

Netherton Moss Primary School Curriculum

Our School Curriculum is underpinned by these key drivers:

Communication Community Resilience Creativity Adventure Health

Learner Profile - Our curriculum is intended to develop learners who are:

Inquirers Open-minded Thinkers Caring Knowledgeable Principled Balanced Communicators Reflective Risk-takers

Year 5 - Autumn Term

Knowledge, Skills and Disposition (KSD) statements

What the children should know and be able to do as a result of their taught curriculum experiences

	Autumn 1	Autumn 2	
English	Link to Year 5 English Curriculum Continuum		
	year-5-english-curriculum-continuum.303220439.docx (live.com)		
Maths	Link to Year 5 Maths Curriculum Overview		
	https://www.nethertonmoss.co.uk/attachments/download.asp?file=254&type=pdf		
Science	Properties & Changes of Materials		
	Substantive Knowledge		
	<ul style="list-style-type: none"> ✓ I can explain what dissolving means, giving examples. ✓ I can name equipment used for filtering and sieving. ✓ I can use knowledge of liquids, gases and solids to suggest how materials can be recovered from solutions or mixtures by evaporation, filtering or sieving. ✓ I can use understanding of properties to explain everyday uses of materials. For example, how bricks, wood, glass and metals are used in buildings. ✓ I can describe some simple reversible and non-reversible changes to materials, giving examples. ✓ I can explain that some changes result in the formation of new materials, this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 		
	Disciplinary Knowledge – Working Scientifically		
	Grouping and Classifying		
	<ul style="list-style-type: none"> ✓ I can compare and contrast everyday materials on the basis of their properties and use these similarities and differences to help classify a range of objects. 		
	Collaborating		
	<ul style="list-style-type: none"> ✓ I can propose my own ideas and make decisions with agreement in a group. ✓ I can support, listen to and acknowledge others in a group, ✓ I understand that it is OK to disagree with peers and I can offer reasons for my opinion 		
	Exploring and Observing		
	<ul style="list-style-type: none"> ✓ I can use my developing scientific knowledge, understanding and relevant scientific language and terminology to discuss, communicate and explain my observations. 		
Using Equipment and Measures			
<ul style="list-style-type: none"> ✓ I can make my own decisions about what observations to make or measurements to use and how long to take them for. ✓ I can choose the most appropriate equipment to separate a mixture of solids, using my understanding of sieving, filtration and evaporation. 			
Planning and Testing			
<ul style="list-style-type: none"> ✓ I can carry out fair tests and other investigations with increasing confidence. ✓ I can make decisions about which variables to change, measure and keep the same. 			
Explaining Results			
<ul style="list-style-type: none"> ✓ I can use my developing scientific K&U and appropriate scientific language and terminology to explain my findings, data and answer my initial question. 			
Living Things and Their Habitats			
<ul style="list-style-type: none"> ✓ I can describe the life process of reproduction of a tree, linked to seasonal changes (seed development/autumn) ✓ I can observe life cycle change, (autumn / winter) in relation to trees and plants in my locality ✓ I can engage with my local environment throughout the year, e.g., planting bulbs and seeds Autumn and observing how they grow, change and develop throughout the year. 			
Computing	Digital Literacy	Information Technology	
	Unit 5.2 <i>Online safety</i> 3 lessons	Unit 5.8 <i>Word Processing</i> 8 lessons MS Word or Google Docs	Information Technology
			Unit 5.6 <i>3D Modelling</i> 4 lessons 2 Design & Make

