St Philip's Learning Pathway

Year 5

Reading

Reading – word reading

Statutory requirements

Pupils should be taught to:

- 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.

Reading – comprehension

Statutory requirements

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

Reading – comprehension

Statutory requirements

- 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.

English - Writing

Writing – transcription

Statutory requirements

Spelling (see English Appendix 1)

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, 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 English 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.

Statutory requirements

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 whether or not to join specific letters
  - choosing the writing implement that is best suited for a task.

English - Writing

Writing – composition

Statutory requirements

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 pupils 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 [for example, 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

Click the links below

English Appendix 1: Spelling

English Appendix 2: Vocabulary, grammar and punctuation

Writing – composition

Statutory requirements

- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

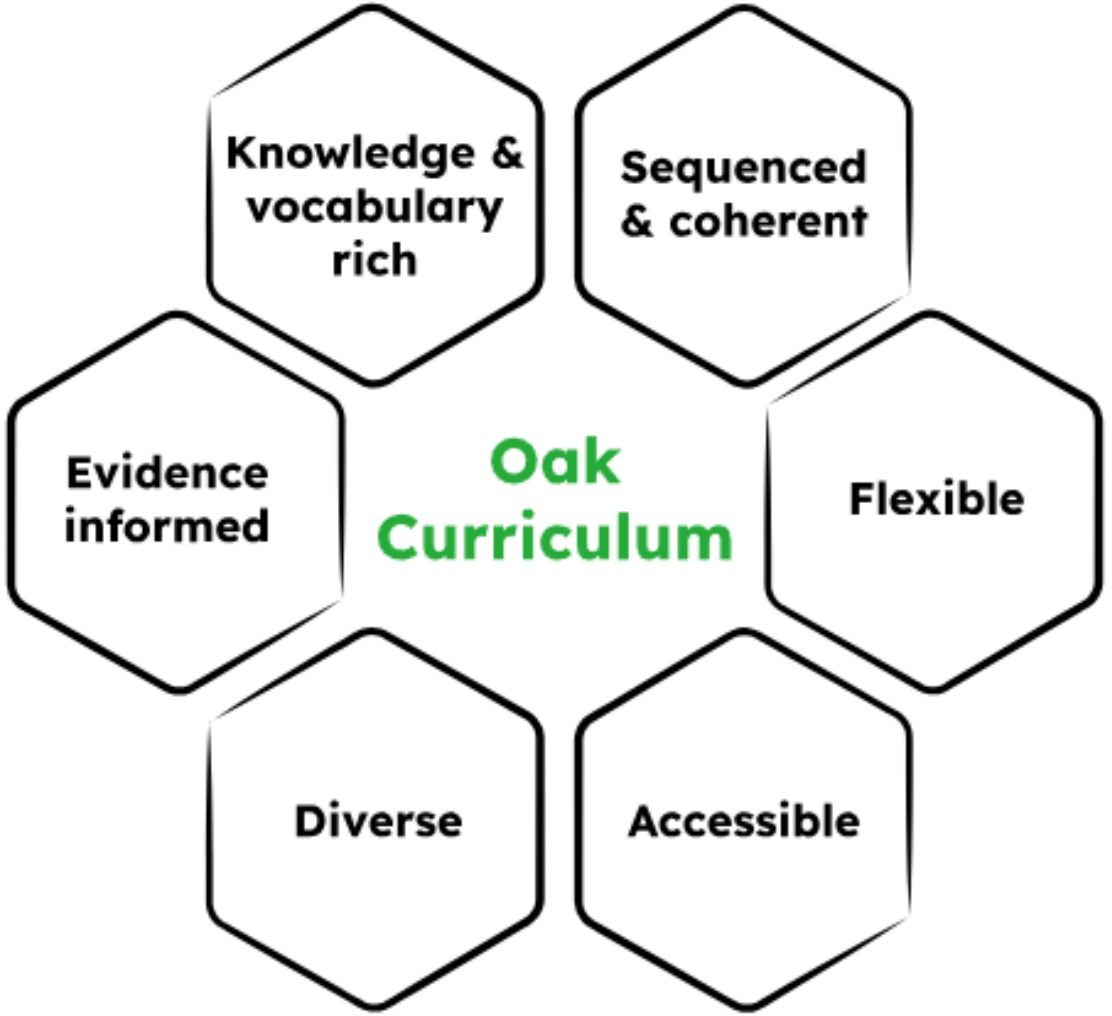
Writing – vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in English 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 the perfect form of verbs to mark relationships of time and cause
  - 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
  - learning the grammar for years 5 and 6 in English Appendix 2
- 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 independent clauses
  - using a colon to introduce a list
  - punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

