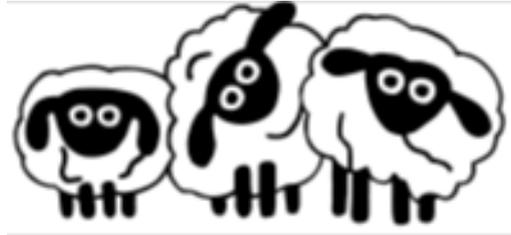


Year 5



Non negotiables and Key skills





At Kemsley Primary Academy and Greenfields Community Primary School we are committed to ensuring that all children have access to a highly engaging curriculum in which they can extend their knowledge and skills. The curriculum of both schools is wide and ensures that children have the opportunity to embed their understanding of new skills in various contexts.

In order to effectively assess our children and to ensure that we differentiate between the core building blocks of learning and the opportunities to widen skills and embed them, we distinguish between our 'non-negotiables' and our key skills.

'Non-negotiables' are designed to identify the essential skills that children need to become confident with ie be able to apply in other contexts. Non-negotiables are set for all year groups and are based on reading, writing, maths and oracy (speaking) skills. There is further depth to our numeracy and literacy curriculums but these are additional to the foundation blocks of the non-negotiables

Through the wider curriculum we also have key skills for all other subjects in each year group.

These objectives and skills for year 5 are outlined in this document. Termly curriculum leaflets will continue to give the context in which these objectives and skills will be taught.

Non Negotiables

Oracy

- Talk and listen confidently in a wide range of contexts including some that are formal
- Engage the interest of the listener by varying their expression and vocabulary
- Adapt spoken language to the audience, purpose and context
- Explain the effect of using different language for different purposes
- Develop ideas and opinions with relevant detail
- Express ideas and options justifying a point of view
- Show understanding of the main points, significant details and implied meanings in a discussion
- Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views
- Begin to use Standard English in formal situations
- Begin to use hypothetical language to consider more than one possible solution
- Perform their own compositions using appropriate intonation and volume so that meaning is clear
- Perform poems or plays from memory making careful choices how they convey ideas about characters and situations by adapting expression and tone
- Understand and begin to select the appropriate register according to the context

Reading

- Summarise main points of an argument or discussion within their reading and make up own mind about issue/s
- Compare between two texts
- Appreciate that people use bias in persuasive writing
- Appreciate how two people may have a different view on the same event
- Draw inferences and justify with evidence from the text
- Vary voice for direct or indirect speech
- Recognise clauses within sentences
- Explain how and why a writer has used clauses to add information to a sentence
- Use more than one source when carrying out research
- Create a set of notes to summarise what has been read

Writing

- Add phrases to make sentences more precise and detailed
- Use range of sentence openers—judging the impact or effect needed
- Begin to adapt sentence structure to text type
- Use pronouns to avoid repetition
- Indicate degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will)
- Use the following to indicate parenthesis: brackets, dashes, commas
- Use commas to clarify meaning or avoid ambiguity
- Link clauses in sentences using a range of subordinating and coordinating conjunctions
- Use verb phrases to create subtle differences (eg she began to run)
- Consistently organise into paragraphs
- Link ideas across paragraphs using adverbials of time (eg later) place (eg nearby) and number (eg secondly)

Maths

- Count forwards and backwards with positive and negative numbers through zero
- Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000
- Compare and order numbers up to 1,000,000
- Compare and order numbers with 3 decimal places
- Read Roman numerals to 1,000
- Identify all multiples and factors, including finding all factor pairs
- Use known tables to derive other number facts
- Recall prime numbers up to 19
- Recognise and use square numbers and cube numbers
- Recognise place value of any number up to 1,000,000
- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000
- Round decimals with 2dp to nearest whole number and 1dp
- Add and subtract; numbers with more than 4 digits using formal written method
- Use rounding to check answers
- Multiply: 4 digits by 1 or 2 digits, Divide: 4 digits by 1 digit, Multiply and divide: whole numbers and decimals by 10, 100, 1000
- Recognise and use thousandths
- Recognise mixed numbers and improper fractions and convert from one to another
- Multiply proper fractions and mixed numbers by whole numbers
- Identify and write equivalent fractions
- Solve time problems using timetables and converting between different units of time

