect evidence. Make predictions based on scientific knowledge.		Make observations, comparisons and measurements with increasing precision. Carry out an investigation systematically, ensuring variables are controlled to keep the test fair.		Identifying simple trends and patterns from findings and use tables, bar charts and line graphs, using ICT. Use appropriate scientific language and conventions to communicate. Relate evidence to scientific knowledge & understanding.			
PE	Children demonstrate controlled jumping and landing. They are able to pass, dribble, shoot, throw and catch, use a racket with accuracy. Can move around a court/pitch effectively. Children work as part of a team with a common aim and use a range of techniques. They choose a tactic for defending and attacking. In dance and gymnastics they compose sequences in their own way. Talk about the importance of exercise on the body and the physical effects of exercising regularly.							
History	Draw timelines of historical periods showing key events or lives of significant people.		Confidently use a range of evidence to test a hypothesis in order to answer questions.		Compare more than two historical periods explaining how things have stayed the same/changed including the locality.			
Geography	Become a skilled user of OS maps, atlases, globes and aerial photographs. Use OS symbols and 6 figure grid references. Ask and answer questions using a map.		Know the difference between UK, GB and the British Isles. Find at least 6 cities in the UK using a map. Name and locate the main islands that surround GB. Plan a journey to a place in England. Explain how a location fits into a wider geographical location with reference to human and economical features.		Understand where and how earthquakes happen.			
RE	Use religious vocabulary to describe and show understanding of sources, authorities, practices, beliefs and lifestyles. Make links between the various religions studied. Have an awareness of the religions followed locally, and nationally in the UK. Begin to understand some reasons behind the rise of extremist groups.			Raise questions about sacredness, identity, values and belonging to a community. Be able to explain why they find someone else inspirational (religious or otherwise), and how this could impact on their own life.				
Art	Engage in open ended research and exploration in the process of initiating and developing their own personal ideas. Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.		<p>Sculpture- use frameworks and moulds to provide stability and form Modroc/plaster of paris. Combine with digital media to create animation.</p> <p>Collage- Mix textures for effect, combine visual & tactile qualities, ceramic mosaic techniques.</p> <p>Painting- Use different types of brushes, focusing on tint, tone and shade. Use colour to reflect mood using acrylic.</p> <p>Drawing- Effect of light on objects and people from different directions. Interpret the texture of a surface. Produce increasingly accurate drawings of people. Concept of perspective</p>		Regularly analyse and reflect on their progress taking account of what they hoped to achieve		Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. Describe the processes they are using and how they hope to achieve high quality outcomes.	
DT	Use research and other criteria to develop products which are fit for purpose. Use annotated sketches, drawing apps, or prototypes to explain their ideas.		Use a wide range of tools and techniques to produce a product that is fit for purpose. Products include mechanical and electrical components to provide control using computers. Work includes textile techniques.		Evaluate their own product against design criteria. Evaluate existing products to gain ideas for their own design. Understand the work of designers.		Know that food is grown and reared. Be aware of a balanced diet. Prepare a range of savoury food products safely and hygienically using a heat source.	
Computing	Combine sequences and procedures to turn devices on and off. Design algorithms that involve repetition and 2-way selection. Analyse and evaluate information and understand the usefulness of search results.							
Music	Perform with increased musical fluency across a range of instruments and through singing. Develop greater depth of knowledge of harmonic sequences and language through playing ukuleles. Use keyboards in increasing measure to demonstrate above skills. Utilise developed knowledge and explore the creative possibilities of arrangement and composition through use of iPads and music technology.							
PSHE	I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour	I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body.	I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.		
MFL	Hold a simple conversation with 2-3 exchanges. Understand a short story or factual text when listen to and reading French. Writing short paragraphs of 3-4 sentences.							

