

English Year 5

Reading - Word Reading**Pupils should be taught to:**

§Read aloud and understand the meaning of new words met, applying growing knowledge of morphology and etymology as listed in English Appendix 1 across a wide range of texts.

§Decode most new words outside spoken vocabulary, making a good approximation of the word's pronunciation: e.g. *uses knowledge of 'obey' to read and understand obedient, obedience, disobedience, obediently.*

Reading - Comprehension**Pupils should be taught to:**

§maintain positive attitudes to reading and understanding of what they read by:

Range of texts

§Participating in discussions about a widening range of longer and more challenging fiction, poetry, plays, non-fiction and reference books that they have read for themselves, expressing views and preferences, justifying them by reference to the text, drawing on, comparing and contrasting examples.

§Reading books that are structured differently for a range of purposes, with independence: e.g. *manga and graphic novels, comical history series.*

§Independently make comparisons within and between books, comparing characters, considering viewpoints of authors and of fictional characters: e.g. *Ginger reminds me a bit of Tyke Tiler because neither of them can seem to stop getting into trouble at school.*

Familiarity with Texts

§Becoming increasingly familiar with a wide range of age-appropriate books and can identify some genres: e.g. *fantasy, adventure, comedy, science fiction.*

§Recognising and discuss themes and conventions in age- appropriate texts: e.g. *heroism or loss and continuing to learn the conventions of different types of writing such as first person in autobiography. They can explain 'heroism' or 'loss' in the context of the writing.*

Performance and Poetry

§Learning by heart a wide range of age-appropriate poems.

§Preparing, reading aloud and performing age-appropriate poems and play scripts showing understanding of intonation, tone, volume.

Understanding

§Monitoring reading of age-appropriate texts for sense and self-correct when they misread and can usually explore how a known word can have different meanings in a new context: e.g. *attendance register, cash register, noticing something, e.g. 'He registered that his book had been moved', register of sound or voice, register of communication.*

§Asking themselves questions to improve their understanding when independently reading an age-appropriate text: e.g. *I wonder why Mr Napier singles out Ginger for especially unpleasant treatment - could it be because both her parents are teachers in the school or is it because she isn't afraid to speak out?*

§Reading an age- appropriate book independently, identifying the main ideas in paragraphs and can usually summarise, including most of the main ideas in a series of sentences using their own words and key vocabulary from the text.

Inference

§Drawing inferences from their independent reading of age- appropriate texts and explain thinking, returning to text to support opinions: e.g. *Mr Napier doesn't seem to believe Ginger and wants to get her in trouble. He asks silly questions and the author says he winks at the children in the playground who are laughing at Ginger. Teachers shouldn't do that, it's childish.*

Prediction

§Reading 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader: e.g. *I think Ginger will try to set the stray dog free. She is terrified of dogs but she hates to see anything unfair. I know because she just shouted at the school principal for taking down Mr Wong's pictures even though she's scared of him, too.*

Authorial Language

§Identifying language, including figurative language in age- appropriate texts the writer has chosen for impact and usually discuss and evaluate the impact on them as a reader: e.g. *I like the way the author uses animal-based images like Ginger having a furball of anxiety in her guts when she is in trouble at school.*

Authorial Intent

§Identifying distinctive language, structural and presentational features in their independent reading of age- appropriate texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text: e.g. *can recognise organisational and language features of a range of non-fiction texts including explanation, balanced argument, persuasive argument and understands the fine distinctions between the conjunctions used in them like whereas, consequently, furthermore; uses top tip, Did you know? fact panels in non-fiction and can integrate meaning drawn from these with what they have learned from the main text.*

Non Fiction

§Distinguishing between fact and opinion: e.g. *is able to identify that some statements are not backed up with evidence and others are.*

§Identifying questions to be answered beforehand and use the specific features of age- appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved. Usually presents information in ways that are coherent and useful to themselves and others: e.g. *has a range of models for making notes like spidergrams or a grid of boxes with labels and can quickly find any recorded information for later use.*

Discussing Reading

§Sharing their opinions about age-appropriate books they have read independently and usually make appropriate recommendations to their peers, giving reasons for their choices: e.g. *There are lots of other Gleitzman books out there and I have read three of them. I think my group would enjoy them because they are all a bit rude and silly in parts.*

§Taking part in discussions about age-appropriate books they have read or had read to them, taking turns, listening to and building on ideas, observing courtesies when challenging and being challenged: e.g. *asking other to justify their opinions and views with evidence for the text.*

§Explaining and discuss their understanding of what they have read, through formal presentations and debates.