Science	Planning	Obtaining and presenting evidence	Considering evidence and evaluating
Working Scientifically	<ul style="list-style-type: none"> Plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary Make a prediction with reasons Use test results to make predictions to set up comparative and fair tests Present a report of their findings through writing, display and presentation 	<ul style="list-style-type: none"> Take measurements using a range of scientific equipment with increasing accuracy and precision Take repeat readings when appropriate Record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs 	<ul style="list-style-type: none"> Report and present findings from enquiries through written explanations and conclusions Use a graph to answer scientific questions
History	Chronological understanding	Knowledge and interpretation	Historical enquiry
	<ul style="list-style-type: none"> Use dates and historical language in their work Draw a timeline with different time periods outlined which show different information, such as periods of history, when famous people lived etc Use their mathematical skills to work out exact time scales and differences as need be 	<ul style="list-style-type: none"> Describe historical events from the different period/s they are studying / have studied Make comparisons between historical periods; explaining things that have changed and things which have stayed the same Explain the role that Britain has had in spreading Christian values across the world Begin to appreciate that how we make decisions has been through Parliament for some time Appreciate that significant events in history have helped shape the country we have today Have a good understanding as to how crime and punishment has changed over the years 	<ul style="list-style-type: none"> Test out an hypothesis in order to answer a question Appreciate how historical artefacts have helped us understand more about British lives in the present and past
Music	Performing	Composing	Appraising
	<ul style="list-style-type: none"> Breathe in the correct place when singing Sing and use their understanding of meaning to add expression Maintain their part whilst others are performing their part Perform 'by ear' and from simple notations Improvise within a group using melodic and rhythmic phrases Recognise and use basic structural forms eg rounds, variations, rondo form 	<ul style="list-style-type: none"> Change sounds or organise them differently to change the effect Compose music which meets specific criteria Use their notations to record groups of pitches (chords) Use a music diary to record aspects of the composition process Choose the most appropriate tempo for a piece of music 	<ul style="list-style-type: none"> Describe, compare and evaluate music using musical vocabulary Explain why they think their music is successfully or unsuccessful Suggest improvements to their own or others' work Choose the most appropriate tempo for a piece of music Contrast the work of famous composers and show preferences

Geography	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
	<ul style="list-style-type: none"> Collect information about a place and use it in a report Map land use Find possible answers to own geographical questions Make detailed sketches and plans; improving accuracy later Plan a journey to a place in another part of the world, taking account of 	<ul style="list-style-type: none"> Explain why many cities of the world are situated by rivers Explain how a location fits into its wider geographical location; with reference to physical features Explain how the water cycle works Explain why water is such a valuable commodity 	<ul style="list-style-type: none"> Explain why people are attracted to live by rivers Explain how a location fits into its wider geographical location with reference to human and economical features Explain what a place might be like in the future taking account of issues impacting on human features 	<ul style="list-style-type: none"> Name and locate many of the world's major rivers on maps Name and locate many of the world's most famous mountain regions on maps Locate the USA and Canada on a world map and atlas Locate and name the main countries in South America on a world map and atlas

Computing	Algorithms and Programs	Data retrieving and organising	Communicating
	<ul style="list-style-type: none"> Combine sequences of instructions and procedures to turn devices on or off Understand input and output Use an ICT program to control an external device that is electrical and / or mechanical Use ICT to measure sound or light or temperature using sensors Explain 'what is' questions by playing adventure or quest games Write programs that have sequences and repetitions 	<ul style="list-style-type: none"> Listen to streaming audio such as online radio Download and listen to podcasts Produce and upload a podcast Manipulate sounds using Audacity Select music from open sources and incorporate into multimedia presentations Work on simple film editing 	<ul style="list-style-type: none"> Use instant messaging to communicate with class members Conduct a video chat with someone elsewhere in the school or in another school
	Using the internet	Databases	Presentation
	<ul style="list-style-type: none"> Use a search engine using keyword searches Compare the results of different searches Decide which sections are appropriate to copy and paste from at least two web pages Save stored information following simple lines of enquiry Download a document and save it to the computer 	<ul style="list-style-type: none"> Create a formula in a spreadsheet and then check for accuracy and plausibility Search databases for information using symbols such as = > or < Create databases planning the fields, rows and columns Create graphs and tables to be copied and pasted into other documents 	<ul style="list-style-type: none"> Use a range of presentation applications Consider audience when editing a simple film Know how to prepare and then present a simple film Use ICT to record sounds and capture both still and video images Make a home page for a website that contains links to other pages Capture sounds, images and video Use the word count tool to check the length of a document

Art	Drawing	Painting	Printing	Sketch books
	<ul style="list-style-type: none"> Identify and draw simple objects and use marks and lines to produce texture Successfully use shading to create mood and feeling Organise line, tone, shape and colour to represent figures and forms in movement Show reflections Explain why have chosen specific materials to draw 	<ul style="list-style-type: none"> Create a range of moods in paintings Express emotions accurately through their painting and sketches 	<ul style="list-style-type: none"> Print using a number of colours Create an accurate print design that meets a given criteria Print onto different materials 	<ul style="list-style-type: none"> Keep notes in their sketch books as to how they might develop their work further Use their sketch books to compare and discuss ideas with others

	3D / Textiles	Collage	Use of IT	Knowledge
	<ul style="list-style-type: none"> Experiment with and combine materials and processes to design and make 3D form Sculpt clay and other mouldable materials Use textile and sewing skills as part of a project eg hanging, textile books etc (including running stitch, cross stitch, backstitch, applique and/or embroidery) 	<ul style="list-style-type: none"> Use ceramic mosaic to produce a piece of art Combine visual and tactile qualities to express mood and emotion 	<ul style="list-style-type: none"> Create a piece of artwork which includes the integration of digital images taken Combine graphics and text based on their research Scan images and take digital photos and use software to alter them, adapt them and create work with meaning Create digital images with animation, video and sound 	<ul style="list-style-type: none"> Experiment with different styles which artists have used Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information

