

Year Five Curriculum Implementation - Information for parents and carers

This booklet provides information for parents and carers on the end of year expectations for children at Fiddlers Lane. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress. All the objectives will be worked on throughout the year and will be the focus of direct teaching.

Any extra support you can provide in helping your child to achieve these is greatly valued.

If you have any queries regarding the content of this booklet, or want support in knowing how best to help your child, please talk to your child's teacher.

If your child is struggling to meet these expectations, they will receive extra support. You will be informed if they are placed on the SEND register.

Fiddlers Lane completely promotes the development of the whole child. It is important to acknowledge that alongside these national expectations we encourage families to continue to nurture their child as they always have done.

Providing the sporting, social, musical and other enriching experiences beyond our school environment is crucial to their personal development and holds equal value in our school culture.

You will be kept up to date on your child's progress, towards these end of year expectations, through parents' evenings and Pride Time mornings throughout the year, as well as end year of reports.

Spoken Language



By the end of year 5, pupils are expected to be able to:

- Engage the listener by varying expression and vocabulary.
- Adapt spoken language depending on the audience, the purpose or the context.
- Develop ideas and opinions, providing relevant detail.
- Express point of view.
- Show understanding of the main points, including implied meanings in a discussion.
- Listen carefully in discussions. Make contributions and ask questions that are responsive to others' ideas and views.
- Use Standard English in formal situations.
- Begin to use hypothetical language to consider more than one possible outcome or solution.
- Perform own compositions, using appropriate intonation and volume so that meaning is clear.
- Perform poems and plays from memory, making careful choices about conveying ideas. Adapt expression and tone.
- Begin to select the appropriate register according to the context.

Reading



By the end of year 5, pupils are expected to be able to:

- 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.

What you can do to help.

Listening to your child read; talking to them about stories and reading to them is still one of the most advantageous and positive things that parents can do to support their child.

We feel that this is an essential part of a child's development and recommend this for all children. Please record in their reading record book when you have heard your child read, shared a story or read a magazine or nonfiction text.

Encourage your child to take part in our 'Read around the World' and 'Recommended Read' initiatives.

Writing



By the end of year 5, pupils are expected to be able to:

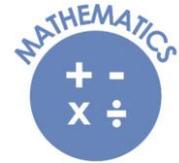
- Add phrases to make sentences more precise and detailed.
- Use range of sentence openers – judging the impact or effect needed.
- Begin to adapt sentence structure to text type.
- Use pronouns to avoid repetition.
- Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).
- Use the following to indicate parenthesis:
 - brackets
 - dashes
 - comma
- 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 (e.g. she began to run).
- Consistently organise into paragraphs.
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
- Write legibly, fluently and with increasing speed.
- Explore poetry.

What you can do to help.

Your child will receive spelling homework and have lists of key words to learn. You can help them with this by reading the words with them and encouraging them to write them down.

Encourage your child to complete homework tasks which include writing.

Mathematics



By the end of year 5, pupils are expected to be able to:

- Count forwards and backward 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 2 decimal places to nearest whole number and 1 decimal place.
- Add and subtract numbers with more than 4-digits using formal written method.
- Use rounding to check answers.
- Multiply 4-digits by 1-digit/ 2-digit
- Divide up to 4-digits by 1-digit
- Multiply & divide whole numbers & decimals by 10, 100 and 1,000
- 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.

What you can do to help.

Encourage your child to complete their weekly maths homework. Practice recall of times tables and related division facts. This can take a lot of repetition before the facts are embedded.



By the end of year 5 pupils are expected to:

Working scientifically (Y5 and Y6)

- Know how to plan different types of scientific enquiry.
- Know how to control variables in an enquiry.
- Measure accurately and precisely using a range of equipment.
- Know how to record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Use the outcome of test results to make predictions and set up a further comparative and fair tests.
- Report findings from enquiries in a range of ways.
- Know how to explain a conclusion from an enquiry.
- Explain causal relationships in an enquiry.
- Know how to relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.
- Read, spell and pronounce scientific vocabulary accurately.

Year 5 Biologists are expected to:

Living things and their habitats

- know the life cycle of different living things, e.g. mammal, amphibian, insect bird.
- know the differences between different life cycles.

Animals, including humans

- create a timeline to indicate stages of growth in humans.

Chemistry

- know the properties and changes of materials
- know how a material dissolves to form a solution; explaining the process of dissolving.
- know and show how to recover a substance from a solution.
- know how some materials can be separated.
- demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating).
- know and can demonstrate that some changes are reversible and some are not.
- know how some changes result in the formation of a new material and that this is usually irreversible.
- know about reversible and irreversible changes.
- give evidenced reasons why materials should be used for specific purposes

Physics

Earth and space

- know about and explain the movement of the Earth and other planets relative to the Sun.
- know about and explain the movement of the Moon relative to the Earth.
- know and can demonstrate how night and day are created.
- can describe the Sun, Earth and Moon (using the term spherical).

Forces

- know what gravity is and its impact on our lives.
- identify and know the effect of air resistance.
- identify and know the effect of water resistance.
- identify and know the effect of friction.
- explain how levers, pulleys and gears allow a smaller force to have a greater effect.

