**CAMBOIS PRIMARY SCHOOL**

**CURRICULUM YEAR 5 & 6**

This document contains all of the statutory requirements of the National Curriculum (2014) broken down by subject. Please note this document should also be read in conjunction with the English and Maths appendices. The document is to support the long, medium and short term planning processes to ensure both full coverage and progression. In the non-core subjects it is important that Key Stage teams plan for progression as this is not prescribed within the curriculum document. This document will form the start of the planning process and can be used as a monitoring tool to ensure all elements of the core areas are covered within the National Curriculum Year Group

**English**

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| Spoken Word  | Word Reading  | Reading Comprehension | Writing - Transcription  | Writing - Handwriting  | Writing - Composition  | Writing - Grammar, Vocabulary and Punctuation |
| 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. through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication | 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. | 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 | 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. | 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. | 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* perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
 | 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. |

**Maths**

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| Number - Number and Place Value  | Number - Addition and subtraction  | Number - Multiplication and division  | Number - fractions  | Measurement  | Geometry - Properties of shape  | Geometry - Position and direction | Statistics |
| Pupils should be taught to • count in multiples of 6, 7, 9, 25 and 1000 • find 1000 more or less than a given number • count backwards through zero to include negative numbers • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • order and compare numbers beyond 1000 • identify, represent and estimate numbers using different representations • round any number to the nearest 10, 100 or 1000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers positive numbers • read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. | Pupils should be taught to: • add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. | Pupils should be taught to: • recall multiplication and division facts for multiplication tables up to 12 x 12 • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers • recognise and use factor pairs and commutativity in mental calculations • multiply two-digit and three-digit numbers by a one-digit number using formal written layout • solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. | Pupils should be taught to: • recognise and show, using diagrams, families of common equivalent fractions • count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. • solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number • add and subtract fractions with the same denominator • recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents to 4 1 , 2 1 , 4 3 • find the effect of dividing a one- or two dividing a one- or twodigit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths • round decimals with one decimal place to the nearest whole number • compare numbers with the same number of decimal places up to two decimal places • solve simple measure and money problems involving fractions and decimals to two decimal places. | Pupils should be taught to: • Convert between different units of measure [for example, kilometre to metre; hour to minute] • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • find the area of rectilinear shapes by counting squares • estimate, compare and calculate different measures, including money in pounds and pence • read, write and convert time between analogue and digital 12- and 24-hour clocks • solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. | Pupils should be taught to: • compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • identify acute and obtuse angles and compare and order angles up to two right angles by size • identify lines of symmetry in 2-D shapes presented in different orientations • complete a simple symmetric figure with respect to a specific line of symmetry. | Pupils should be taught to: • describe positions on a 2-D grid as coordinates in the first quadrant • describe movements between positions as translations of a given unit to the left/right and up/down • plot specified points and draw sides to complete a given polygon. | Pupils should be taught to: • interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. |

**SCIENCE**

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| Working Scientifically  | Living things and their habitats | Animals including humans | States of Matter | Sound  | Electricity  |
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**Non – Core Subjects**

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| **Art & Design**  | **Computing**  | **Design & Technology**  | **Geography**  | **History**  | **Music**  | **MFL** | **PE** |
| 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 [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history | 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 • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unaccepta ble behaviour; identify a range of ways to report concerns about content and contact | 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 [for example, 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 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 [for example, 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 [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products. Cooking and nutrition • understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | 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 knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: Locational 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 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 use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies | 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. 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: • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain’s settlement by Anglo-Saxons and Scots • the Viking and AngloSaxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900- 1300. | 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 others 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 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. | Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance. [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. |