

# Dawpool C.E. (Aided) Primary School Year 5 Curriculum
























DAWPOOL

Wisdom, Knowledge and Skills



## The Abundant Life that Jesus offers



Dawpool Church of England (Aided) Primary School										Religious Education		
A Curriculum for Christ-Likeness												
Vision: The Dawpool Community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ. A school where Christian values flourish and where all children experience the abundant life that Jesus offers.												
Reading	<b>Person of Jesus (Our Christian Values)</b> Galatians 5:22-23 "The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control"			<b>Love of Jesus (Our HeartSmart Actions)</b> Matthew 22:36-40 "Love the Lord God with all your heart with all your soul and with all your mind. Love your neighbour as yourself"			<b>Work of Jesus (Our Learning Values)</b> Jeremiah 29:11 "For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future."			Art		
Writing												Design & Technology
Spelling & Grammar										Computing & E-safety		
Speaking										Music		
Maths										Physical Education		
Science										Modern Foreign Languages		
History											Early Years Curriculum	
Geography												

### Vision Statement

**'The Dawpool community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ: a school which enables Christian values to flourish and where all children may experience the abundant life that Jesus offers.'**

*'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control' (Galatians 5: 22-23).*

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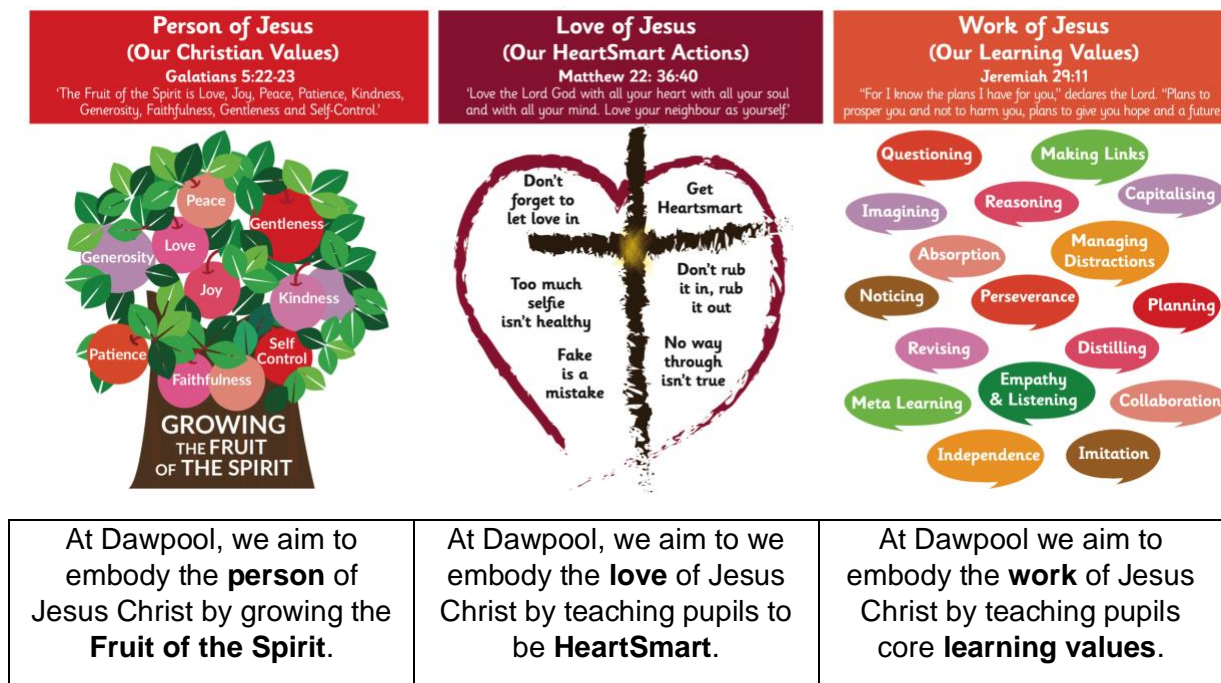


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The **Person, Love and Work of Jesus** are three golden threads that run through the heart of our curriculum



We know that all of these values were demonstrated by Jesus in his life. They are also rooted in pedagogy, such as Guy Claxton's '**Building Learning Powers**' and Rosenshine's '**Principles of Instruction**.'

In our curriculum planning we have taken each individual value - whether it be a **Fruit of the Spirit**, a **HeartSmart action** or a **Learning Value** - and directly referenced each one to the example of Jesus by providing a definition of the value, linking it to scripture and providing specific examples of how Jesus demonstrated it – see [The Curriculum for Christ-Likeness](#). By teaching the children how to emulate these values we enable **Christian values to flourish** through our curriculum.

Dawpool's focus on developing Christian and learning values through the curriculum encourages children to stretch themselves **spiritually, morally, intellectually, imaginatively and actively**. The impact of Dawpool's Curriculum for Christ-Likeness is that pupils are curious, confident and resilient learners who develop a sense of character and enjoy their learning. The Dawpool Curriculum places emphasis on **character development** and **wider flourishing**, recognising that these are fundamental to any **sustained academic success**.