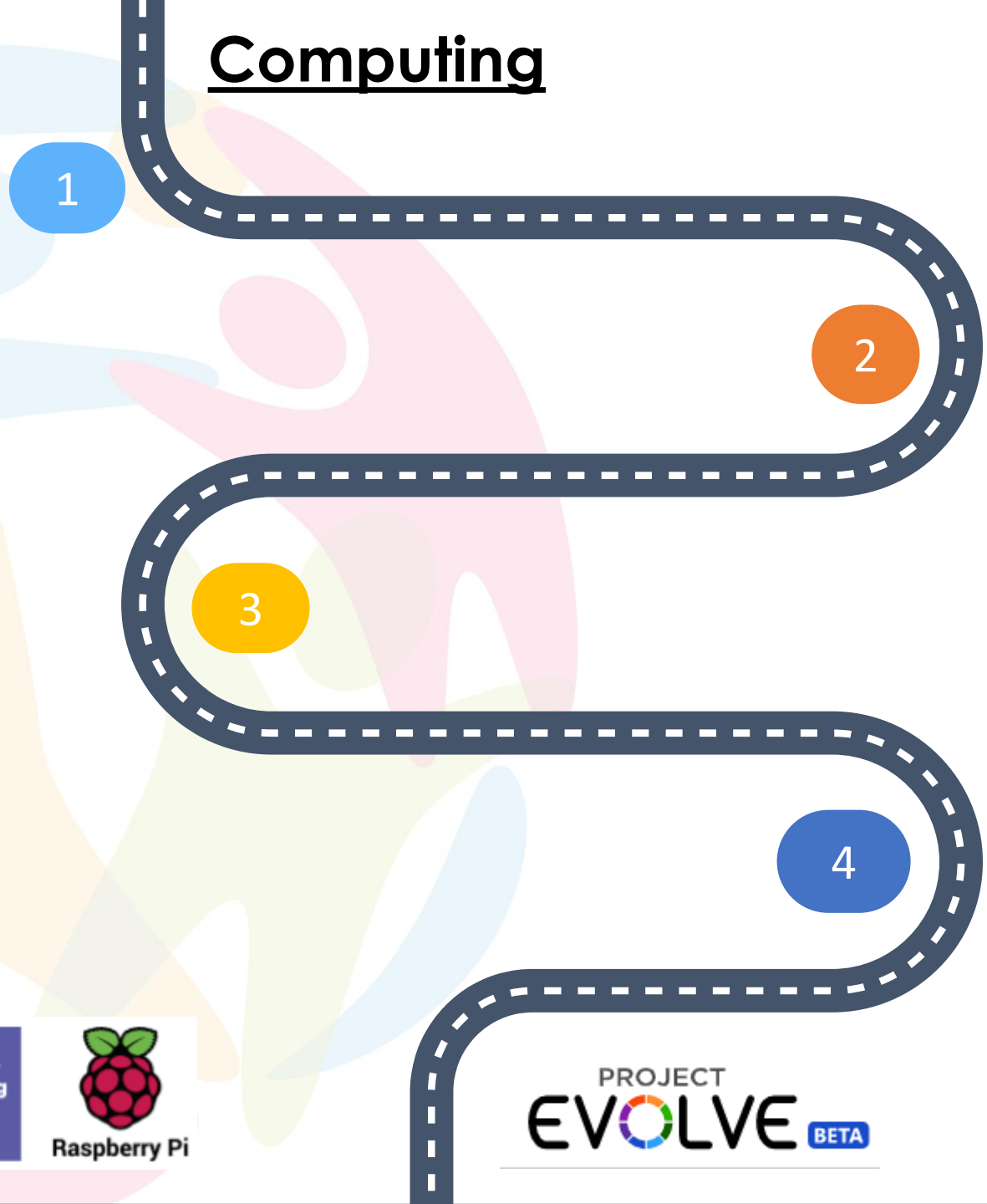
Mathematics



Click the link to see the unit sequence for each year group
https://www.thenational.academy/teachers/curriculum/maths-primary/units