§Providing explanations for their views: e.g. *I think Gleitzman has been a teacher himself or possibly the child of teachers because he understands what it is like having parents who work in the same school you go to.*

Writing - Transcription

Pupils should be taught to:

Phonic and Whole Word Spelling

§Spell most common kn, mb, stle, mn, silent b words correctly: e.g. *as at left, and solemn, debt.*

§Distinguish and correctly spell most confusing pairs: e.g. *as at left and guessed/guest, serial/cereal, bridal/bridle, altar/alter, desert/dessert, draft/draught, stationary/stationery, principal/principle.*

§Draw on a range of known root words to correctly spell inflected words and other words related by meaning; has some successful strategies for learning and recalling spelling of anomalous words: e.g. *using known spelling of ordinary to help spell extraordinary, ordinarily.*

Word Building and Spelling

§Spell words with prefixes and suffixes with or without associated changes in spelling: e.g. *applicable, adorable, reliable, changeable, noticeable.*

§Navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the third or fourth letter, then independently read and understand the definition.

Handwriting

Pupils should be taught to:

§Make choices over letter shapes and joins to ensure fluency, legibility and good presentation.

§Select the appropriate writing instrument: e.g. *a pencil for making notes, a pen for formal writing.*

Writing - Vocabulary, grammar and punctuation

Pupils should be taught to:

Vocabulary

§Use a thesaurus to introduce varied and precise vocabulary: e.g. *after proof-reading own work with a partner or alone, turns spontaneously to thesaurus to address perceived need for wider and more varied vocabulary.*

§Use expanded noun phrases to convey precise and detailed information concisely: e.g. *...the small playground with the horizontal climbing wall...; ...the north coast beaches with the best surf...; ...a tiny kitten with its eyes still closed...*

§Convert nouns or adjectives into verbs: e.g. *hyphen into hyphenate; terrific into terrify; random into*

Writing - Composition

Pupils should be taught to:

Contexts for Writing

§Identify the intended audience and purpose for writing and choose a suitable writing model to support their own writing: e.g. *an information leaflet for fellow pupils offering guidance and advice on a new sport.*

§Draw on what they have learned about how authors develop characters and settings to help them create their own: e.g. *planning two or three main characters who are clearly distinguishable from each other and placing them in a setting modelled on a favourite story or pupil's own locality.*

Planning and Drafting

§Think aloud and record their ideas, sometimes drawing on independent reading and research: e.g. *use a spidergram planning model*

randomise.

§Use prefixes to generate new verbs: e.g. *disapprove; defuse, misunderstand, overestimate, recombine.*

Grammar

§Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun: e.g. *The song (that) I like is being played on Radio Cornwall; The woman who moved in next door has a daughter my age; The boy whose cast you signed broke his leg playing rugby.*

§Use modal verbs or adverbs to indicate degrees of possibility: e.g. *there might be ... it could be ... we may be ... sometimes... possibly... occasionally.*

§Use the present perfect form of verbs to mark relationships of time and cause: e.g. *She has gone on holiday (and is not yet back, or we would write she went on holiday), The coach has left without you (because you have just arrived late).*

§Use devices to build cohesion, including adverbials of time, place and number: e.g. *linking ideas within and across paragraphs using later, nearby, secondly.*

Punctuation

§Identify which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis. Pupil can decide whether brackets, dashes or commas are the most appropriate in each case and uses all three confidently. Pupil is consistent in deploying commas to clarify meaning or avoid ambiguity: e.g. *is able to distinguish the difference in meaning between 'The children, who had been given ice cream, were happy'; and 'The children who had been given ice cream were happy'.*

to organise and develop related ideas drawn from reading and research.

§Produce internally coherent paragraphs in a logical sequence: e.g. *using topic sentences to pose rhetorical questions which are answered within the paragraph, main idea supported or elaborated by subsequent sentences.*

§Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action, evoke atmosphere through detailed description, portray characters through meaningful interaction and dialogue that moves the story on: e.g. *'Watch out, you've left the door open!' 'Too late - the dog's made a bolt for it!'*

§Select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning: e.g. *make deliberate vocabulary choices for effect, select specialist vocabulary to match the topic.*

§Précis longer passages: e.g. *identify key points from the passage and reformulate them coherently in their own words.*

§Use further organisational and presentational devices to structure text and to guide the reader: e.g. *pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs.*

Editing Writing

§Work alone and with a partner to evaluate writing against agreed success criteria, identifying strengths and areas for improvement linked to recent teaching and feeding back appropriately to the writer.

§Propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing: e.g. *making specific suggestions to a writing partner or incorporating such changes in their own writing, such as: 'I've written: 'I took a picture of my friend, who won the 200m sprint with his grandmother.' I need to put a second comma in there after 'sprint' to help the reader make sense of what I wrote. It makes the reader think the grandmother sprinted too if I leave it without a comma.*

§Use tense consistently and correctly throughout: e.g. *use past tense in narrative, present tense in non-chronological report and identify and correct own lapses readily.*

§Spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items: e.g. *You're writing a letter back from space and you've dropped some extra information inside that sentence. It needs to be marked out parenthetically. You could use commas, but why not use two dashes seeing you're writing to your dad and it's informal?; remember, gracious comes from the root word grace so there's no t in it. Change it to letter c like in grace and you'll have it right.*

§Understand that common group nouns take the singular verb form: e.g. *the football team is happy to be playing against Dullford; the government has decided to change exams*

§Demonstrate this knowledge across a wide range of independent writing.