The image below provides an overview of what the **Person, Love and Work of Jesus** looks like at a classroom level. Whether it be a Science lesson or a History lesson, there are familiar **characteristics of effective learning**:

*'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.'* (Jeremiah 29:11)





<p><b>Person of Jesus (Our Christian Values)</b> Galatians 5:22-23 'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control.'</p>	<p><b>Love of Jesus (Our HeartSmart Actions)</b> Matthew 22: 36-40 'Love the Lord God with all your heart with all your soul and with all your mind. Love your neighbour as yourself'</p>	<p><b>Work of Jesus (Our Learning Values)</b> Jeremiah 29:11 'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future'</p>
<p>A strong focus on all of our <b>Christian Values</b>, with specific emphasis on:</p> <ul style="list-style-type: none"> <li>Loving God, loving and accepting ourselves and loving and responding well to others</li> <li>A joy of learning</li> <li>A peaceful classroom environment</li> <li>Kindness and generosity towards others</li> <li>Gentle interactions</li> <li>Patience and understanding</li> <li>Excellent behaviour and positive attitudes</li> </ul>	<p>A strong focus on all of our <b>Heart Smart actions</b>, with specific emphasis on:</p> <ul style="list-style-type: none"> <li>Positive relationships</li> <li>High levels of praise</li> <li>Love and care for others</li> <li>Learning from mistakes</li> <li>Fostering a growth mindset &amp; perseverance</li> <li>Equal opportunity for all pupils</li> <li>Nurturing positive self-esteem</li> </ul>	<p>A strong focus on all of our <b>Learning Values</b>, with specific emphasis on:</p> <p><b>Making Links</b></p> <ul style="list-style-type: none"> <li>Presenting new material using small steps</li> <li>Providing models</li> <li>Providing scaffolds for difficult tasks</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>Asking questions</li> <li>Checking for understanding</li> </ul> <p><b>Revising</b></p> <ul style="list-style-type: none"> <li>Daily, weekly and monthly reviews</li> </ul> <p><b>Interdependence</b></p> <ul style="list-style-type: none"> <li>Guiding pupil practice</li> <li>Obtaining a high success rate</li> <li>Supporting independent practice</li> </ul>

**Jesus' greatest commandment** (Matthew 22:36-40) is central to the life of Dawpool: Loving God, loving and accepting ourselves and loving and responding well to others.

The next part of our curriculum is to ensure that all pupils experience the '**Abundant Life that Jesus Offers**'. This is defined as enabling **all children** to experience the **full curriculum** – it's not narrowed for any child. We aim to nurture children's **God-given talents** and provide for their **intellectual, emotional, personal, social, spiritual and physical development**.

We provide a **subject-specific curriculum** in which we have mapped out the **knowledge and skills** that we want children to learn at each stage (See the '**Wisdom, Knowledge and Skills**' documents for each year group and the subject specific documents).

*'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.'* (Jeremiah 29:11)

**The Subject Specific Curriculum**

Reading	Writing	Spelling & Grammar	Speaking	Maths	Science	History	Geography
Religious Education	Art	Design & Technology	Computing & E-safety	Music	Physical Education	Modern Foreign Languages	Early Years Curriculum

For each subject, we have carefully established the expectations for timetabling, planning, marking and assessment to ensure that the curriculum is delivered fully to all pupils – see the **Curriculum Implementation Handbook**.

Where possible, subjects are delivered through topics which are designed for maximum engagement and ensure all pupils benefit from a **rich, broad, balanced** curriculum presented in an **interesting, exciting and imaginative** manner with lots of opportunities for **first-hand experience, practical work, investigation and learning through play**. The curriculum is enriched with **visits, visitors**, and extensive use of our **unique environment**.

Our '**local curriculum**' provides for an informal programme of **enrichment and extra-curricular activities** which is made up of those activities that we feel all children should experience at least once during their time in school, but in reality, there is likely to be several opportunities for each child. Such activities include: completing a young leaders award, learning a musical instrument, mentoring a younger pupil and leading an Act of Worship.

**The Local Curriculum**

Complete a Young Leaders Award	Understand Fundamental British Values	Learn a musical instrument	Compete in a sporting competition	Mentor a younger pupil	Perform a play to an audience	Lead an Act of Worship	Watch a live orchestra	Visit the theatre	Visit a museum
Campaign for a charity	Attend a residential visit	Participate in extra curricular activities	Visit a library and borrow a book	Be a Dawpool ambassador	Enjoy and look after the environment	Visit a place of Worship of a different faith	Participate in a Eucharist	Perform in a musical concert	Visit an art gallery

Therefore, Dawpool's full curriculum incorporates the **Person, Love and Work of Jesus** as three **golden threads** running through the curriculum with **Jesus' greatest commandment** at its heart. it includes our **subject-specific curriculum** and our **local curriculum of enrichment and extra-curricular activities**.

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## Year 5 Curriculum Topics

Where appropriate, the vocabulary, knowledge and skills for Year 5 are delivered through the following broad topics:

	Autumn	Spring	Summer
Y5	Ancient Greece	South America	Rainforests & Brazil

## Year 5 Enrichment



## A Year 5 Reader at Dawpool

### Word Reading

- I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- I can re-read and read ahead to check for meaning.