Oak National Academy

Computing



Digital Literacy - Online Safety

Explore how to keep myself and others safe online

Data and Information

Flat-file databases - use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems

Programming A

Selection in physical computing - Use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment

Systems and Networks

Learners develop their understanding of computer systems and how information is transferred between systems and devices

National Centre for Computing Education

Raspberry Pi

PROJECT EVOLVE BETA

Religious Education

U2.1 - God

What does it mean if Christians believe God is holy and loving?

U2.8 - Islam

What does it mean to be a Muslim in Britain today?

U2.3 - Messiah

Why do Christians believe Jesus was the Messiah? Incarnation

U2.9 - Judaism

Why is the Torah so important to Jewish people?

U2.4 - Gospel

Christians and how to live: 'What would Jesus do?'

U2.10 - Humanists and Christians

What matters most to Humanists and Christians?

THE CHURCH OF ENGLAND
Diocese of Manchester
CHURCH FOR A DIFFERENT WORLD

HSRE

Being Me in My World

Celebrating Difference

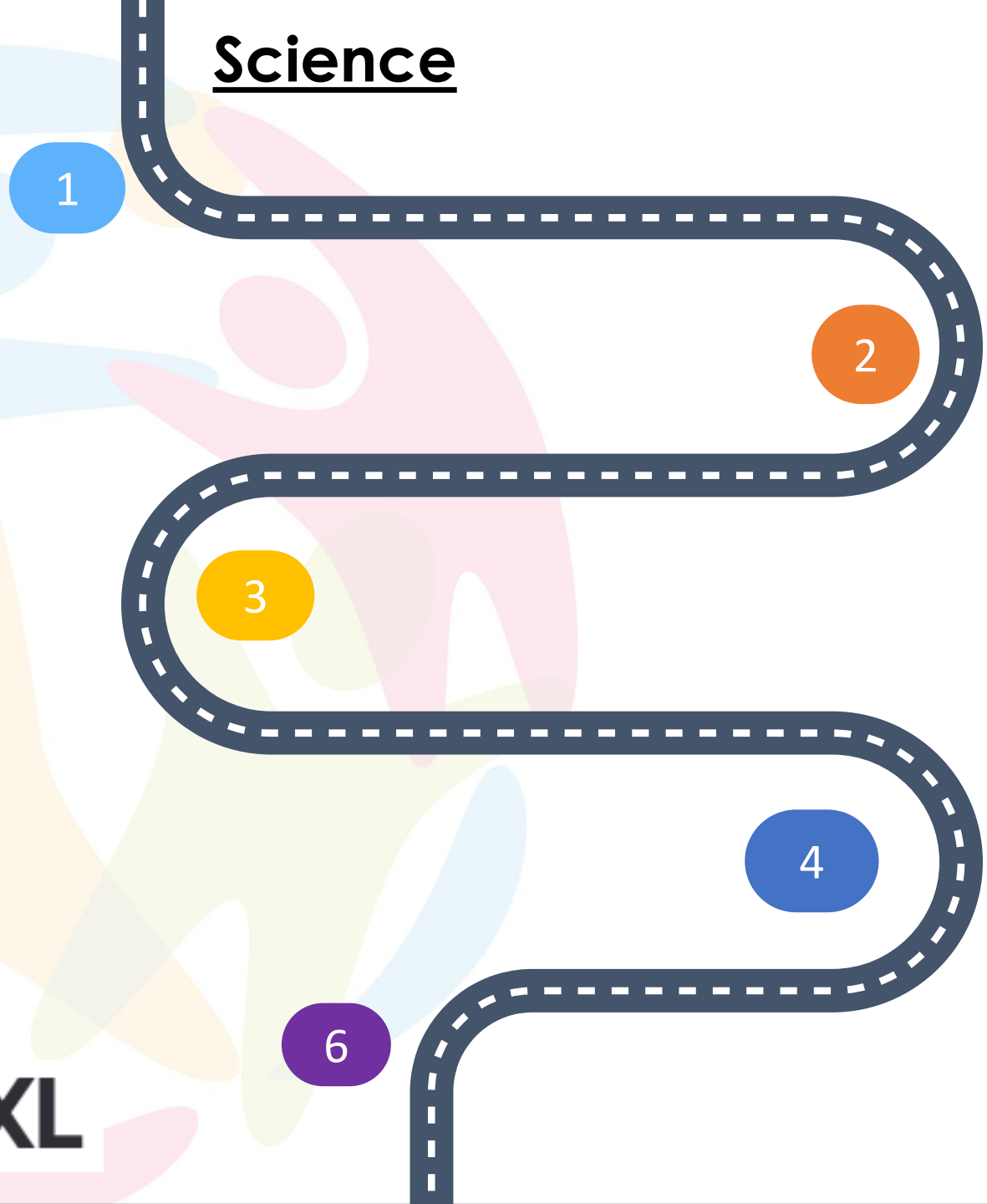
Dreams and Goals

Healthy Me

Relationships

Changing Me

Science



1 Earth and Space

Describe the movement of the planets around the sun in the solar system. Explain day and night and the sun's movement across the sky

2 Forces

Understand the concepts of gravity and air resistance. Identify the effects of friction on moving objects

3 Materials

Know that dissolving, mixing and change of state are reversible changes. Group everyday materials based on their properties

