

## SCIENCE

Children will learn about:

**Autumn:**  
**Forces:** gravity; air resistance; water resistance; friction; levers, gears and pulleys  
**Materials:** compare/group materials; dissolving and solutions; separating mixtures; reversible/irreversible changes; uses of everyday materials

**Spring:**  
**Earth and Space:** the movement of the Earth and planets; the movement of the Moon; spherical bodies; day and night  
**Living things:** life cycles of a mammal, an amphibian, an insect and a bird

**Summer:**  
**Living things:** the life process of reproduction in some plants and animals  
**Animals including humans:** changes in humans to old age

## HISTORY

Children will learn about:

**Autumn:**  
**Victorians:** rich and poor; daily life; schooling; children's life; significant figures, industrial revolution, British Empire  
**Chocolate:** The history of chocolate; Mayans; Aztecs

**Spring:**  
**The Golden Age of Baghdad:** The House of Wisdom; discovery and learning; Prophet Mohammad; The first four Caliphs, trade and power

**United Nations:** the timeline of apartheid; Martin Luther King; Rosa Parks; Nelson Mandela

## GEOGRAPHY

Children will learn about:

**Autumn:**  
**Chocolate:** chocolate growing countries and climates, including Ghana

**Spring:**  
**South Africa:** map skills; physical and human features of South Africa; world geography; countries and capitals and cultural differences

**Summer:**  
**The Isles of Scilly:** human and physical geography; coastal features; effects of erosion; tourism; comparison of urban and coastal locations in Britain.

**London vs Tokyo:** London Landmarks; human geography; The River Thames; bridge; transport system; London compared to Tokyo

## RELIGIOUS EDUCATION

Children will learn about:

**Autumn**  
**Christianity:** the history of the bible; the features of the Bible; the different types of writing in the Bible; famous stories from the Bible and their meanings

**Spring:**  
**Islam:** the five pillars; the history of the Qu'ran; important messages from the Qu'ran; the significant parts of a mosque

**Summer:**  
**Islam:** exploring Islamic celebrations, including Ramadan and Eid

## PSHE/RSE

Children will learn about:

**Autumn:**  
**Being Me In My World:** who am I and how do I fit?  
**Celebrating Differences:** respect for similarity and difference; Anti-bullying and being unique

**Spring:**  
**Dreams And Goals:** aspirations; how to achieve goals and understanding the emotions that go with this  
**Healthy Me:** being and keeping safe and healthy

**Summer:**  
**Relationships:** building positive; healthy relationships  
**Changing Me:** coping positively with change

# Chase Bridge Foundation Subject Overview

Our CURRICULUM

# Year 5

## OUR TOPICS

AUTUMN 2

Chocolate



SPRING 2

United Nations



SUMMER 2

London - Tokyo



The Victorians



AUTUMN 1

The Islamic Golden Age



SPRING 1

Coast vs City



SUMMER 1

## LANGUAGES

Children will learn French reading, writing, speaking and listening skills within these areas of study:

**Autumn:**  
**Phonetics, verbs and grammar**  
**Simple phrases and greetings**  
**Animals**

**Spring:**  
**Fruits**  
**Habitats**

**Summer:**  
**I can . . .**  
**Musical instruments**

## DESIGN AND TECHNOLOGY/ ART AND DESIGN

Children will learn and strengthen the skills needed to create:

**Autumn:**  
**Art:** wallpaper inspired by William Morris  
**D&T:** design and make a chocolate bar and packaging

**Spring:**  
**Art:** pop art/collage of Rosa Parks/Islamic tile printing  
**D&T:** Batik design for African dress

**Summer:**  
**D&T:** design a playground  
**Art:** Islamic art; sea landscapes inspired by Turner

## MUSIC

Children will strengthen the skills needed for:  
**Singing:** sing popular songs and accompany them with the ukulele.

**Music Appreciation:** Prokofiev (Peter and the Wolf, Romeo and Juliet, Troika); recognise instruments; describe the structure of a piece of music

**Performance:** music from countries linked to current international sporting event; understand the historical context of South African Anti-apartheid songs

**Instruments:** playing ukulele; chord knowledge; keeping a pulse; listening to each others; Battle of the Bands competition.

**Composition:** play and improvise rhythms on the drum; produce simple compositions; keeping a pulse; repeating rhythms.

**Performing Arts:** a short dialogue; engage and interest an audience

## COMPUTING

Children will learn about:

**Autumn:**  
**Design a 3D object:** using Sketch up to design a 3D Victorian building  
**Web design:** create a webpage; add text; add images; insert and format hyperlinks; publish and share a webpage

**Spring:**  
**Google Forms:** process fillable forms; use different question formats; collect data from forms; convert qualitative data into quantitative data

**Scratch:** create games with a specific purpose or goal; make an object move automatically; change its appearance; changes to sprites as a consequence to an event; point-scoring

**Summer:**  
**Podcasts:** create sounds by recording; editing

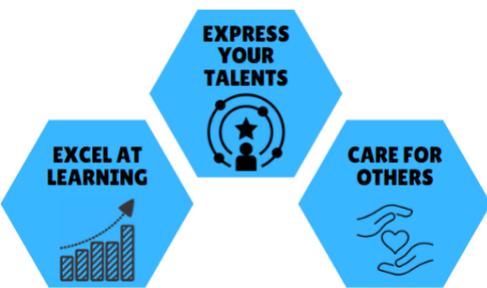
## PHYSICAL EDUCATION

Children will strengthen the skills needed for:

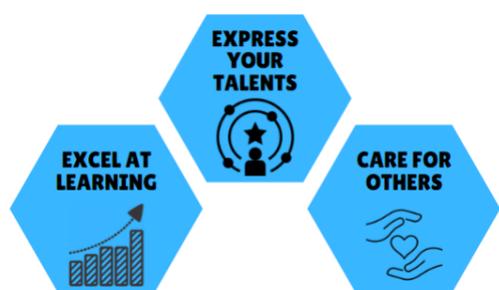
**Autumn:**  
**Competitive and invasion games:** football, rugby, basketball; working use of skills under increasing pressure; attacking skills; use of speed and balance

**Spring:**  
**Gymnastics, dance and net and wall skills:** perform shapes consistently and fluently; use a variety of shots to keep a continuous rally; adapt and develop choreographed steps; explore tactical planning to overcome tasks.

**Summer:**  
**Throwing and catching, athletics:** speeds in athletic events; catching in target game situations; fielding positions during striking and fielding.

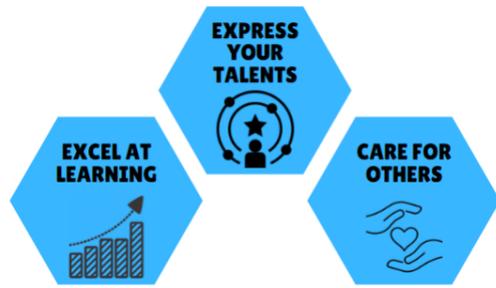


# Year 5



<p><b>En5/1 Spoken Language</b> (The objectives for Spoken Language are common across Key Stages 1 and 2)</p> <p>En5/1a listen and respond appropriately to adults and their peers</p> <p>En5/1b ask relevant questions to extend their understanding and knowledge</p> <p>En5/1c use relevant strategies to build their vocabulary</p> <p>En5/1d articulate and justify answers, arguments and opinions</p> <p>En5/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>En5/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>En5/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>En5/1h speak audibly and fluently with an increasing command of Standard English</p> <p>En5/1i participate in discussions, presentations, performances, roleplay/improvisations and debates</p> <p>En5/1j gain, maintain and monitor the interest of the listener(s)</p> <p>En5/1k consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>En5/1l select and use appropriate registers for effective communication</p>	<p><b>Reading</b> (The objectives for Reading are common across Years 5 and 6)</p> <p>En5/2.1 <b>Word Reading</b></p> <p>En5/2.1a apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	<p><b>En5/2.2 Comprehension</b></p> <p>En5/2.2a maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>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</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>making comparisons within and across books</li> <li>learning a wider range of poetry by heart</li> </ul> <p>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</p> <p>En5/2.2b understand what they read by</p> <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>identifying how language, structure and presentation contribute to meaning</li> </ul> <p>En5/2.2c discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>En5/2.2d distinguish between statements of fact and opinion</p> <p>En5/2.2e retrieve, record and present information from non-fiction</p> <p>En5/2.2f 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</p> <p>En5/2.2g 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</p> <p>En5/2.2h provide reasoned justifications for their views.</p>	<p><b>En5/3.4 Vocabulary, grammar &amp; punctuation</b></p> <p>En5/3.4a develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in Appendix 2</li> </ul> <p>En5/3.4b indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> </ul> <p>En5/3.4c use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.</p>
<p><b>Writing</b> (The objectives for Writing are common across Years 5 and 6)</p> <p>En5/3.1 <b>Spelling</b></p> <p>En5/3.1a use further prefixes and suffixes and understand the guidance for adding them</p> <p>En5/3.1b spell some words with 'silent' letters</p> <p>En5/3.1c continue to distinguish between homophones and other words which are often confused</p> <p>En5/3.1d 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</p> <p>En5/3.1e use dictionaries to check the spelling and meaning of words</p> <p>En5/3.1f use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>En5/3.1g use a thesaurus</p>	<p><b>En5/3.2 Handwriting and Presentation</b> Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <p>En5/3.2a choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>En5/3.2b choosing the writing implement that is best suited for a task</p>	<p><b>En5/3.3 Composition</b></p> <p>En5/3.3a Plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>En5/3.3b Draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader</li> </ul> <p>En5/3.3c Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p>En5/3.3d proofread for spelling and punctuation errors</p> <p>En5/3.3e perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	

## Year 5



## Mathematical Approaches



### Number & place value in Year 5

#### Children will learn 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, including 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 & subtraction in Year 5

#### Children will learn 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 & division in Year 5

#### Children will learn to:

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- 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.

### Statistics in Year 5

#### Children will learn to:

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

### Geometry (position and direction) in Year 5

#### Children will learn 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.

### Fractions (including decimals and percentages) in Year 5

#### Children will learn 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 [for example,  $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$ ]
- add and subtract fractions with the same denominator and denominators that are 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 [for example,  $0.71 = \frac{71}{100}$ ]
- 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 100, and as a decimal
- 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 of a multiple of 10 or 25.

### Measurement in Year 5

#### Children will learn to:

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- understand and use approximate 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 rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes
- estimate volume (for example, using 1 cm<sup>3</sup> blocks to build cuboids, including cubes) and capacity (for example, using water)
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling.

### Geometry (properties of shapes) in Year 5

#### Children will learn to:

- identify 3D shapes, including cubes and other cuboids, from 2D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (°)
- identify:
  - angles at a point and one whole turn (total 360°)
  - angles at a point on a straight line and a turn (total 180°)
  - other multiples of 90°
- 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.