**Westgate School Curriculum - Y5**

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| **Our Aims** | | | | | | | |
| **Be knowledgeable**  to have a secure understanding of English and Maths (at the expected levels) & general knowledge to equip themselves for living in a changing world | **Be positive**  to take the best from every experience and share this enthusiasm | **Be creative**  to be open-minded, imaginative learners who believe anything is possible | **Be reflective**  to think deeply about the impact of what they do and say on people around them and their world | **Be collaborative**  to work together towards a common goal, sharing ideas and responsibilities in a respectful way | **Be ambitious**  to aim high and believe in yourself | **Be curious**  to ask questions to satisfy their thirst for knowledge and drive forward their imagination | **Be adventurous** take a risk, challenge yourself and work outside your comfort zone. |

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| **Westgate’s Non-negotiables** | |
| **Experiences**   * Attend the theatre (at least once per KS) * Visit the local library (at least once per year) * Go to the museum (at least once per KS) * Present or perform (at least once per term) * Visit the beach (at least once per KS) * Do adventurous outdoor activities (at least once per year) * See a pantomime (at least once in their school life) * Plan a food shopping trip – decide on a meal, make a list of ingredients, budget for it, use money... (at least once per year) * Volunteer their time in the community (at least once per year) * Do things to support a local charity (at least once per year) * Ride a bike (learn in F/KS1, practice (at least once per year) * Be part of a team (daily) | **Knowledge / skills**   * Road safety – crossing the road, cycling on roads, using crossings..etc * How to live active healthy lives – understanding the importance of diet, exercise and hygiene * Basic skills in literacy and numeracy – how to write letters, apply for jobs, fill in forms...etc * Cooking healthy affordable meals * Playing a musical instrument * How to swim * Good knowledge / understanding of ICT * How to hold conversations – including on the phone * The career options available to them and what is needed for each * Money management – being able to budget * Knowledge of manners – being punctual, polite, table manners...etc * Knowing right from wrong |

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| **Westgate’s Desirables** | |
| * See a live football/rugby…etc match (once per KS) * Visit the circus * Use public transport * Grow, cook and eat your food * Visit London * Eat out in a proper restaurant | * Go to the cinema * Visit a farm * Camp out overnight * Care for an animal * Go to the park * Make a den |

