NOTTINGHAM BRITISH SCHOOL – CURRICULUM DEVELOPMENT 2019

Year 5

	October Assessment	December Assessment	March Assessment	June Assessment	Age Related Expectation By the end of the year every student will be able to ….
Reading	• increasing their familiarity with a wide range of books, fiction from our literary heritage • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding	• increasing their familiarity with a wide range of books, including modern fiction, • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books • identifying how language, structure and presentation contribute to meaning	• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet. With an emphasis of new words and their meanings, as well correct pronunciation • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction	• increasing their familiarity with a wide range of books, including books from other cultures and traditions • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing	Read a range of books including fiction and non-fiction. Students will be able to summarise the main ideas of a given text. Students will be able to justify their opinions through implicit and explicit meanings conveyed in books. Students will be able to draw inferences about character's thoughts and feelings through words and phrases used within a text. Students will gain greater independence when looking at wider meanings within books; through exploring themes and main ideas. Students will continue to develop their personal reading and be able to recommend books to their peers Students will participate in

	○ *Oliver Twist* (Children's version) ○ Continue GGR ○ Comprehension	○ *Kensuke's Kingdom* by Michael Morpurgo (fiction) ○ Performance poetry ○ Continue GGR ○ Comprehension	○ *The Firebird* (myths and legends: Russian folk tale) ○ *(Optional) The Arctic (non-fiction)* ○ Poems (myths and legends) ○ Continue GGR ○ Comprehension	○ *Grandpa Chatterji* by Jamila Gavin (Fiction- other cultures and traditions) ○ Poems (other cultures and traditions) ○ Continue GGR ○ Comprehension	discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Students will be able to explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Students will be able to provide reasoned justifications for their views
Writing	• spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused • use dictionaries to check the spelling and meaning of words • use a thesaurus. • proposing changes to vocabulary, grammar and punctuation to enhance effects and	• plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where	• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, • using further organisational and presentational devices to structure text and to	Students will be able to assess the effectiveness of their own and others' writing proof-read for spelling and punctuation errors using a wide range of devices to build cohesion within and across paragraphs Write for a range of audience and purpose Plan, draft and redraft their writing; proposing changes where necessary

	clarify meaning **Diary entries** **Creative writing linked to the life of a child during the Victorian period** **Newspaper reports** **Formal letters**	necessary **newspaper reports** **reports** **story re-telling** **story summarising** **informal letters** **Chronological recounts** **Writing a diary entry**	passages **information texts** **persuasive letters** **balanced arguments** **Persuasive letters** **Newspapers (linked to climate change)** **fact file** **writing poems**	guide the reader [for example, headings, bullet points, underlining] **Create character** **Write a poem** **Information booklet** **Extending narratives** **Creating leaflets**	Use tense consistently in extended pieces of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
SPAG	• using expanded noun phrases to convey complicated information concisely • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using commas to clarify meaning or avoid	• using hyphens to avoid ambiguity • Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]	• using adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • using semi-colons, colons or dashes to mark boundaries between independent clauses	• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using brackets, dashes or commas to indicate parenthesis • punctuating bullet points consistently • using commas to clarify meaning or avoid ambiguity in writing	Students will be able to form sentences that are grammatically correct with an increasing command over their use of English Students will be able to use a range of punctuation to demarcate sentences Students will be able to choose appropriate vocabulary and punctuation to enhance their meanings Students will be able to use expanded noun phrases to improve

	ambiguity in writing Capital letters, full stops, exclamation marks, apostrophes and using commas to clarify meaning or avoid ambiguity in writing). To use expanded noun phrases when writing. Past/present verbs	Prefixes, suffixes, hyphens, homophones and synonyms	• using a colon to introduce a list Modal verbs Fronted adverbials Relative clauses Parenthesis Inverted commas colons	• modal verbs to indicate degrees of possibility Commas Inverted commas Modal verbs for possibility Bullet points	their writing Students will be able to recognise grammatical errors in their own or others writing and make appropriate changes
Speaking	To research a topic and talk confidently in front of an audience – discuss the actions of the character (debate) Role play	Present a book review	Role play - play script	Extended Presentation on a subject of students choice	explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.
Listening	• Can begin to use awareness of grammar to make sense of talk by teachers and peers (e.g. '*went*' for past time) • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and	• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with	• articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention	• participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building	Students will be able to effectively listen to peers and adults Give reasoned feedback Use what they have learned through listening to ask effective questions and to provide further input To listen attentively when someone is speaking