History

By the end of year 5 pupils are expected to:

- know where the Anglo-Saxons came from.
- use a timeline to show when the Anglo-Saxons were in England
- know that many Anglo-Saxons were farmers.
- know that the Anglo-Saxons gave us many of the words that we use today.
- describe events from the past using dates when things happened.
- know how an event or events from the past has shaped our life today.
- draw a timeline with different historical periods showing key historical events or lives of significant people
- know how the lives of wealthy people were different from the lives of poorer people.



Geography

By the end of year 5 pupils are expected to:

- know about name and locate many of the world's most famous mountainous regions.
- know why most cities are situated by rivers.
- know about the course of a river.
- name and locate many of the world's most famous rivers.
- know why ports are important and the role they play in distributing goods around the world.



Art



By the end of year 5 pupils are expected to:

- identify and draw objects and use marks, lines and different medias to produce texture.
- know how to successfully use shading to create mood and feeling.
- know how to organise line, tone, shape and colour to represent figures and forms in movement.
- know how to use shading to create mood and feeling.
- know how to express emotion in my art.
- know how to create an accurate print design following criteria.
- know how to use images, which I have created, scanned and found; altering them where necessary to create art.
- research the work of an artist and use their work to replicate a style.

Design Technology



By the end of year 5 pupils are expected to:

- come up with a range of ideas after collecting information from different sources.
- produce a detailed, step-by- step plan.
- suggest alternative plans; outlining the positive features and draw backs.
- explain how a product will appeal to a specific audience.
- evaluate appearance and function against original criteria.
- use a range of tools and equipment competently.
- make a prototype before making a final version.
- show that they can be both hygienic and safe in the kitchen.

PE



By the end of year 5 pupils are expected to:

Games

- gain possession by working a team.
- pass in different ways.
- use forehand and backhand with a racket.
- perform consistently to different audiences.
- choose a tactic for defending and attacking.
- use a number of techniques to pass, dribble and shoot.

Performing

- Warm up prior to exercise.
- Find space and is aware of others.
- Demonstrate agility balance, coordination and precisions.
- Perform with control and poise.

- Walk alongside others when attacking and defending.
- Perform actions and sequences of movement.

Competing

- Enjoy competing and challenging.
- Apply skills effectively.
- Be self-motivated and confident.
- Demonstrate tactical awareness.
- Demonstrate sporting values.

Gymnastics

- Make complex extended sequences.
- Combine action, balance and shape.
- Perform consistently to different audiences.

Dance

- Compose my own dances in a creative way.
- Perform to an accompaniment.
- Dance shows clarity, fluency, accuracy and consistency.

Athletics

- Controlled when taking off and landing.
- Throw with accuracy.
- Combine running and jumping.

Outdoor and adventurous

- Follow a map into an unknown location.
- Use clues and a compass to navigate a route.
- Change my route to overcome a problem.
- Use new information to change my route.

Computing

By the end of year 5 pupils are expected to:

Algorithms and programming

- Combine sequences of instructions and procedures to turn devices on and off.
- Use technology to control an external device.
- Design algorithms that use repetition & 2-way selection.

Information technology

- Analyse information.
- Evaluate information.
- Understand how search results are selected and ranked.

Digital literacy

- Understand that you have to make choices when using technology and that not everything is true and/or safe.



Safe computer use – knowledge and understanding

- Discuss the positive and negative impact of the use of ICT in my own life, my friends 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 the information is presented.
- Recognise the potential risks 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 any suspicions.
- Understand not publish other people's pictures or tag them on the internet without permission.
- Know that content put online is extremely difficult to remove.
- Know what to do if something malicious or inappropriate is discovered.

Music

By the end of year 5 pupils are expected to:

- know how to breathe in the correct place when singing.
- know how to improvise within a group using melodic and rhythmic phrases.
- know how to change sounds or organise them differently to change the effect.
- know how to compose music which meets specific criteria.
- know how to choose the most appropriate tempo for a piece of music.
- know how to describe, compare and evaluate music using musical vocabulary.
- know how to explain why I think music is successful or unsuccessful.
- know how to suggest improvement to my own work and that of others.
- know how to contrast the work of a famous composer with another and explain my preferences.



RE

By the end of year 5 pupils are expected to:

- know what it means to be a Muslim in Britain today
- know what belief is (atheism, theism, agnostic)
- know what it means to be a Christian

MFL

By the end of year 5 pupils are beginning to

Spoken language

- hold a simple conversation with at least 4 exchanges.
- use knowledge of grammar to speak correctly.

Reading

- understand a short story or factual text and note the main points.
- use the context to work out unfamiliar words.

Writing

- write some sentences.



PHSE / British Values

British values are promoted in much of what we do, for example during assemblies, RE, PSHSE sessions. The values are also integral to our vision and values as a school.

Empowering Learning

Empowering Learning is an integral part of our curriculum at Fiddlers Lane. It involves working on a range of ways to develop and progress 'learning to learn' skills. Over a year each class works on a different area of Empowering Learning, which build on the previous year.

The themes are about pupils being: Team Workers, Reflective Learners, Effective Participators, Independent Enquirers, Resourceful Thinkers and Self Managers.

Certificates are given out weekly, for pupils showing the skills in a half term's theme.

Unique experiences in year 5 at Fiddlers Lane

- Manchester United football coaching.
- Virtual Reality Experience
- Visits to ICA for 'Taster' sessions e.g. languages, watch a musical
- Visit Manchester Museum Egyptian Gallery