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## **Comprehension**

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- I can identify significant ideas, events and characters; and discuss their significance.
- I can recite poems by heart, e.g. narrative verse, haiku.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can use meaning-seeking strategies to explore the meaning of words in context.
- I can use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.
- I can identify and comment on a writer's use of language for effect. for example, precisely chosen adjectives, similes and personification.
- I can identify grammatical features used by the writer (rhetorical questions, varied sentence lengths, varied sentence starters, empty words) to impact on the reader.
- I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- I can justify inferences with evidence from the text.
- I can make predictions from what has been read.
- I can summarise the main ideas drawn from a text.
- I can identify the effect of the context on a text; for example, historical context or other cultures.
- I can identify how language, structure and presentation contribute to the meaning of a text.
- I can express a personal point of view about a text, giving reasons.
- I can make connections between other similar texts, prior knowledge and experience.
- I can compare different versions of texts and talk about their differences and similarities.
- I can listen to and build on others' ideas and opinions about a text.
- I can present an oral overview or summary of a text.
- I can present the author's viewpoint of a text.
- I can present a personal point of view based on what has been read.
- I can listen to others' personal point of view.
- I can explain a personal point of view and give reasons.
- I know the difference between fact and opinion.
- I can use my knowledge of structure of text type to find key information.
- I can use text marking to identify key information in a text.

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- I can make notes from text marking.

### **Greater Depth in Reading**

- I can express opinions about a text, using evidence from the text, giving reasons and explanations. (Point, evidence, explanation)
- I can adapt my own opinion in the light of further reading or others' ideas.
- I can identify formal and informal language .
- I know the features of different narrative text types, for example, adventure, fantasy, myths.
- I can compare texts by the same writer.
- I can compare texts by different writers on the same topic.
- I can summarise key information from different texts.
- I can empathise with different characters' points of view.
- I can infer meaning using evidence from the text and wider reading and personal experience.
- I can explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader.
- I can explain how punctuation marks the grammatical boundaries of sentences and gives meaning.
- I know how the way a text is organised supports the purpose of the writing.
- I can use scanning and text marking to find and identify key information.

### **Year 5 Class Texts**

AUTUMN	SPRING	SUMMER
<b>The Boy Who Fell From the Sky</b> <b>50 Greek Myths</b>	<b>The Explorer</b>	<b>Journey to the River Sea</b>

### **A Year 5 Writer at Dawpool**

### **Transcription**

#### **Spelling**

- I can form verbs with prefixes.
- I can convert nouns or adjectives into verbs by adding a suffix.
- I understand the rules for adding prefixes and suffixes.
- I can spell words with silent letters.

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- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- I can use a thesaurus.
- I can use a range of spelling strategies.

### Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

### Composition

- I can discuss the audience and purpose of the writing.
- I can start sentences in different ways.
- I can use the correct features and sentence structure matched to the text type we are working on.
- I can develop characters through action and dialogue.
- I can establish a viewpoint as the writer through commenting on characters and events.
- I can use grammar and vocabulary to create an impact on the reader.
- I can use stylistic devices to create effects in writing.
- I can add well-chosen detail to interest the reader.
- I can summarise a paragraph.
- I can organise my writing into paragraphs to show different information or events.



### **Year 5/6 Statutory Spelling List**

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	

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## **Vocabulary, Grammar and Punctuation**

### **Word**

- I can convert **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *-ate*; *-ise*; *-ify*]
- I can use **verb prefixes** [for example, *dis-*, *de-*, *mis-*, *over-* and *re-*]

### **Sentence**

- I can use **relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun
- I can indicate degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*]

### **Text**

- I can use devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*]
- I can link ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]

### **Punctuation**

- I can use brackets, dashes or commas to indicate parenthesis
- I can use commas to clarify meaning or avoid ambiguity

### **Terminology**

- modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity





### **Greater Depth in Writing**

- I can use paragraphs to structure the plot in narrative writing, showing changes in time, place and events.
- I can use changes in time and place to guide the reader through the text.
- I can use paragraphs to organise information logically and shape a non-fiction text effectively.
- I can sustain and develop an idea within a paragraph, introducing it with a topic sentence.
- I can close text with reference to its opening.
- I can re-order sentences to create an impact on the reader.
- I can use expanded noun phrases to add well thought out detail to writing.
- I can use punctuation to clarify the meaning of sentences e.g. commas to mark phrases and clauses.
- I can use dialogue effectively and punctuate it accurately.

### **A Year 5 Speaker at Dawpool**

- I can engage the listener by varying my expression and vocabulary.
- I adapt my spoken language depending on the audience, the purpose or the context.
- I can develop my ideas and opinions, providing relevant detail.
- I can express my point of view.
- I show that I understand the main points, including implied meanings in a discussion.
- I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.
- I use Standard English in formal situations.
- I am beginning to use hypothetical language to consider more than one possible outcome or solution.
- I can perform my own compositions, using appropriate intonation and volume so that meaning is clear.
- I can perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.
- I am beginning to select the appropriate register according to the context.

### **Greater Depth in Speaking**

- I can organise and shape a talk, making connections between ideas and drawing on different points of view.
- I can use Standard English appropriately.