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| **National Curriculum** | |
| English | Maths |
| READING  Word reading  Pupils should be taught to:   * apply their growing knowledge of root words, prefixes and * suffixes (morphology and etymology), as listed in Appendix * 1, both to read aloud and to understand the meaning of new * words that they meet.   READING  Comprehension  Pupils should be taught to:   * maintain positive attitudes to reading and understanding of   what they read by:   * Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. * reading books that are structured in different ways and reading for a range of purposes * increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and * traditions * Recommending books that they have read to their peers, giving reasons for their choices. * Identifying and discussing themes and conventions in and across a wide range of writing. * Making comparisons within and across books. * Learning a wider range of poetry by heart. * Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.   Understand what they read by:   * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. * asking questions to improve their understanding * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence * predicting what might happen from details stated and * implied summarising the main ideas drawn from more than * one paragraph, identifying key details that support the main ideas. * identifying how language, structure and presentation * contribute to meaning. * discuss and evaluate how authors use language, including * figurative language, considering the impact on the reader * distinguish between statements of fact and opinion * retrieve, record and present information from non-fiction * participate in discussions about books that are read to them * and those they can read for themselves, building on their * own and others’ ideas and challenging views courteously * explain and discuss their understanding of what they have * read, including through formal presentations and debates, * maintaining a focus on the topic and using notes where * necessary * provide reasoned justifications for their views.   WRITING  Transcription  Spelling (see Appendix 1)  Pupils should be taught to:   * use further prefixes and suffixes and understand the * guidelines for adding them * spell some words with ‘silent’ letters, e.g. knight, psalm, * solemn * continue to distinguish between homophones and other * words which are often confused * use knowledge of morphology and etymology in spelling and * understand that the spelling of some words needs to be * learnt specifically, as listed in Appendix 1 * use dictionaries to check the spelling and meaning of words * use the first three or four letters of a word to check spelling, * meaning or both of these in a dictionary * use a thesaurus.   Handwriting and presentation  Pupils should be taught to:   * write legibly, fluently and with increasing speed by: * choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters. * choosing the writing implement that is best suited for * a task (e.g. quick notes, letters).   Composition  Pupils should be taught to:  plan their writing by:   * identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own * noting and developing initial ideas, drawing on reading and research where necessary * in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed.   Draft and write by:   * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action * précising longer passages * using a wide range of devices to build cohesion within and across paragraphs * using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)   evaluate and edit by:   * assessing the effectiveness of their own and others’ writing * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensuring the consistent and correct use of tense throughout a piece of writing * ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register * proof-read for spelling and punctuation errors * perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.   Vocabulary, grammar and punctuation  Pupils should be taught to:   * develop their understanding of the concepts set out in Appendix 2 by: * recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms * using passive verbs to affect the presentation of information in a sentence * using expanded noun phrases to convey complicated information concisely * using modal verbs or adverbs to indicate degrees of possibility * using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun * indicate grammatical and other features by: * using commas to clarify meaning or avoid ambiguity in writing * using hyphens to avoid ambiguity * using brackets, dashes or commas to indicate parenthesis * using semi-colons, colons or dashes to mark boundaries between main clauses * using a colon to introduce a list * punctuating bullet points consistently * use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading. | NUMBER  Number and place value  Pupils should be taught to:   * read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit * count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 * interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero * round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 * solve number problems and practical problems that involve all of the above * read Roman numerals to 1000 (M) and recognise years written in Roman numerals   Addition and subtraction  Pupils should be taught to:   * add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition * and subtraction) * add and subtract numbers mentally with increasingly large * numbers * use rounding to check answers to calculations and * determine, in the context of a problem, levels of accuracy * solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.   Multiplication and division  Pupils should be taught to:   * identify multiples and factors, including finding all factor pairs * of a number, and common factors of two numbers. * solve problems involving multiplication and division where * larger numbers are used by decomposing them into their * factors * know and use the vocabulary of prime numbers, prime * factors and composite (non-prime) numbers * establish whether a number up to 100 is prime and recall * prime numbers up to 19 * multiply numbers up to 4 digits by a one- or two-digit number * using a formal written method, including long multiplication * for two-digit numbers * multiply and divide numbers mentally drawing upon known * facts * divide numbers up to 4 digits by a one-digit number using * the formal written method of short division and interpret * remainders appropriately for the context * multiply and divide whole numbers and those involving * decimals by 10, 100 and 1000 * recognise and use square numbers and cube numbers, and * the notation for squared (2) and cubed (3) * solve problems involving addition, subtraction, multiplication * and division and a combination of these, including * understanding the meaning of the equals sign * solve problems involving multiplication and division, * including scaling by simple fractions and problems involving * simple rates   Fractions (including decimals and percentages)  Pupils should be taught to:   * compare and order fractions whose denominators are all * multiples of the same number * identify, name and write equivalent fractions of a given * fraction, represented visually, including tenths and * hundredths * recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. 2/5 + 4/5 = 6/5 = 11/5) * add and subtract fractions with the same denominator and * multiples of the same number * multiply proper fractions and mixed numbers by whole * numbers, supported by materials and diagrams * read and write decimal numbers as fractions (e.g. 0.71 * = 71/100) * recognise and use thousandths and relate them to tenths, * hundredths and decimal equivalents * round decimals with two decimal places to the nearest whole * number and to one decimal place * read, write, order and compare numbers with up to three * decimal places * solve problems involving number up to three decimal places * recognise the per cent symbol (%) and understand that per * cent relates to “number of parts per hundred”, and write * percentages as a fraction with denominator hundred, and as * a decimal fraction * solve problems which require knowing percentage and decimal equivalents of and those with a denominator of a multiple of 10 or 25.   