§Identify examples of informal speech patterns and structures in their own and others' writing and amend or suggest amendments to reflect standard English usage where appropriate.

Performing Writing

§Perform their own compositions using appropriate intonation, volume, and movement so that meaning is clear, monitoring and

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| | maintaining audience attention, speaking loudly enough to be heard. |
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Year 5: Detail of content to be introduced (statutory requirement)

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| Word | Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i>] Verb prefixes [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>] |
| Sentence | Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i>] or modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>] |
| Text | Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before] |
| Punctuation | Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity |
| Terminology for pupils | modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity |

Maths Year 5

| Number - Number and Place Value | Number - Addition and Subtraction |
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| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § 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. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § 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. |

| Number - Multiplication and Division | Number - Fractions (including decimals) |
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| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § 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 <p>multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> <ul style="list-style-type: none"> § recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) § solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes § solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign <p>solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § 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, $1\frac{1}{2} = 1\frac{1}{2}$] § 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 $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ and those fractions with a denominator of a multiple of 10 or 25. |
| Measurement | Geometry - Properties of shapes |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § 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^2) and square metres (m^2) and estimate the area of irregular shapes § estimate volume [for example, using 1 cm^3 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. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § identify 3-D shapes, including cubes and other cuboids, from 2-D representations § know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles § draw given angles, and measure them in degrees ($^\circ$) § identify: <ul style="list-style-type: none"> § 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. |
| Statistics | Geometry - position and direction |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § solve comparison, sum and difference problems using information presented in a line graph | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § 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. |

§ complete, read and interpret information in tables, including timetables.

Science Year 5

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| Living things and their habitats | Animals, including humans |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird § describe the life process of reproduction in some plants and animals. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § describe the changes as humans develop to old age. |
| Properties and changes of materials | Earth and Space |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets § know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution § use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating § give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic § demonstrate that dissolving, mixing and changes of state are reversible changes § explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § describe the movement of the Earth, and other planets, relative to the Sun in the solar system § describe the movement of the Moon relative to the Earth § describe the Sun, Earth and Moon as approximately spherical bodies § use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. |
| Forces | Working Scientifically |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object § identify the effects of air resistance, water resistance and friction, that act between moving surfaces § recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. | <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> § planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary § taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate § recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs § using test results to make predictions to set up further comparative and fair tests § reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations § identifying scientific evidence that has been used to support or refute ideas or arguments. |

Art and Design Year 5

Subject Content - Supplementary information regarding suggested Artists, Craft makers and Designers can be found on Google Drive

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.

Computing Year 5

Subject Content**Computer Science**

- Design programs that accomplish specific goals.
- Design and create programs.
- Debug programs that accomplish specific goals.
- Use repetition in programs.
- Control or simulate physical systems.
- Use logical reasoning to detect and correct errors in programs.
- Understand how computer networks can provide multiple services, such as the World Wide Web.
- Appreciate how search results are selected.

Information Technology

- Select a variety of software to accomplish given goals.
- Analyse information
- Evaluate information
- Collect data
- Present data
- Select, use and combine software on a range of digital devices.

Digital Learning

- Understand the opportunities computer networks offer for communication.
- Identify a range of ways to report concerns about content.
- Recognise acceptable / unacceptable behaviour.

Design and Technology Year 5

Subject Content

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 particular individuals or groups

§ generate, develop, model and communicate their ideas through exploded diagrams, prototypes and pattern pieces.

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

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| | ingredients, according to their functional properties and aesthetic qualities |
| Evaluate | Technical Knowledge |
| <ul style="list-style-type: none"> § 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 | <ul style="list-style-type: none"> § 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] |
| Cooking and Nutrition - Subject Content | |
| <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Assemble or cook ingredients, controlling the temperature of the oven or hob if cooking. • Measure accurately using different equipment. • Create recipes, including ingredients, methods, cooking times and temperatures. • Understand the importance of correct storage and handling of ingredients. | |
| Skills | <ul style="list-style-type: none"> § 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. |

Geography Year 5

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| Subject Content | |
| <p>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.</p> <p>Pupils should be taught to:</p> | |
| Locational Knowledge | Place Knowledge |
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom |
| Human and physical geography | Geographical skills and fieldwork |
| <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography of the water cycle • human geography, including: types of settlement and land use including food. | <ul style="list-style-type: none"> • 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. |

History Year 5

Subject Content

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:

Skills

- Britain's settlement by Anglo-Saxons and Scots Examples (*non-statutory*) This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (*non-statutory*) This could include: Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066

Music Year 5**Subject Content**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

Skills

- 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.