4 All living things

Describe the life processes of reproduction in plants and animals. Identify the seven life processes

6 Revision

Revise all Year 5 units of work

PiXL

Humanities

History Unit 1 – Indus Valley

Know about significant events and discoveries

Geography Unit 1 - Mapping

Explore key topographical features. Choose most appropriate map for a specific purpose

History Unit 2 – Rule of Law

Explore what law and order was like in Britain throughout history

Geography Unit 2 – South America

Explore the physical geography of Brazil. Understand the importance of the Amazon rainforest

History Unit 3 – The Industrial Revolution

Understand the main factors in the creation of the industrial revolution

Geography Unit 3 – Energy and environment

Explore natural resources, how it differs in countries around the world and how natural resources are used to produce energy

Digimap for Schools
Learning. Mapping. Exploring.

Art & Design
Design & Technology

1

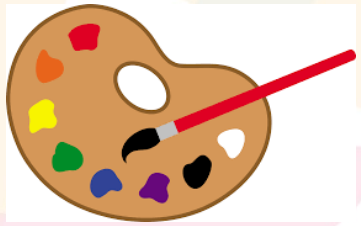
2

3

4

5

6



Art & Design – Mark Making

Create detailed drawings using different techniques for different purposes. Begin to develop an awareness of scale and proportion

Design & Technology - Structures

Design, make and evaluate

Art & Design - Printing

Show experience in combing prints. Begin to use other resources to add to work such as drawing or stitching

Design & Technology – Electrical and Mechanical Systems / Components

Design, make and evaluate

Art & Design – 3D and Sculpture

Show experience in combing different techniques to produce an end piece. Develop understaing of different ways of finishing work