		Working in Three Dimensions	
		Set Design <i>Explore how artists make sets to share ideas for stage or as the basis for animations. How can we create sets inspired by literature, poetry or prose?</i>	
Art 1		<ul style="list-style-type: none"> ✓ I have explored how other artists use their skills to build sets for theatre or animation, inspired by literature, film, poetry or music. I can articulate and share my response to their work. ✓ I can respond to a suggested stimulus (poetry, prose, music or short film) and design and build a model set which conveys my interpretation of the mood/narrative of the original stimulus. ✓ I can use my sketchbook to brainstorm ideas, jot down thoughts, test materials, record and reflect. ✓ I can share my process and outcome with my classmates, articulating my ideas and methods. I can listen to their feedback and take it on board. ✓ I can appreciate the artwork made by my classmates and share my response to their work. ✓ I can take photographs or film of my artwork thinking about presentation, lighting, focus and composition. 	
		Making real meals: – Chicken Stew and Bread <i>Prepare a traditional meal</i> <i>Know and understand the idea of starchy staple foods and how they exist in every culture, bread, rice, pasta, potatoes etc</i> <i>Understand yeast as a useful microorganism.</i> <i>Compare to other bread-based products including those without yeast.</i>	
DT		<ul style="list-style-type: none"> ✓ Follow- text-based recipe instructions. ✓ Change- make changes to recipes and dishes that promote current healthy eating messages, e.g. using lower salt stock cubes. ✓ Crush- crush garlic using a garlic press. ✓ Peel- use a vegetable peeler to peel vegetables, e.g., carrot, potato. ✓ Chop- slice and dice foods safely, e.g. onion, carrot, swede. ✓ Sauté- sauté foods in a pan on the hob, e.g. onions, carrots. Stir- stir hot dishes on the hob, ensuring that food does not burn or catch (keep food moving, ensure that heat is not too high) ✓ Stir-fry- cook raw meat, followed by vegetables, on the hob, ensuring that the meat is thoroughly cooked. ✓ Weigh- weigh accurately using weighing scales, e.g. in 5-10g increments. ✓ Measure- measure foods using cups and measuring spoons, e.g. 1 cup, 1 x 5ml spoon (a teaspoon). ✓ Mix- combine wet and dry ingredients together uniformly. ✓ Knead- knead bread dough by hand, developing it to become elastic and smooth (no surface cracks) ✓ Prove- allow dough to prove, knowing when it is ready for use, i.e. it doubles in size. ✓ Bake- place and remove dishes in the oven safely. ✓ Serve- cut a final dish roughly into equal sized portions, e.g. ¼ pizza. ✓ Tidy- clear area and wipe down work surfaces. ✓ Clean- wash and rinse equipment, paying attention to detail 	
		Listen, Participate & Practice – Essential Knowledge, Skills & Opportunities	Develop the characteristics of a Musician – Dispositions
Music		<ul style="list-style-type: none"> ✓ Learn to play the clarinet – ongoing throughout the year ✓ Listen to music from different periods of history ✓ Perform in a massed choir or school concert ✓ Listen to and explore aspects of a live performance e.g. Liverpool Philharmonic ✓ Compose a piece of music using changes in tempo (fast/slow) ✓ Play or sing a piece of music following musical notation ✓ Use digital technology to create and alter sounds e.g. GarageBand, Audacity ✓ Perform a song or play an instrument musically, and with expression ✓ Play or sing a piece of music with two parts ✓ Discuss different styles of music using musical vocabulary 	<ul style="list-style-type: none"> ✓ Has a real love for music and enjoys all aspects of practising and performing ✓ Never gives up and strives for perfection ✓ Keeps an open mind to allow creativity ✓ Has a talent to entertain and provide enjoyment for others ✓ Is prepared to work hard and practice in order to perform their best
		The First World War and its impact upon the 20th Century	
History		<ul style="list-style-type: none"> ✓ I know where WW1 fits into the chronological framework of British, European and World History. ✓ I know how and why the First World War began ✓ I know how propaganda was used to persuade men to join the British armed forces ✓ I know about the PALS battalions and their significance in my locality. ✓ I will discover how aspects of World War 1 are reflected in my local area. ✓ I can describe what life was like for men in the trenches ✓ I can answer and ask questions about the Battle of the Somme and present my findings. ✓ I can explain how we remember the dead from the First World War 	
		Ongoing Locational knowledge	<ul style="list-style-type: none"> ✓ I can name and locate some of the countries and cities of the world and identify their human and physical characteristics including features such as mountains rivers and landmarks; ✓ I can name and locate countries of significance in World War 1. ✓ I can identify the position and significance of latitude and longitude under the prime Greenwich Meridian and time zones including day and night across the international dateline. ✓ I can use latitude and longitude in a globe or atlas.
Geography		Mapping	<ul style="list-style-type: none"> ✓ I can use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ✓ I can relate different maps to each other and to aerial photos.