Selby Community Primary School
Year 5 end of year subject expectations for mastery

Subject	Mastery Expectations
Science	Apply scientific understanding to explain everyday phenomena. Fluent use of scientific vocabulary. Reflect on efficacy of scientific investigations carried out and suggest how they might be improved.
PE	Pupils select and combine skills, techniques and ideas. They apply them in ways that suit the activity, with consistent precision, control and fluency. When planning their own and others' work, and carrying out their own work, they draw on what they know about strategy, tactics and composition in response to circumstances, and what they know about their own and others' strengths and weaknesses. They can show leadership working in a team. They comment on how skills, techniques and ideas have been used in their own and others' work, and suggest ways to improve. They explain how to prepare for, and recover from, the activities. They explain how different types of exercise contribute to their fitness and health and describe how they might get involved in other types of activities and exercise.
History	Fluent in the use of historical vocabulary. Lead discussions and justify opinions. Confidently ask and answer questions about history. Know how history has an impact on our lives today locally, nationally and internationally.
Geography	Ask appropriate geographical questions to support own investigations. Analyse human and physical features & make clear links between different places studied. Use with accuracy a wide range of observational and research skills. Begin to reach substantiated conclusions. Learning is transferred and applied into different contexts
RE	Begin to describe why people belong to different religions and belief groups. Or have no religion. Be able to describe who inspires themselves and others.
Art	Pupils who are exceeding the expectations will typically be providing evidence of achievement which consistently extends their learning beyond the confines of the task. They are working in ways which show deeper understanding and mastery and which are above the norm for their peer group.
DT	The pupil can produce clear annotated sketches to plan their work, often listing the order of making. They have used ideas from other products and research to influence their design. They can use a wide range of tools effectively and safely with accuracy. They produce a product that has some detail and may be complex. They can evaluate their products and discuss how improvements could be made.
Computing	Able to clearly communicate how sequences work. Understand that not everything is true/safe when using the internet.
Music	Instruments are played with an enhanced fluency, musicality and an overall display of natural musicianship in which the skills demonstrated and displayed become increasingly evident
PSHE	To communicate the expectations both orally and in writing.
MFL	Recalls and applies previous topic vocabulary confidently in a range of contexts. Confidently answer a variety of questions in French. Engages confidently in conversations applying good intonation. Demonstrates grammatical rules without prompting (plurals, adjectives).

Year 5 Subject Vocabulary

PE	possession	obstruction	accuracy	contact								
	tackle	forehand	fluency (dance/gym)	acceleration								
	techniques	backhand	marking	aerobic								
Science	gestation	dissolve	orbit	air resistance								
	change of state	(ir)reversible	axis	water resistance								
	solution	Solar System	gravity	friction								
History	diversity	treason	legacy	chronology								
	trend	ancestry	aristocracy	revolt								
	peasantry	resistance	raid	perspective								
Geography	renewable	minerals	sketch	river course								
	non-renewable	distribution	investigation	estuary								
	natural resource	grid reference	water cycle	meander								
	energy	topography	tributary	similarity/difference								
RE	almsgiving	Zakat	Ummah	charity								
	Migration	acceptance	Emergency aid	development								
	Fundraising	Sensitivity	respect	cohesion								
Art	perspective	embellish	contour hatching	interpret								
	stencil	Modroc	model	intricate patterns								
	bias	image	colour scheme	contrast								
	neutral	mirror image										
DT	form	annotate	gear	reinforce								
	function	ingredient	diet	aftertaste								
	accurate	connect	pulley	framework								
Computing	sequences	procedures	external device	analyse								
	evaluate	sheets	column	row								
	formula	form	spreadsheet									
Music	texture	loops	genre									
	ensemble	sharps	riff	flats								
PSHE	See Jigsaw scheme of work for vocabulary.											
MFL	family sister brother step brother step sister Dad	Mum Step dad Step mum Grandad Grandma	today What is the date? my birthday is party I am inviting	they're dancing they're eating they're playing friends The first (1 st)	I received I sent it back but so too it was	heavy frightening perfect there are Dear Love from	breakfast toast some bread What do you eat/drink? I eat / drink	forty fifty sixty it's nice it's not nice this morning	I will play What will you do? town Where are you going? to read	swim do watch go listen At home	beach sand sea bucket spade boat	ice cream A scoop What flavour? playing
Maths	reflex	square number	cube number	decimal places								
	factor	multiple	prime numbers	percentage								
	scale diagram	protractor	regular polygon	reflection								
	axis/axes	co-ordinates	translation									