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- I can use persuasive language and techniques to influence the listener.
- I show an understanding of how and why language choices vary in my own and others' talk in different contexts.
- I can sustain listening to different sources, retaining or noting key information.
- I can speak in extended turns to express ideas and opinions, with some relevant detail.
- I can vary vocabulary, grammar, and non-verbal features to suit the audience, purpose, and context.
- I can sustain listening to different sources, retaining or noting key information.
- I can listen to others in discussion and link my own ideas clearly to others' views.

### **A Year 5 Mathematician at Dawpool**

#### **Number, place value, approximation and estimation/rounding**

- I can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
- I can read, write, order and compare numbers to at least 1,000,000.
- I can determine the value of each digit in numbers up to 1,000,000.
- I can read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.
- I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000.
- I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- I can solve number problems and practical problems with the above.

#### **Calculations**

- I can add and subtract numbers mentally with increasingly large numbers.
- I can add and subtract whole numbers with more than 4 digits, including using formal written methods.
- I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- I can identify multiples and factors, including finding all factor pairs of a number and common factor pairs of two numbers.
- I use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.

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- I can establish whether a number up to 100 is prime and recall prime numbers up to 19.
- I recognise and use square numbers and cube numbers, and the notation for squared and cubed.
- I can multiply and divide numbers mentally drawing on known facts.
- I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- I can multiply numbers up to 4 digits by a 1-digit or 2-digit number using a formal written method, including long multiplication for 2-digit numbers.
- I can divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- I can solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes.
- I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
- I can solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates.

### **Fractions, decimals and percentages**

- I can recognise mixed numbers and improper fractions and convert from one form to the other.
- I can write mathematical statements  $>1$  as a mixed number.
- I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- I can compare and order fractions whose denominators are multiples of the same number.
- I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- I can read and write decimal numbers as fractions.
- I recognise and can use thousandths and relate them to tenths, hundredths and decimal equivalents.
- I can round decimals with 2 decimal places to the nearest whole number and 1 decimal place.
- I can read, write, order and compare numbers with up to 3 decimal places.
- I can solve problems involving numbers up to 3 decimal places.
- I recognise the percent symbol and understand that percent relates to 'number parts per hundred'.

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- I can write percentages as a fraction with denominator hundred, and as a decimal.
- I can solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{4}{5}$  and those fractions with a denominator or a multiple of 10 or 25.

### **Measurement**

- I can solve problems involving converting between units of time.
- I can convert between different units of metric measure.
- I understand and use approximate equivalences between metric units and common imperial units, such as inches, pounds and pints.
- I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.
- I can calculate and compare the area of rectangles (incl. squares), and including using standard units (cm<sup>2</sup> and cm<sup>3</sup>) to estimate the area of irregular shapes.
- I can estimate volume and capacity.
- I can use all four operations to solve problems involving money using decimal notation, including scaling.

### **Geometry – properties of shapes**

- I can use the properties of rectangles to deduce related facts and find missing lengths and angles.
- I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- I can identify 3D shapes, including cubes and other cuboids, from 2D representations.
- I know angles are measured in degrees.
- I can estimate and compare acute, obtuse and reflex angles.
- I can identify angles at a point and one whole turn.
- I can identify angles at a point on a straight line and  $\frac{1}{2}$  a turn.
- I can identify other multiples of 90°.
- I can draw given angles and measure them in degrees.

### **Geometry – position and direction**

- I can 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**

- I can complete, read and interpret information in tables, including timetables.
- I can solve comparison, sum and difference problems using information presented in a line graph.

## **Greater Depth in Mathematics**

- I have a concept of numbers well beyond 1,000,000 and their relative association to distances to planets; historical data and geographical aspects.
- I can divide whole numbers (up to 4 digits) by 2-digit numbers, using my preferred method.
- I can use rounding as a strategy for quickly assessing what approximate answers ought to be before calculating.
- I can link working across zero for positive and negative numbers, for example, to work out time intervals between BC and AD in history
- I can recognise the symbol for square root ( $\sqrt{\phantom{x}}$ ) and work out square roots for numbers up to 100.
- I can calculate number problems algebraically, for example,  $2x - 3 = 5$
- I can use my knowledge of measurement to create plans of areas around school, such as the classroom, field, outside play area, etc.
- I can relate the imperial measures still used regularly in our society to their metric equivalents, for example, miles to Km and lbs to Kg.
- I can use a range of timetables to work out journey times on a fictional journey around the world, for example, "How long would it take to reach the rainforests in the Amazon?"
- I can collect my own data on a personal project and present information in formats of my choosing using charts, graphs and tables.

## **A Year 5 Scientist at Dawpool**

### **Working scientifically**

- I can plan different types of scientific enquiry.
- I can control variables in an enquiry.
- I can measure accurately and precisely using a range of equipment.
- I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- I can use the outcome of test results to make predictions and set up a further comparative fair test.
- I can report findings from enquiries in a range of ways.

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*'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.'* (Jeremiah 29:11)





- I can explain a conclusion from an enquiry.
- I can explain causal relationships in an enquiry.
- I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.
- I can read, spell and pronounce scientific vocabulary accurately.