Design & Technology - Food

Design, make and evaluate

Music

Bon Jovi

Rock Music

Classroom Jazz 1

Three note bossa and five note swing

Make You Feel My Love

Pop Ballard

The Fresh Prince of Bel-Air

Old school Hip-Hop

Dancing in the streets

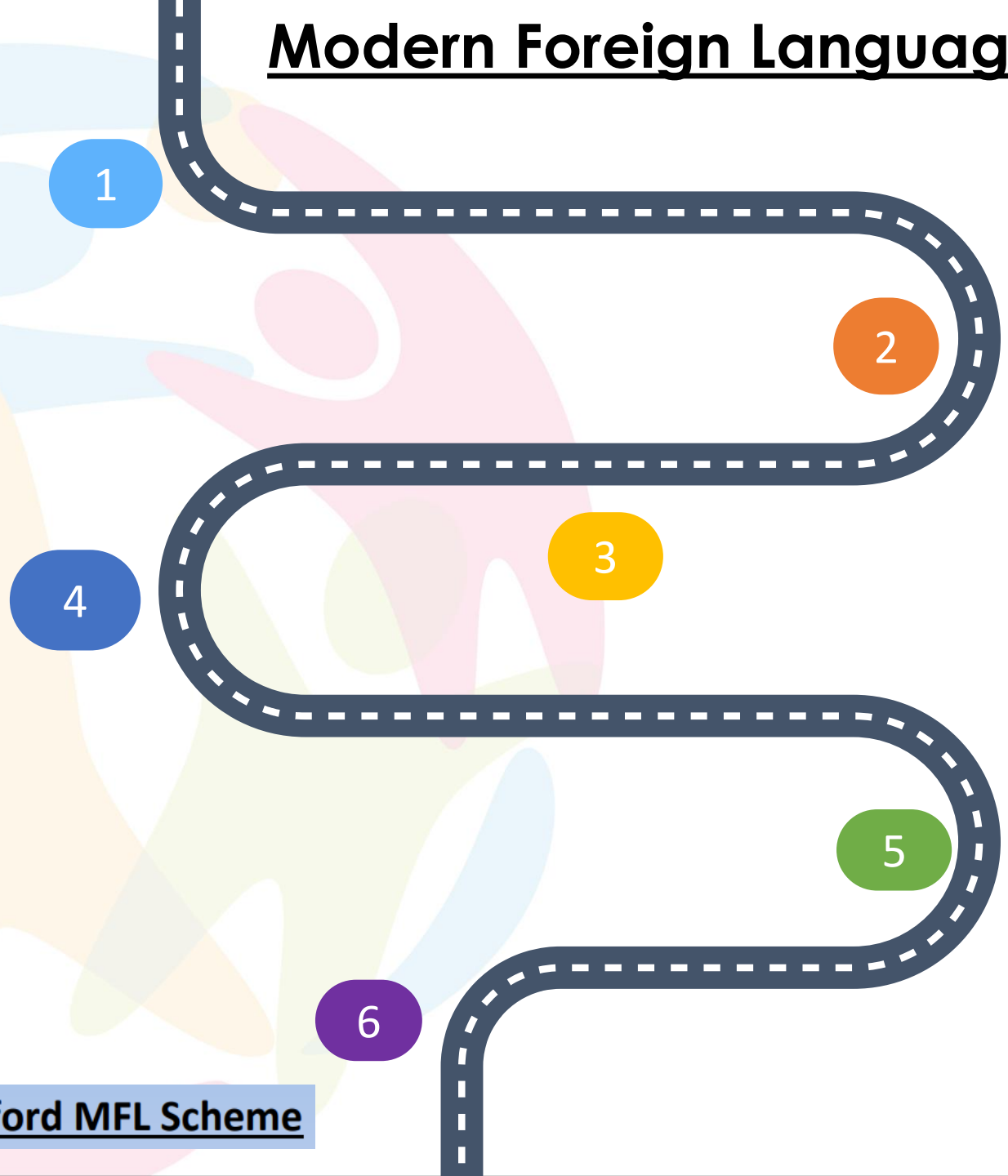
Northern soul

Reflect, Rewind and Replay

Consolidate learning that has occurred during the year

charanga®

Modern Foreign Languages



Ourselves and Family

Name and write eight pet animal nouns. Describe a pet using adjectives in French

Celebrations

Explore Christmas traditions and conjunction ‘and’ in French

School

Write my opinion about school subjects in French

Weather

Name the seasons of the year. Name eight towns and cities and describe the features of both in French