PE – Skills Led	Gymnastics – Unit 1 Balance and Rotation		Unit 2 Dynamic Balance on a line/ Counter Balance	
	<p>Perform the rotations with balance and control using the hand apparatus:</p> <ul style="list-style-type: none"> ✓ One leg pirouette (ribbon snakes) ✓ Knee turn (bounce ball) ✓ Patter turn (circle rope over-head) ✓ Circle roll (hoop between feet and hands), <p>Travel with fluency and control using the apparatus in order:</p> <ul style="list-style-type: none"> ✓ Walking along bench ✓ Step on and off bench ✓ Jump onto and off bench ✓ Bunny hop from floor onto bench/table ✓ In a pair or group, I can develop a sequence that can be performed on benches/low apparatus. 		<p>With fluidity, minimum wobble and balance maintained on the line, I can:</p> <ul style="list-style-type: none"> ✓ Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing. ✓ Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing). ✓ Lunge walk forwards, bringing opposite elbow up to a 90° angle. ✓ Complete all red challenges with eyes closed. <p>With co-ordinated movement and balance maintained throughout, I can:</p> <ul style="list-style-type: none"> ✓ Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together. ✓ Stand on 1 leg while holding on to partner's opposite foot. 	
PE – Sport Led	Orienteering		Dance	
	<ul style="list-style-type: none"> ✓ Problem Solving - Development of communication, team-work and critical thinking ✓ Following a Course - Development of navigational language and skills using temporary course ✓ Map Reading Skills - Familiarisation with the school's bespoke maps and key map features. ✓ Orienteering - An introduction to orienteering on your school site, using your bespoke course and map ✓ Introduce cross curricular learning utilising newly developed orienteering skills ✓ Choose relevant cross curricular objectives from Enrich Education planning 		<ul style="list-style-type: none"> ✓ Continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus. ✓ Use basic compositional principles when creating dances – combining movements fluently and effectively. ✓ Perform a range of movements accurately with a sense of rhythm. ✓ Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities. ✓ Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback. ✓ Work effectively as part of a team. ✓ Explain how their bodies reacts and feels when taking part in different activities and undertaking different roles. 	
RE	Believing			
	✓ KQ U2.1 Why do some people think God exists? (Christians and non-religious, e.g., humanist) (Full Unit)			
PSHE	Keeping Healthy/Staying Safe		Being Responsible	
	Peer Pressure		Looking Out for Others	
	<ul style="list-style-type: none"> ✓ identify strategies we can use to keep ourselves and others safe ✓ recognise ways to manage peer pressure ✓ explain the potential outcomes that may happen when we take risks ✓ recognise the impact and possible consequences of an accident or incident ✓ have opportunity to hear adults and children, debate the topic issues and share their own opinions. 		<ul style="list-style-type: none"> ✓ recognise why we should take action when someone is being unkind ✓ describe caring and considerate behaviour, including the importance of looking out for others ✓ demonstrate why it is important to behave in an appropriate and responsible way ✓ identify how making some choices can impact others' lives in a negative way ✓ have opportunity to hear adults and children, debate the topic issues and share their own opinions 	
		Feelings & Emotions		
		Anger		
		<ul style="list-style-type: none"> ✓ recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant ✓ explain how feelings can be communicated with or without words ✓ recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people ✓ demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger ✓ have opportunity to hear adults and children, debate the topic issues and share their own opinions. 		
MFL – Spanish	Talking about us My School, My Subjects – Likes & Dislikes		Time in the City	
	<ul style="list-style-type: none"> ✓ Can recall and use simple sentences- personal info. ✓ Can recall and use questions/answers to build dialogues. ✓ Identify differences in adjective spelling for male/female. ✓ Use adjectives accurately with male and female. ✓ Listen/respond to familiar Spanish with no written support. ✓ See links between vocabulary in different languages. ✓ Read and comprehend familiar Spanish in simple sentences. ✓ Form extended sentences to communicate opinions. ✓ Identify personal pronouns, nouns, adjectives, verbs in a spoken or written Spanish simple sentence. 		<ul style="list-style-type: none"> ✓ Can listen to and understand simple facts about a city. ✓ Can ask for a ticket. ✓ Can understand some simple directions in a town/city. ✓ Can say and write some simple descriptive sentences about a place. ✓ Can ask politely for an item and the price. ✓ Can write simple descriptive sentences about an item. 	

Year 5 - Spring Term

Knowledge, Skills and Disposition (KSD) statements

What the children should know and be able to do as a result of their taught curriculum experiences