## **Biology**

### **Living things and their habitats**

- I can describe the life cycle of different living things, e.g. mammal, amphibian, insect bird.
- I can describe the differences between different life cycles.
- I can describe the process of reproduction in plants.
- I can describe the process of reproduction in animals.

### **Animals, including humans**

- I can create a timeline to indicate stages of growth in humans.

## **Chemistry**

### **Properties and changes of materials**

- I can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets).
- I can describe how a material dissolves to form a solution; explaining the process of dissolving.
- I can describe and show how to recover a substance from a solution.
- I can describe how some materials can be separated.
- I can demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating).
- I know and can demonstrate that some changes are reversible and some are not.
- I can explain how some changes result in the formation of a new material and that this is usually irreversible.
- I can discuss reversible and irreversible changes.
- I can give evidenced reasons why materials should be used for specific purposes.



## **Physics**

### **Earth and space**

- I can describe and explain the movement of the Earth and other planets relative to the Sun.
- I can describe and explain the movement of the Moon relative to the Earth.
- I can explain and demonstrate how night and day are created.
- I can describe the Sun, Earth and Moon (using the term spherical).

### **Forces**

- I can explain what gravity is and its impact on our lives.
- I can identify and explain the effect of air resistance.
- I can identify and explain the effect of water resistance.
- I can identify and explain the effect of friction.
- I can explain how levers, pulleys and gears allow a smaller force to have a greater effect.

## **Greater Depth in Science**

- I can explore different ways to test an idea, choose the best way and give reasons.
- I can vary one factor whilst keeping the others the same in an experiment.
- I can use information to help make a prediction.
- I can explain (in simple terms) a scientific idea and what evidence supports it.
- I can create a timeline to indicate the stages of growth in certain animals, such as frogs and butterflies.
- I can observe my local environment and draw conclusions about life-cycles, for example, the vegetable garden or plants in a shrubbery.
- I can describe methods for separating mixtures, for example, filtration, distillation.
- I can compare the time of day at different places on Earth.
- I can describe and explain how motion is affected by forces, for example, gravitational attractions, magnetic attraction and friction.
- I can work out how water can cause resistance to floating objects.

## **Year 5 Scientific Vocabulary**

<b>gestation</b>	<b>fetus</b>	<b>fertilisation</b>	<b>species</b>
<b>baby</b>	<b>toddler</b>	<b>adolescent</b>	<b>adult</b>



<b>elderly person</b>	<b>puberty</b>	<b>hormones</b>	<b>pituitary gland</b>
<b>earth</b>	<b>axis</b>	<b>rotate</b>	<b>star</b>
<b>sun</b>	<b>planet</b>	<b>planet names</b>	<b>full moon</b>
<b>half moon</b>	<b>crescent moon</b>	<b>new moon</b>	<b>waxing</b>
<b>waning</b>	<b>lunar month</b>	<b>orbit</b>	<b>revolve</b>
<b>sphere</b>	<b>gravity</b>	<b>friction</b>	<b>air resistance</b>
<b>upthrust</b>	<b>weight</b>	<b>newton meter</b>	<b>Newtons</b>
<b>particles</b>	<b>surface area</b>	<b>push</b>	<b>pull</b>
<b>balance</b>	<b>mass</b>	<b>grams</b>	<b>kilograms</b>
<b>gear</b>	<b>lever</b>	<b>pulley</b>	<b>spring</b>
<b>amphibian</b>	<b>reptile</b>	<b>bird</b>	<b>mammal</b>
<b>insect</b>	<b>fish</b>	<b>egg</b>	<b>larva</b>
<b>pupa</b>	<b>nymph</b>	<b>adult</b>	<b>metamorphosis</b>
<b>petal</b>	<b>stamen</b>	<b>anther</b>	<b>filament</b>
<b>pollination</b>	<b>fertilisation</b>	<b>germination</b>	
<b>thermal</b>	<b>conductor</b>	<b>insulator</b>	<b>electrical</b>
<b>solvent</b>	<b>solution</b>	<b>solute</b>	<b>soluble</b>
<b>insoluble</b>	<b>solid</b>	<b>liquid</b>	<b>particles</b>
<b>suspension</b>	<b>sieve</b>	<b>filter</b>	<b>evaporate</b>
<b>condense</b>			

### A Year 5 Historian at Dawpool

All topics must begin with chronological knowledge, identifying the period of history on the corridor timeline.

*'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.'* (Jeremiah 29:11)

**Ancient Greece**

- I know when and where the Ancient Greeks lived and how we know from evidence.
- I know the Democratic system was created by the Ancient Greeks. I can compare it to our modern day democracy and who has the right to vote in our country.
- I know about Greek gods and goddesses.
- I know about the Ancient Greeks created the Olympic games and can compare them to the modern games.
- I know about Pheidippides and the Battle of Marathon.
- I about the legacy of Ancient Greece.

- I can draw a timeline with different historical periods showing key historical events or lives of significant people, including Ancient Greece
- I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).
- I can compare two or more historical periods; explaining things which changed and things which stayed the same.
- I can explain how Parliament affects decision making in England.
- I can test out a hypothesis in order to answer questions.
- I can use research skills to find answers to specific historical questions about Ancient Greece.