Languages	Listening and responding	Speaking	Reading and responding	Writing
	<ul style="list-style-type: none"> Understand longer passages made up of familiar language in simple sentences Identify the main points and some detail 	<ul style="list-style-type: none"> Hold a simple conversation with at least 3-4 exchanges Use knowledge of grammar to adapt and substitute single words and phrases 	<ul style="list-style-type: none"> Understand a short story or factual text and note some of the main points Use context to work out unfamiliar words 	<ul style="list-style-type: none"> Write a paragraph of about 3-4 sentences Adapt and substitute individual words and set phrases Use a dictionary or glossary to check words that

Dance	
	<ul style="list-style-type: none"> Plan and perform dances confidently Compose motifs and plan dances creatively and collaboratively in groups Adapt and refine the way they use weight, space and rhythm in dances to express themselves in the style of dance they use Perform different styles of dance clearly and fluently Organise own warm up and cool down exercises Show an understanding of safe exercising Recognise and comment on dances, showing an understanding of style Suggest ways to improve own and other people's work

PE	Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance (also covered separately)
	<ul style="list-style-type: none"> • Link skills, techniques and ideas and apply them accurately and appropriately • Show good control in their movements 	<ul style="list-style-type: none"> • Compare and comment on skills, techniques and ideas that they and others have used • Use observations to improve their work 	<ul style="list-style-type: none"> • Explain some important safety principles when preparing for exercise • Explain what effect exercise has on the body • Explain why exercise is important 	<ul style="list-style-type: none"> • Compose own dances in a creative and imaginative way • Perform to an accompaniment, expressively and sensitively • Movements are controlled • Show clarity, fluency,
	Games	Gymnastics	Athletics	Outdoor/ Adventurous
	<ul style="list-style-type: none"> • Gain possession by working as a team • Pass in different ways • Use forehand and backhand with a racquet • Field effectively • Choose the best tactics for attacking and defending • Use a number of techniques to pass, dribble 	<ul style="list-style-type: none"> • Make complex or extended sequences • Combine action, balance and shape • Perform consistently to different audiences • Movements are accurate, clear and consistent 	<ul style="list-style-type: none"> • Controlled when taking off and landing in a jump • Throw with accuracy • Combine running and jumping • Follow specific rules 	<ul style="list-style-type: none"> • Follow a map in an unknown location • Use and compass directions to navigate a route • Change their route if there is a problem • Change their plan if they get new information

DT	Developing, planning and communicating ideas		Working with tools, equipment, materials and components to make quality products		Evaluating processes and product
	<ul style="list-style-type: none"> • Come up with a range of ideas after the information has been collected • Take a user's view into account when designing • Produce a detailed step by step plan • Suggest some alternative plans and say what the good points and drawbacks are about each 		<ul style="list-style-type: none"> • Explain why finished product is going to be of a good quality • Explain how their product will appeal to the audience • Use a range of tools and equipment expertly • Persevere through different stages of the making process 		<ul style="list-style-type: none"> • Keep checking that the design is the best it could be • Check whether anything could be improved • Evaluate appearance and function against the original criteria
	Cooking and nutrition	Textiles	Electrical and mechanical components	Stiff and flexible sheet	Mouldable materials
	<ul style="list-style-type: none"> • Describe what to do to be hygienic and safe • Present a product well 	<ul style="list-style-type: none"> • Think what the user would want when choosing textiles • Make a product attractive and strong • Make up a prototype first • Use a range of joining 	<ul style="list-style-type: none"> • Incorporate a switch into a product • Refine product after testing it • Incorporate hydraulics and pneumatics 	<ul style="list-style-type: none"> • Measurements are accurate enough to ensure that everything is precise • Ensure that their product is strong and fit for purpose 	<ul style="list-style-type: none"> • Refine and further improve their product using mouldable materials

Knowledge and Understanding

- Discuss the positive and negative impact of the use of ICT in own lives and those of peers and family
- Understand the potential risk of providing personal information online
- Recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content
- Understand that some websites and / or pop ups have commercial interests that may affect the way information is presented
- Recognise the potential risk of using internet communication tools and understand how to minimise those risks (including scams and phishing)
- Understand that some material on the internet is copyrighted and may not be copied or downloaded
- Understand that some messages may be malicious and know how to deal with this
- Understand that online environments have security settings which can be altered to protect the user
- Understand the benefits of developing a 'nickname' for online use
- Understand that some malicious adults may use various techniques to make contact and elicit personal information
- Know that it is unsafe to arrange to meet unknown people online
- Know how to report suspicions
- Understand not to publish other people's pictures or tag them on the internet without permission
- Know that content put online is extremely difficult to remove

Skills

- Follow the school's safer internet rules
- Make safe choices about use of technology
- Use technology in ways which minimises risk eg responsible use of online discussions
- Create strong passwords and manage them so that they remain strong
- Independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school
- Competently use the internet as a search tool
- Reference information sources
- Use appropriate strategies for finding, critically evaluating, validating and verifying information eg using different keywords, skim reading to check relevance of information, cross-checking with different websites or other non-ICT resources
- Use knowledge of the meaning of different domain names and common website extensions (eg .co.uk; .com; .ac;