	Spring 1	Spring 2
English	Link to Year 5 English Curriculum Continuum	
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Maths	Link to Year 5 Maths Curriculum Overview	
	https://www.nethertonmoss.co.uk/attachments/download.asp?file=254&type=pdf	
Science	Earth and Space	Forces
	Substantive Knowledge	Substantive Knowledge
	<ul style="list-style-type: none"> ✓ I can 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. 	<ul style="list-style-type: none"> ✓ I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and a falling object. ✓ I can compare how things move on different surfaces (Y3 recap) ✓ I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces. ✓ I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
	Disciplinary Knowledge – Working Scientifically	Disciplinary Knowledge – Working Scientifically
	<p>Modelling</p> <ul style="list-style-type: none"> ✓ I can make a visual representation to show the movement of the Earth around the Sun. ✓ I can create a model to represent the Earth's rotation on its axis around the sun and explain how this creates day and night. Going deeper I can explain how Earth's rotation on its axis causes the apparent movement of the sun across the sky each day. ✓ I can perform a model to explain how the Earth moves in relation to the Sun and how the Moon moves in relation to the Earth. <p>Exploring and Observing</p> <ul style="list-style-type: none"> ✓ I can discuss my ideas and develop descriptions from my observations using relevant scientific language and vocabulary. ✓ I can make first-hand observations of how shadows caused by the Sun change through the day and link this to the rotation of the Earth on its axis (revisit topic in the Spring term to reinforce understanding). <p>Communicating</p> <ul style="list-style-type: none"> ✓ I can use my developing scientific knowledge and understanding and relevant scientific language and terminology to communicate key conceptual learning about the Earth, Sun and Moon. <p>Researching</p> <ul style="list-style-type: none"> ✓ I can record, articulate and explain my finding about different time zones and explain these using my scientific knowledge and understanding (cross curricular links with Geography) 	<ul style="list-style-type: none"> ✓ I can explain the results of their investigations in terms of the force, showing a good understanding that as the object tries to move through the water or air or across the surface, the particles in the water, air or on the surface slow it down. ✓ I can demonstrate clearly the effects of using levers, pulleys and gears.
Living Things and Their Habitats		
<ul style="list-style-type: none"> ✓ I can describe the life process of reproduction of a tree, linked to seasonal changes (buds/flowers/spring) ✓ I can observe life cycle change, (spring/summer) in relation to trees and plants in my locality ✓ I can engage with my local environment throughout the year, e.g., planting plants and seeds in Spring and observing how they grow, change and develop throughout the year. 		
Computing	Computer Science	Computer Science
	<i>Micro:Bits</i> <i>Compose musical phrases & algorithms</i> 5 lessons	Unit 5.5 <i>Game Creator</i> 5 lessons 2DIY 3D