Hobbies and Sports

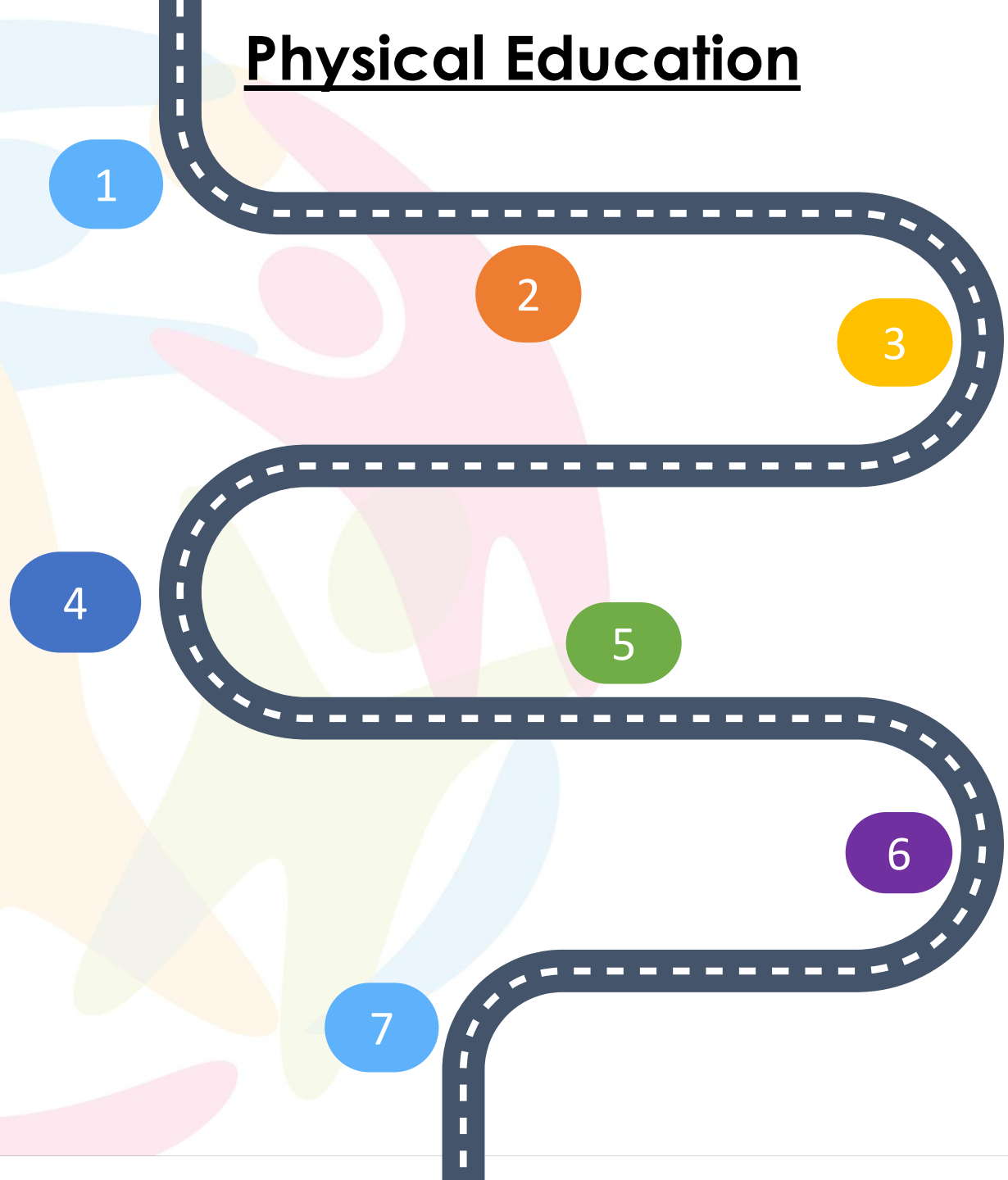
Express an opinion using ‘j’aime’ and ‘je n’aime pas’. Ask and respond to questions

Holidays and Travel

Create sentence to describe what you may wear in different countries in French

Salford MFL Scheme

Physical Education



Hockey

Develop hockey skills and apply them to tactics in small sided games

Gymnastics

Combine action, balance and shape in routines

Dodgeball

Develop throwing and catching in a high intensity game situation, Develop fair play skills

Dance - Haka

Refine dances and make them fluid. Compose own dances and evaluate performances

Athletics and Cricket

Combine running and jumping. Develop an understanding of cricket

Tennis and American Football

Hit a ball with accuracy. Understand the importance of movement without the ball

Swimming – Summer Term