**Year 5 Historical Vocabulary**

Empire	gods/goddesses	Marathon	weapons
Democracy	Olympus	Temple	armour
Government	myths	Theatre	City State
Slaves	Parthenon	Stadium	battle
Citizen	Olympics	Hoplite	Acropolis

**A Year 5 Geographer at Dawpool**

All topics begin with location knowledge:

Upper KS2 – The Americas

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Include human features: major cities, natural resources, settlement, trade, land use patterns and how these change over time etc.

Include physical features: rivers, lakes, mountains, coasts etc

<b><u>South America</u></b> <b><u>Brazil &amp; Rainforests</u></b>
<ul style="list-style-type: none"><li>• I know where the rainforests, Equator and Tropics are located using a globe and maps.</li><li>• I know the layers of a rain forest.</li><li>• I know the causes and effects of deforestation.</li><li>• I know the climate is different in Brazil to London.</li><li>• I know the importance of Fair Trade to indigenous people in Brazil.</li><li>• I know where South America and Brazil are on a globe and on a map.</li><li>• I know about Brazil through research.</li></ul>

- I can plan a journey to a place in another part of the world, taking account of distance and time.
- I can explain how a location fits into its wider geographical location with reference to human and economical features.
- I can locate the Tropic of Cancer and Tropic of Capricorn.
- I can explain why deforestation occurs.
- I understand what is meant by the term 'fairtrade'.
- I can explain how a locality is affected by tourism.

### **Year 5 Geographical Vocabulary**

<b>Rain forest</b>	<b>biodiversity</b>	<b>deforestation</b>	<b>Eco system</b>
<b>Emergent layer</b>	<b>habitat</b>	<b>extinct</b>	<b>Equatorial</b>
<b>Under storey</b>	<b>tropical</b>	<b>indigenous</b>	<b>Fair Trade</b>
<b>Forest floor</b>	<b>evergreen</b>	<b>Tropics</b>	<b>Carbon-dioxide</b>
<b>liana</b>	<b>canopy</b>	<b>Equator</b>	<b>humid</b>





### **A Year 5 Theologian at Dawpool**

- Good News:

I can compare and contrast the good news in two stories studied with other Bible stories or teachings.

- God:

I can explain what influences and inspires local Christians to use their talents/gifts to further the Kingdom on earth. I can refer to their local activity and make links to Bible texts that may inspire them.

- Christian Community:

I can identify three differences and similarities between the communities studied. I can describe how different leaders seek to create the kind of world Jesus wants.

- Incarnation:

I can make links with the Christmas story and several titles used to describe Jesus at Christmas time. I can explain why these titles are used by Christians and suggest what they might mean.

- Kingdom of God:

I can explain what influences and inspires local Christians to use their talents/gifts to further the Kingdom on earth. I can refer to their local activity and make links to Bible texts that may inspire them.

- Forgiveness:

I can make links with the Jesus teaching on forgiveness and how it may be expressed in a Christian's life.

- Salvation:

I can use Christian works of art to learn about salvation.

- Resurrection:

I can explain how the 'Road to Emmaus' story teaches Christians about Jesus making reference to the text. I can give simple arguments for and against the resurrection.

- Discipleship:



I can explain how God made a covenant with Noah, Abraham and Moses by giving examples from the biblical texts. I can give examples of the differences between the old and new covenant suggesting why the new covenant is important to Christians.

- Holy Spirit:

I can describe the Christian practice of confirmation and suggest how the Holy Spirit might be involved.

- Creation:

I can talk about some of the different ideas Christians have about sharing world resources and give examples. I can suggest why Christians may want to share world resources and give a biblical context.

- World Religion: Islam

How does a mosque show that the idea of one community is important to Muslims?  
How do Muslims show community is important in practice?

- World Religion: Judaism

Why is Passover important to Jews?

### Year 5 Theological Vocabulary

<b>Beatitudes</b>	<b>paralysed</b>	<b>Pharisee</b>	<b>God</b>
<b>Lost sheep</b>	<b>community</b>	<b>Archbishop</b>	<b>vicar</b>
<b>Pastor</b>	<b>Lay leaders</b>	<b>Cathedral</b>	<b>Taize</b>
<b>Iona</b>	<b>Incarnation</b>	<b>Emmanuel</b>	<b>The Word</b>
<b>talent</b>	<b>Kingdom of God</b>	<b>Sin</b>	<b>absolution</b>
<b>confession</b>	<b>forgiveness</b>	<b>reconciliation</b>	<b>tomb</b>
<b>Road to Emmaus</b>	<b>evidence</b>	<b>resurrection</b>	<b>covenant</b>
<b>promise</b>	<b>confirmation</b>	<b>Bishop</b>	<b>candidate</b>
<b>Creation</b>	<b>resources</b>	<b>Eco-friendly</b>	<b>Global-warming</b>
<b>sustainable</b>	<b>Solar energy</b>	<b>Eco-community</b>	<b>justice</b>
<b>stewardship</b>	<b>poverty</b>	<b>Wealth</b>	<b>Muslim</b>
<b>Tawhid</b>	<b>Umma</b>	<b>Adhan</b>	<b>Mosque</b>