Art	<p style="text-align: center;">Land & Cityscapes</p> <p style="text-align: center;"><i>How can we use our skills of making gestural marks working in mixed media to create energetic land or cityscapes</i></p>		
	<ul style="list-style-type: none"> ✓ I have seen how artists respond to land and cityscapes in various ways by using inventive mixed media combinations. ✓ I have seen how artists work outside amongst the land and cityscapes which inspire them, and how they use all their senses to capture the spirit of the place. I have been able to share my response to their work. ✓ I can extend my sketchbook thinking creatively about how I can change the pages giving myself different sizes and shapes of paper to work on. ✓ I can use my sketchbook to explore and experiment. I have taken creative risks and been able to reflect upon what worked and what didn't work. ✓ I have continued my exploratory work outside the sketchbooks, bringing my "sketchbook way of thinking" to larger sheets of paper. ✓ I can share my journey and discoveries with others and am able to reflect upon what I have learnt. ✓ I can appreciate and be inspired by the work of my classmates, and I can share my response to their work. 		
DT 2	<p style="text-align: center;">Frame Structures</p> <p style="text-align: center;"><i>Designing and making a small-scale bird hide for children to use in the school forest</i></p>		
	<p>Designing</p> <ul style="list-style-type: none"> ✓ Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. ✓ Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. ✓ Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. <p>Making</p> <ul style="list-style-type: none"> ✓ Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. ✓ Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. ✓ Use finishing and decorative techniques suitable for the product they are designing and making. <p>Evaluating</p> <ul style="list-style-type: none"> ✓ Investigate and evaluate a range of existing frame structures. ✓ Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. ✓ Research key events and individuals relevant to frame structures. ✓ Technical knowledge and understanding ✓ Understand how to strengthen, stiffen and reinforce 3-D frameworks. ✓ Know and use technical vocabulary relevant to the project. 		
Music	<p style="text-align: center;">Listen, Participate & Practice – Essential Knowledge, Skills & Opportunities</p>	<p style="text-align: center;">Develop the characteristics of a Musician – Dispositions</p>	
	<ul style="list-style-type: none"> ✓ Learn to play the clarinets – ongoing throughout the year ✓ Listen to music from different periods of history ✓ Perform in a massed choir or school concert ✓ Listen to and explore aspects of a live performance e.g. Liverpool Philharmonic ✓ Compose a piece of music using changes in tempo (fast/slow) ✓ Play or sing a piece of music following musical notation ✓ Use digital technology to create and alter sounds e.g. GarageBand, Audacity, Micro:Bit ✓ Perform a song or play an instrument musically, and with expression ✓ Play or sing a piece of music with two parts ✓ Discuss different styles of music using musical vocabulary 	<ul style="list-style-type: none"> ✓ Has a real love for music and enjoys all aspects of practising and performing ✓ Never gives up and strives for perfection ✓ Keeps an open mind to allow creativity ✓ Has a talent to entertain and provide enjoyment for others ✓ Is prepared to work hard and practice in order to perform their best 	
History	<p style="text-align: center;">Britain's Settlement by the Anglo-Saxons and Scots</p>		
	<ul style="list-style-type: none"> ✓ I understand where the Anglo-Saxons and Scots came from. ✓ I understand how, when and why the Anglo-Saxons and Scots invaded Britain. ✓ I understand how the Anglo-Saxons changed Britain. ✓ I understand what life was like in Anglo-Saxon Britain. ✓ I know about Anglo-Saxon runes and what the different symbols represent. 		
Geography	<p style="text-align: center;">North America Study – The Grand Canyon</p>		
	<p>Ongoing Locational knowledge</p>	<ul style="list-style-type: none"> ✓ I can name and locate some of the countries and cities of the world and identify their human and physical characteristics including features such as mountains rivers and landmarks; ✓ I can name and locate the countries of North America; ✓ I can identify the position and significance of latitude and longitude under the prime Greenwich Meridian and time zones including day and night across the international dateline. 	
	<p>Locational knowledge</p>	<ul style="list-style-type: none"> ✓ I can identify the countries of North America using maps and atlases. ✓ I know the location of the Grand Canyon within North America. 	
	<p>Place knowledge</p>	<ul style="list-style-type: none"> ✓ I can describe a region within North America 	
	<p>Human and Physical Geography</p>	<ul style="list-style-type: none"> ✓ I can identify similarities and differences in the human and physical geography of my local area and a region of North America. ✓ I can describe and explain key aspects of the physical geography of the Grand Canyon, including erosion, climate zones, biomes and rivers. ✓ I can describe the human geography of the Grand Canyon including types of settlement, land use, economic activity and tourism. 	
	<p>Mapping</p>	<ul style="list-style-type: none"> ✓ I am beginning to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ✓ I can relate different maps to each other and to aerial photos. 	
	<p>Communication</p>	<ul style="list-style-type: none"> ✓ I can communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. 	
	<p>Use of technology</p>	<ul style="list-style-type: none"> ✓ I can communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. 	