MEASUREMENT  Pupils should be taught to:   * convert between different units of metric measure (e.g. * kilometre and metre; centimetre and metre; centimetre and * millimetre; gram and kilogram; litre and millilitre) * understand and use equivalences between metric units and * common imperial units such as inches, pounds and pints * measure and calculate the perimeter of composite rectilinear * shapes in centimetres and metres * calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes * estimate volume (e.g. using 1 cm3 blocks to build cubes and * cuboids) and capacity (e.g. using water) * solve problems involving converting between units of time * use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.   GEOMETRY  Properties of shapes  Pupils should be taught to:   * identify 3-D shapes, including cubes and other cuboids, from * 2-D representations * know angles are measured in degrees: estimate and * compare acute, obtuse and reflex angles * draw given angles, and measure them in degrees (o) * identify: * angles at a point and one whole turn (total 360o) * angles at a point on a straight line and ½ a turn (total * 180o) * other multiples of 90o * use the properties of rectangles to deduce related facts and * find missing lengths and angles * distinguish between regular and irregular polygons based on * reasoning about equal sides and angles.   Position and direction  Pupils should be taught to:   * identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.   STATISTICS  Pupils should be taught to:   * solve comparison, sum and difference problems using * information presented in a line graph * complete, read and interpret information in tables, including * timetables. |
| Science | Art |
| **Working Scientifically**   * planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate * recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs * using test results to make predictions to set up further comparative and fair tests * reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations * identifying scientific evidence that has been used to support or refute ideas or arguments.   **Living Things and their Habitats**   * describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird * describe the life process of reproduction in some plants and animals.   **Animals Including Humans**   * describe the changes as humans develop to old age.   **Properties and Changes of Materials**   * 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 * know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution * use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating * give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic * demonstrate that dissolving, mixing and changes of state are reversible changes * 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.   **Earth and Space**   * describe the movement of the Earth, and other planets, relative to the Sun in the solar system * describe the movement of the Moon relative to the Earth * describe the Sun, Earth and Moon as approximately spherical bodies * use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.   **Forces**   * explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object * identify the effects of air resistance, water resistance and friction, that act between moving surfaces * recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. | Pupils should be taught to develop their techniques, including their control and their use  of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Pupils should be taught:   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) * about great artists, architects and designers in history. |
| Computing | DT |
| Key stage 2  Pupils should be taught to:   * design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * use sequence, selection, and repetition in programs; work with variables and various forms of input and output * use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs * 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 * use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour * 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. | Key stage 2  Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.  When designing and making, pupils should be taught to:  Design   * use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design   Make   * select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately * select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities   Evaluate   * investigate and analyse a range of existing products * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work * understand how key events and individuals in design and technology have helped shape the world   Technical knowledge   * apply their understanding of how to strengthen, stiffen and reinforce more complex structures * understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages |
| Geography | History |
| Key stage 2  Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.  Pupils should be taught to:  Location knowledge   * locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental * regions, key physical and human characteristics, countries, and major cities * name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time * identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)   Place knowledge   * understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America   Human and physical geography   * describe and understand key aspects of: * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water   Geographical skills and fieldwork   * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the * United Kingdom and the wider world | Key stage 2  Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve  thoughtful selection and organisation of relevant historical information.  They should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.  In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.  Pupils should be taught about:  **the Roman Empire and its impact on Britain**  This could include:   * Julius Caesar’s attempted invasion in 55-54 BC * the Roman Empire by AD 42 and the power of its army * successful invasion by Claudius and conquest, including Hadrian’s Wall * British resistance, e.g. Boudica * “Romanisation” of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity   **Britain’s settlement by Anglo-Saxons and Scots**   * Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire   **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**  This could include:   * Viking raids and invasion * resistance by Alfred the Great and Athelstan, first king of England * further Viking invasions and Danegeld * Anglo-Saxon laws and justice   Edward the Confessor and his death in 1066 |
| Music | Languages (KS2only) |
| Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.  Pupils should be taught to:   * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * develop an understanding of the history of music. | Pupils should be taught to:   * listen attentively to spoken language and show understanding by joining in and responding * explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words * engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\* * speak in sentences, using familiar vocabulary, phrases and basic language structures * develop accurate pronunciation and intonation so that other understand when they are reading aloud or using familiar words and phrases\* * present ideas and information orally to a range of audiences\* * read carefully and show understanding of words, phrases and simple writing * appreciate stories, songs, poems and rhymes in the language * broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary * write phrases from memory, and adapt these to create new sentences, to express   ideas clearly   * describe people, places, things and actions orally\* and in writing   understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. |

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| **Lancashire Curriculum** | |
| RE | PE |
| See Lancashire RE scheme of work | See Lancashire PE scheme of work |