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<b>Shahadah</b>	<b>Wudu</b>	<b>Sawm</b>	<b>Zakah</b>
<b>Hajj</b>	<b>Allah</b>	<b>Jewish</b>	<b>Passover</b>
<b>Exodus</b>	<b>Seder</b>	<b>Freedom</b>	<b>Israel</b>

### **A Year 5 Artist at Dawpool**

<b><u>Peter Thorpe Space Art</u></b>
<ul style="list-style-type: none"> <li>• I know Peter Thorpe's artistic style and can use it to replicate my own.</li> <li>• I know what abstract art is.</li> <li>• I can draw objects.</li> <li>• I can draw on my learning about Earth and Space in Science for my art work.</li> <li>• I can evaluate my work against criteria.</li> </ul>
<b><u>Greek Pots –Sculpting Vases</u></b>
<ul style="list-style-type: none"> <li>• I know about artists and crafts people.</li> <li>• I know about different containers.</li> <li>• I know how to model with plasticine and clay.</li> <li>• I know how to use a range of tools and techniques.</li> <li>• I know how to design my own work using vases from Ancient Greece as inspiration.</li> </ul>
<b><u>Rain Forests- Henri Rousseau</u></b>
<b><u>Watercolour Sunflowers</u></b>
<ul style="list-style-type: none"> <li>• I know how to take a line for a walk and can practise drawing the shape of a flower.</li> <li>• I know how to add detail and use dark tones.</li> <li>• I know how to apply watercolour with precision and can blend colours together.</li> <li>• I know about the artist Henri Rousseau, what his style is and what inspired him.</li> <li>• I know and use the skills of the artist Henri Rousseau.</li> </ul>
<b><u>Bird Drawing and Feather Printing</u></b>
<ul style="list-style-type: none"> <li>• I know how to study, observe and draw a bird.</li> <li>• I know to look at line, tone and shape to create an image of a bird.</li> <li>• I know how to make a printing block from press print.</li> </ul>

- I can identify and draw objects and use marks and lines to produce texture.
- I can successfully use shading to create mood and feeling.
- I can organise line, tone, shape and colour to represent figures and forms in movement.

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- I can express emotion in my art.
- I can create an accurate print design following criteria.
- I can use images which I have created, scanned and found; altering them where necessary to create art.
- I can research the work of an artist and use their work to replicate a style.

### **Year 5 Art Vocabulary**

<b>artist</b>	<b>landscape</b>	<b>Detail</b>	<b>techniques</b>
<b>skills</b>	<b>tone</b>	<b>pattern</b>	<b>blending</b>
<b>comparing</b>	<b>composition</b>	<b>reference</b>	<b>genre</b>
<b>scale</b>	<b>portrait</b>	<b>outline</b>	<b>clay</b>

### **A Year 5 Designer at Dawpool**

<b><u>Biscuits</u></b>
<ul style="list-style-type: none"><li>• I know how to collect relevant data.</li><li>• I know how to research products to help me with my design.</li><li>• I know how to plan and design a biscuit for a specific purpose.</li><li>• I know how to be safe and hygienic in the kitchen.</li></ul>
<b><u>Fashion and Textiles: Making a Drawstring Bag</u></b>
<ul style="list-style-type: none"><li>• I know how to design my work for a specific audience.</li><li>• I know how to use basic stitches to join pieces of material.</li><li>• I know how to keep myself and others safe whilst sewing.</li><li>• I know how to evaluate appearance and function against original criteria.</li></ul>

- I can come up with a range of ideas after collecting information from different sources.
- I can produce a detailed, step-by-step plan.
- I can suggest alternative plans; outlining the positive features and draw backs.
- I can explain how a product will appeal to a specific audience.
- I can evaluate appearance and function against original criteria.
- I can use a range of tools and equipment competently.
- I can make a prototype before make a final version.
- I show that I can be both hygienic and safe in the kitchen.

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### **Year 5 Design Vocabulary**

<b>sensory</b>	<b>procedure</b>	<b>processes</b>	<b>purpose</b>
<b>characteristics</b>	<b>hygiene</b>	<b>pattern</b>	<b>specifications</b>
<b>biscuits</b>	<b>techniques</b>	<b>element</b>	<b>ingredients</b>
<b>brand</b>	<b>evaluate</b>	<b>fabric</b>	<b>recipe</b>
<b>design</b>	<b>product</b>	<b>textiles</b>	<b>safety</b>
<b>materials</b>	<b>stitches</b>	<b>decorate</b>	

### **A Year 5 Computer User at Dawpool**

#### **Algorithms and programming**

- I can combine sequences of instructions and procedures to turn devices on and off.
- I can use technology to control an external device.
- I can design algorithms that use repetition & 2-way selection.

#### **Information technology**

- I can analyse information.
- I can evaluate information.
- I understand how search results are selected and ranked.
- I can edit a film.

#### **Digital literacy**

- I understand that you have to make choices when using technology and that not everything is true and/or safe.