PE 1 – Skills Led	Unit 1 Ball Skills/Agility Reaction and Response		Unit 6 Coordination Sending & Receiving/Ball Chasing	
	<p>With controlled, smooth movements, and the ability to consistently complete challenges in both directions, I can:</p> <ul style="list-style-type: none"> ✓ Stand with legs apart and move ball in figure of 8 around both legs 12 times. ✓ Move ball around waist into figure of 8 around both legs 10 times. ✓ Move ball around waist and then around alternate legs 12 times. ✓ Stand with legs apart and perform 24 criss-crosses, with and then without a bounce. (in 20 seconds or less) <p>From 1, 2 and 3 metres, with controlled movement, quick reaction and good acceleration, I can:</p> <ul style="list-style-type: none"> ✓ React and step across body, bring hand across body and catch tennis ball after 1 bounce. ✓ Extend front leg across body and bend knees to enable you to stop quickly and get into balanced position 		<p>With accuracy, good positioning, fluency and rhythm throughout, I can:</p> <ul style="list-style-type: none"> ✓ Alternately throw and catch 2 tennis balls against a wall. ✓ Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over). ✓ Throw 2 tennis balls against a wall in a circuit, in both directions. <p>With balance and control and the ability to turn over either shoulder, I can:</p> <ul style="list-style-type: none"> ✓ Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction. ✓ Perform above challenge with tennis ball. ✓ Roll and chase large ball, stopping it with head in front support position facing opposite direction. 	
PE 2 – Sport Led	Badminton		Tag Rugby	
	<ul style="list-style-type: none"> ✓ Able to hit a shuttle with good stance and grip on both forehand and backhand side, varying shot selection; height, speed and depth. ✓ Improve consistency of shots, noticing longer rallies. ✓ Use different racket skills and types of movement during a competitive or cooperative rally. ✓ To participate in rallies with and without a racket. ✓ Demonstrate skills learnt during the unit when competing against others, including serving, returning a serve, and shot accuracy when moving at a quick pace. ✓ Can demonstrate fast paced movements, fluently changing direction and speed. ✓ Understand tactics in badminton, such as aiming into space to beat an opponent. Use these tactics to try win games. 		<ul style="list-style-type: none"> ✓ Increase accuracy and control when passing and catching whilst moving at speed. ✓ Participate in competitive games, following the rules and playing fair. ✓ Continue to improve different ways to pass – fast, slow, high, low. ✓ Begin to understand the importance of lines in tag rugby – both for attack and defence. ✓ Use simple tactics in games to achieve success as a team. ✓ Understand the defensive duties in tag rugby and the process of tagging 	
RE	Living			
	✓ KQ U2.6 What does it mean to be Muslim in Britain today? (Full Unit)			
PSHE	Keeping Healthy/Staying Safe		Keeping Healthy/Staying Safe	
	Smoking		Alcohol & Drugs	
	<ul style="list-style-type: none"> ✓ explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, vapes etc. ✓ describe how smoking can affect your immediate and future health and wellbeing ✓ give reasons why someone might start and continue to smoke ✓ identify and use skills and strategies to resist any pressure to smoke/vape ✓ have opportunity to hear adults and children, debate the topic issues and share their own opinions. 		<ul style="list-style-type: none"> ✓ identify what is a risky choice ✓ identify the risks associated with alcohol ✓ describe how alcohol can affect your immediate and future health ✓ develop and recognise skills and strategies to keep safe ✓ understand the difference between 'legal' and 'illegal' drugs ✓ carry out research around cannabis ✓ identify the risks associated with using cannabis 	
		A World Without Judgement		
		Inclusion and Acceptance		
		<ul style="list-style-type: none"> ✓ identify some of the ways in which we are different and unique ✓ explain some of the elements which help us to have a diverse community ✓ describe strategies to overcome barriers and promote diversity and inclusion ✓ have opportunity to hear adults and children, debate the topic issues and share their own opinions. 		
MFL – Spanish	Out of the World – Countries & Planets – Adjectives		Healthy Eating	
	<ul style="list-style-type: none"> ✓ Can understand words on an ID card. ✓ Can ask and answer questions about someone's identity. ✓ Can name planets in Spanish and use adjectives to describe them. ✓ Can read and understand simple information about planets. ✓ Can recall and use familiar vocabulary to understand simple information about planets. ✓ Create an imaginary planet and make a poster with information about it. 		<ul style="list-style-type: none"> ✓ Can recall nouns unsay weather masculine or feminine ✓ Can talk and write in simple sentences about fruit and vegetables ✓ Can answer questions to take part in a class survey ✓ Can recall numbers between 0 and 100 ✓ Can ask prices for items ✓ Can participate in simple shopping dialogues and use simple instructions for a recipe 	

Year 5 - Summer Term

Knowledge, Skills and Disposition (KSD) statements

What the children should know and be able to do as a result of their taught curriculum experiences

Summer 1

Summer 2

English

Link to Year 5 English Curriculum Continuum

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Maths

Link to Year 5 Maths Curriculum Overview

<https://www.nethertonmoss.co.uk/attachments/download.asp?file=254&type=pdf>

Living Things and Their Habitats

Substantive Knowledge

- ✓ I can draw the life cycle of a range of animals identifying similarities and differences between the life cycles
- ✓ I can explain the difference between sexual and asexual reproduction and give examples of how plants reproduce in both ways
- ✓ I can describe the life process of reproduction of a tree, linked to seasonal changes (buds/flowers/spring)
- ✓ I can observe life cycle change, (summer) in relation to trees and plants in my locality
- ✓ I can engage with my local environment throughout the year, e.g., planting plants and seeds in Summer and observing how they grow, change and develop throughout the year.

Disciplinary Knowledge – Working Scientifically

- ✓ I can present understanding of the life cycle of a range of animals in different ways e.g. drama, pictorially, chronological reports, creating a game
- ✓ I can identify patterns in life cycles
- ✓ I can compare two or more animal life cycles studied
- ✓ I can explain how a range of plants reproduce asexually

Computing

Information Technology

Information Technology

Information Technology

Unit 5.7
Concept Maps
5 lessons
2Design & Make

Unit 5.4
Databases
4 lessons
2Investigate

Unit 5.3
Spreadsheets
6 lessons
2Calculate

Drawing & Sketchbooks

Typography & Maps

Exploring how we can create typography through drawing and design and use our skills to create personal and highly visual maps.