	knowledge • use relevant strategies to build their vocabulary	an increasing command of Standard English	and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	on the contributions of others • select and use appropriate registers for effective communication.	To be able to summarise what they have heard
Math	Number: number and place value • 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	Statistics: • solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables, including timetables. Measurement: • convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram	Number – fractions (including decimals and percentages) • Recognise mixed numbers and improper fractions and convert from one to the other. • Read and write decimal numbers as fractions. • Recognise the % symbol and understand percent relates to a number of parts per hundred. • Write percentages as a fraction with denominator hundred and as a decimal fraction. • Compare and add fractions whose denominators are all	Number – multiplication and division • 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 (nonprime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 • 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	Students will be able to work with numbers up to 1,000,000. Students will be able to use their understanding of multiplication, division, addition and subtraction, as inverses to solve multistep problems. Students will work through reasoning and problem-solving sums using all four operations. Students will be able to solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Students will work through using percentages, decimals and fractions and understand how to convert between them.

	and practical problems that involve all of the above • read Roman numerals to 1000 (M) and recognise years written in Roman numerals. Number: addition and subtraction • 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 Geometry: properties of shapes: • identify 3-D shapes, including cubes and other cuboids, from 2-D representations • know angles are	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	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 = 100 71] • 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	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 • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates Geometry: properties of shapes: • 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 (^{o}) • identify: angles at a point	Students will be able to understand what factors, multiples, prime and composite numbers are. Students will be able to distinguish 3D shapes from their nets Students will be able to use the properties of rectangles to deduce related facts and find missing lengths and angles Students will be able to distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Students will be able to interpret statistics presented as line graphs. Students will be able to convert metric and imperial measures Students will look at reflection and translation of shapes

	measured in degrees: estimate and compare acute, obtuse and reflex angles • draw given angles, and measure them in degrees (^{o}) • identify: angles at a point and one whole turn (total 360^o) • angles at a point on a straight line and ½ a turn (total 180^o) • other multiples of 90^o Number: multiplication and division: • 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 • 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	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 Number – fractions (including decimals and percentages) • 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	• Round decimals with 2dp to the nearest whole number and to 1dp. • Recognise and use square numbers and cube numbers; and use the notation ^{2} and ^{3}. Geometry – position and direction • 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. • Pupils recognise and use reflection and translation in a variety of diagrams, including continuing to use a 2-D grid and coordinates in the first quadrant. Reflection should be in lines that are parallel to the axes	and one whole turn (total 360^o) • angles at a point on a straight line and ½ a turn (total 180^o) • other multiples of 90^o Measurement: • 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 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] • solve problems involving converting between units of time	

		hundredths			
Science	**Living Things and Their Habitats: Reproduction in Plants and Animals** Describe the difference 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.	**Earth, Space and Beyond** 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** 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	**Properties of materials** 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,	Students will develop their understanding of the world around them through exploring key topics: living things, earth and space, forces and properties of materials Students will form scientific enquiries through Identifying scientific evidence that has been used to support or refute ideas or arguments. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials.

	Tasks **Study different animals and their life cycles. Explore reproduction in plants.**	**Tasks** **Create models of the solar system. Look at the relationship between the earth, sun and moon – night/day and seasons.**	**Tasks** **Understand the theory of gravity, Newton and forces. Conduct experiments and hypothesise about effects of different forces.**	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. **Tasks** **Understand the properties of different materials. Make predictions and carry out scientific observations.**	