### **A Year 5 Safe Computer User at Dawpool**

#### **Knowledge and understanding**

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*'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.'* (Jeremiah 29:11)



- I can discuss the positive and negative impact of the use of ICT in my own life, my friends and family.
- I understand the potential risk of providing personal information online.
- I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.
- I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented.
- I recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing).
- I understand that some material on the internet is copyrighted and may not be copied or downloaded.
- I understand that some messages may be malicious and know how to deal with this.
- I understand that online environments have security settings, which can be altered, to protect the user.
- I understand the benefits of developing a 'nickname' for online use.
- I understand that some malicious adults may use various techniques to make contact and elicit personal information.
- I know that it is unsafe to arrange to meet unknown people online.
- I know how to report any suspicions.
- I understand I should not publish other people's pictures or tag them on the internet without permission.
- I know that content put online is extremely difficult to remove.
- I know what to do if I discover something malicious or inappropriate.

### **Skills**

- I follow the school's safer internet rules (see e-safety policy)
- I can make safe choices about the use of technology.
- I can use technology in ways which minimises risk. e.g. responsible use of online discussions, etc.
- I can create strong passwords and manage them so that they remain strong.
- I can independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school.
- I can competently use the internet as a search tool.
- I can reference information sources.
- I can use appropriate strategies for finding, critically evaluating, validating and verifying information. e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources.



- I can use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information.

### **Year 5 Computing Vocabulary**

<b>Action</b>	<b>Alert</b>	<b>Algorithm</b>	<b>Bug</b>
<b>Command</b>	<b>Control</b>	<b>Input / Output</b>	<b>Repeat</b>
<b>Sequence</b>	<b>Variable</b>	<b>Online safety</b>	<b>Password</b>
<b>Reputable</b>	<b>Encryption</b>	<b>Identity theft</b>	<b>Plagiarism</b>
<b>Average</b>	<b>Columns</b>	<b>Cells</b>	<b>Equals tool</b>
<b>Formula</b>	<b>Formula Wizard</b>	<b>Rows</b>	<b>Spread sheet</b>
<b>Data</b>	<b>Animation</b>	<b>Customise</b>	<b>Interactive</b>
<b>Perspective</b>	<b>Playability</b>	<b>CAD</b>	<b>Modelling</b>
<b>Concept</b>	<b>Node</b>	<b>Cursor</b>	<b>Merge cells</b>
<b>Formatting</b>	<b>Text wrapping</b>	<b>Template</b>	<b>Font</b>

### **A Year 5 Musician at Dawpool**

- I can breathe in the correct place when singing.
- I can maintain my part whilst others are performing their part.
- I can improvise within a group using melodic and rhythmic phrases.
- I can change sounds or organise them differently to change the effect.
- I can compose music which meets specific criteria.
- I can use my music diary to record aspects of the composition process.
- I can choose the most appropriate tempo for a piece of music.
- I can describe, compare and evaluate music using musical vocabulary.
- I can explain why I think music is successful or unsuccessful.
- I can suggest improvement to my own work and that of others.

### **Year 5 Music Vocabulary**

<b>Rock</b>	<b>bridge</b>	<b>backbeat</b>	<b>amplifier</b>
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chorus	bridge	riff	hook
improvise	compose	appraising	Bossa Nova
syncopation	structure	Swing	tune/head
note values	note names	big bands	pulse
rhythm	sole	ballad	verse
interlude	tag	ending	Strings
piano	guitar	bass	drums
melody	cover	Rap	synthesizer
deck	backing loops	funk	scratching
unison	cover	pitch	tempo
dynamics	timbre	texture	Soul
groove	bass line	Brass section	harmony
melody			

### **A Year 5 International Speaker at Dawpool**

#### **Spoken language**

- I can hold a simple conversation with at least 4 exchanges.
- I can use my knowledge of grammar to speak correctly.

#### **Reading**

- I can use the context to work out unfamiliar words.

#### **Writing**

- I can write 2-3 simple sentences.
- I can substitute words and phrases

### **A Year 5 Sports Person at Dawpool**

#### **Games**

- I can gain possession by working a team.
- I can pass in different ways.

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- I can use forehand and backhand with a racket.
- I can field.
- I can choose a tactic for defending and attacking.
- I can use a number of techniques to pass, dribble and shoot.

### **Gymnastics**

- I can make complex extended sequences.
- I can combine action, balance and shape.
- I can perform consistently to different audiences.

### **Dance**

- I can compose my own dances in a creative way.
- I can perform to an accompaniment.
- My dance shows clarity, fluency, accuracy and consistency.

### **Athletics**

- I can controlled when taking off and landing.
- I can throw with accuracy.
- I can combine running and jumping.

### **Outdoor and adventurous**

- I can follow a map in an unknown location.
- I can use clues and a compass to navigate a route.
- I can change my route to overcome a problem.
- I can use new information to change my route.

### **Year 5 PE Vocabulary**

<b>Warm up</b>	<b>Cool down</b>	<b>Team work</b>	<b>Dodging</b>
<b>Dribbling</b>	<b>Controlling</b>	<b>Rules</b>	<b>Cones</b>
<b>Goals</b>	<b>Partner</b>	<b>Marking</b>	<b>Attacking</b>
<b>Defending</b>			