Art

- ✓ I have understood that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions.
- ✓ I have seen how other artists work with typography and have been able to share my thoughts on their work.
- ✓ I have explored how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made.
- ✓ I have drawn my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me.
- ✓ I have used my sketchbooks for referencing, collecting and testing ideas, and reflecting.
- ✓ I can make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger.
- ✓ I have seen how some artists use their typography skills and drawing skills to make maps which are personal to them. I have been able to reflect upon what I think their maps mean, what I like about them, and what interests me.
- ✓ I can use my mark making, cutting and collage skills to create my own visual map, using symbols, drawn elements and typography to express themes which are important to me.
- ✓ I have shared my work with the class, reflected upon what was successful and been able to give useful feedback on the work of my peers.

Textiles

Combining different fabric shapes

Designing, making and evaluating a belt to hold garden tools

DT

- Designing**
- ✓ I can design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.
- Making**
- ✓ I can produce detailed lists of equipment and fabrics relevant my tasks
 - ✓ I can formulate step-by-step plans and, if appropriate, allocate tasks within a team.
 - ✓ I can select from and use a range of tools and equipment to make products that are accurately assembled and well finished.
 - ✓ I can work within the constraints of time, resources and cost.
- Evaluating**
- ✓ I can investigate and analyse textile products linked to their final product.
 - ✓ I can compare the final product to the original design specification.
 - ✓ I can test products with the intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.
 - ✓ I can consider the views of others to improve their work.
- Technical knowledge and understanding**
- ✓ I understand that a 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.
 - ✓ I understand that fabrics can be strengthened, stiffened and reinforced where appropriate.

	Listen, Participate & Practice – Essential Knowledge, Skills & Opportunities		Develop the characteristics of a Musician – Dispositions
Music	<ul style="list-style-type: none"> ✓ Learn to play the clarinets – ongoing throughout the year ✓ Listen to music from different periods of history ✓ Perform in a massed choir or school concert ✓ Listen to and explore aspects of a live performance e.g. Liverpool Philharmonic ✓ Compose a piece of music using changes in tempo (fast/slow) ✓ Play or sing a piece of music following musical notation ✓ Use digital technology to create and alter sounds e.g. GarageBand, Audacity ✓ Perform a song or play an instrument musically, and with expression ✓ Play or sing a piece of music with two parts ✓ Discuss different styles of music using musical vocabulary 		<ul style="list-style-type: none"> ✓ Has a real love for music and enjoys all aspects of practising and performing ✓ Never gives up and strives for perfection ✓ Keeps an open mind to allow creativity ✓ Has a talent to entertain and provide enjoyment for others ✓ Is prepared to work hard and practice in order to perform their best
	The Ancient Mayan Civilisation		
History	<ul style="list-style-type: none"> ✓ I can discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived. ✓ I can explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people. ✓ I can understand how the Maya number system works. ✓ I can identify and use a range of evidence sources to help me understand more about the Maya civilisation. ✓ I can explain what the Mayan writing system consists of, how words are constructed and what codices are. ✓ I can describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant. 		
	Local Study – The River Alt		
Geography	Place knowledge	<ul style="list-style-type: none"> ✓ Recall that the River Alt, River Mersey and the Leeds-Liverpool Canal are all waterways and go through Merseyside very near to school. ✓ Understand that despite being in similar locations, there are key differences between the waterways. 	
	Human and Physical Geography	<ul style="list-style-type: none"> ✓ Identify and describe how physical features of rivers change from source to mouth; ✓ Offer reasons to explain why the course of a river changes as it flows from higher to lower ground; ✓ Describe the components of the hydrological or water cycle and explain the important role that rivers play 	
	Mapping	<ul style="list-style-type: none"> ✓ Use OS maps, aerial photographs and GIS to recognise, describe, compare and contrast and explain how physical features change along the course of a river. ✓ Identify and describe the features of river estuaries and explain why they are such important ecosystems for wildlife. 	
	Enquiry & Investigation	<ul style="list-style-type: none"> ✓ Recognise, describe and explain the reasons why the Liverpool developed to become part of the busiest river port in the world and evaluate the evidence and make a judgement about the causes of its sudden decline and closure; 	
	Fieldwork	<ul style="list-style-type: none"> ✓ Use a range of fieldwork techniques to measure, record and present and explain changes along a section of a local river and to reach a conclusion as to whether it constitutes a healthy habitat for living things; 	
	Use of technology	<ul style="list-style-type: none"> ✓ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. 	
PE 1 – Skills Led	Unit 5 Jumping & Landing & Static Balance (one leg)		Unit 3 Static Balance (Stance)& Coordination Footwork
	<p>With good take off, balance and control on landing, I can:</p> <ul style="list-style-type: none"> ✓ Jump 2 feet to 2 feet forwards, backwards and side-to-side. ✓ Hop forward and backwards, freezing on landing. ✓ Jump 1 foot to other forwards and backwards, freezing on landing. ✓ Hop sideways, raising knee and freezing on landing. ✓ Jump 1 foot to other sideways, raising knee and freeze on landing. <p>With stability, smooth, controlled movements and consistent performance, I can:</p> <ul style="list-style-type: none"> ✓ Stand still on uneven surface for 30 seconds. ✓ Stand still on uneven surface for 30 seconds with eyes closed. ✓ Complete 10 squats into ankle extensions with... 4. Complete 5 squats with eyes closed. (On both legs). 		<p>On a line/low beam, with balance maintained throughout, good posture and minimum wobble, I can:</p> <ul style="list-style-type: none"> ✓ Raise alternate knees to opposite elbow 5 times. ✓ Catch large ball thrown at knee height and above head. ✓ Catch large ball thrown away from body. ✓ Catch small ball thrown close to and away from body. <p>With fluency, rhythm and movements performed in both directions/on both sides, I can:</p> <ul style="list-style-type: none"> ✓ Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg. ✓ Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction. ✓ Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction.
PE 2 – Sport Led	Athletics		Rounders
	<ul style="list-style-type: none"> ✓ Run, jump, catch, and throw in isolation and combination. Combine and perform skills with control. ✓ Communicate, collaborate, and compete with others. Working effectively as part of a team. ✓ Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment. ✓ Choose the appropriate speed to run at for the distance to be covered. ✓ Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. ✓ Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit. ✓ Explain how their body reacts and feels when taking part in different activities and undertaking different roles and understanding how this effects the muscles. 		<ul style="list-style-type: none"> ✓ Develop control and technique whilst performing skills at speed. ✓ Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs. ✓ Show good awareness of others in game situations. ✓ Work as part of a team, communicating with others and adapting games and activities making sure everyone has a role to play. ✓ Begin to bowl at different speeds. ✓ Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding). ✓ Watch and evaluate the success of games and good performance and explain why a performance is good. ✓ Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity.
RE	Believing		Expressing
	<ul style="list-style-type: none"> ✓ KQ U2.2 What would Jesus do? (Can we live by Christian values in the 21st century?) (Full Unit) 		<ul style="list-style-type: none"> ✓ KQ U2.4 If God is everywhere why go to a place of worship (Christian, Hindu, and /or Jewish people) (Full Unit)

PSHE	Computer Safety	The Working World
	<i>Image Sharing</i>	<i>Enterprise</i>
	<ul style="list-style-type: none"> ✓ list reasons for sharing images online ✓ identify rules to follow when sharing images online ✓ describe the positive and negative consequences of sharing images online ✓ recognise possible influences and pressures to share images online ✓ have opportunity to hear adults and children, debate the topic issues and share their own opinions. 	<ul style="list-style-type: none"> ✓ understand and explain why people might want to save money ✓ identify ways in which you can help out at home ✓ budget for items you would like to buy ✓ recognise ways to make money and the early stages of enterprise ✓ have opportunity to hear adults and children, debate the topic issues and share their own opinions.
MFL – Spanish	<i>Clothes</i>	<i>Going to the Seaside</i>
	<ul style="list-style-type: none"> ✓ Can understand and remember some items of clothing in Spanish. ✓ Can identify parts of the verb “Llevar”/gain understanding about verb patterns in Spanish. ✓ Can write a simple sentence using adjectives of colour. ✓ Can understand and write with support some simple sentences about clothes using a variety of adjectives. ✓ Can understand a detailed description of an outfit including known and unknown vocabulary. ✓ Can write a description of a sports kit using the verb “Llevar”, a variety of adjectives and nouns, including a conjunction. 	<ul style="list-style-type: none"> ✓ Can understand the nouns for items taken to the beach. ✓ Can understand and use a variety of sentence starters to talk about the seaside. ✓ Can understand and read persuasive sentences about reasons to visit the seaside. ✓ Can perform a spoken advert. ✓ Can write extended sentences about visiting the seaside. ✓ Can read and understand facts about the seaside.
