St Peter's C.E Swinton

My Five Year Journey

St Peter's Learning Journey

This booklet provides information for parents and carers on the end of year expectations for children in our school.

All the objectives will be covered throughout the year and will be the focus of direct teaching. Any support you can provide in
helping your child to achieve these is greatly appreciated.

Please find below an overview of the Year Five topics for this year.

Autumn 1	**Mighty Monarchs – The Tudors**
Autumn 2	**Victorian Salford**
Spring 1	**Locks and Quays**
Spring 2	**North and South America**
Summer 1	**World of Wonders – mountains**
Summer 2	**Early Islamic Civilisation**

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 class teacher.

HOME-SCHOOL AGREEMENT

1. The Parent/Guardian will:

See that my child goes to school regularly, on time, properly equipped and prepared to learn
Make the school aware of any concerns or problems that might affect my child's work or behaviour
Support the school's policies (all major policies are highlighted in the prospectus, available on the website – www.stpetersswinton.co.uk – or can be requested in paper form upon from the school office)
Support the school's behaviour expectations and guidelines
Support my child by providing opportunities for home-learning
Attend parents' evenings and discussions about my child's progress
Get to know about my child's life at school
Will not withdraw my child from school during the period of their enrolment except for the reason of illness, or other cause which the Governors consider to be reasonable.

2. The School will:

Care for your child's safety, well-being and happiness
Ensure that your child achieves their full potential as a valued member of the school community
Provide a balanced, stimulating curriculum to meet individual needs and cater for the 'whole' child
Aim for high standards of work and behaviour through building good relationships and developing a sense of responsibility
Keep you informed about general school matters and about your child's progress in particular
Provide a variety of extra-curricular activities
Be open and welcoming.

3. The Pupil will:

Attend school regularly and on time
Bring all the equipment I need every day
Wear the school uniform and be tidy and smartly dressed
Do all my class-work, homework and reading as well as I can
Respect the needs of others and be polite and helpful towards them
Follow the school's behaviour policy
Help to keep the school a safe, happy place.

Thank you for taking the time to work in partnership for the benefit of the children.

Together We Believe, Aspire And Achieve

A Year Five Child
English

Being a reader

- I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list.
- I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.
- I can write or give a detailed book review including reasons why I would recommend the book.
- I can understand what I am reading by checking that the book makes sense and finding the meaning of new words from the context.
- I can find and write down facts and information from non-fiction texts.
- I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.
- I can ask sensible and interesting questions about the texts to help me understand them more.
- I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.
- I can talk about how authors use language, including figurative language, and the impact it has on the reader.
- I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and to make the meaning clear.

Being a speaker

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- I can re-read and read ahead to check for meaning.
- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- I can identify significant ideas, events and characters; and discuss their significance.
- I can recite poems by heart, e.g. narrative verse, haiku.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Being a writer

- I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.
- I can write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.
- I can write pieces describing settings, characters and atmosphere, and include speech that helps picture the character and their personality or mood.
- I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.
- I can mark and edit work to have the correct tense throughout.
- I can proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose.
- I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.
- I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.
- I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.
- I can use brackets and can also use dashes or commas for the same purpose.

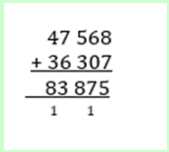
Being a mathematician - *Number*

- **I can read, write, order and compare numbers up to at least 1,000,000 (one million) and say the value of each digit.**
- I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000.
- **I can use negative numbers in context when looking at temperature or money, counting forwards and backwards through 0.**
- **I can solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.**
- **I can add and subtract numbers:**
  - **with 2 and 3 digits in my head**
  - **with more than 4 digits using written methods.**
- I recognise mixed numbers and improper fractions and can convert from one to the other.
- **I can read and write decimal numbers as fractions.**
- I can write percentages as a fraction with denominator hundred and as a decimal fraction.
- **I can compare and add fractions whose denominators are all multiples of the same number.**
- I can round decimals with 2dp to the nearest whole number and to 1dp.
- I can multiply numbers up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for a 2-digit number.
- I can divide numbers up to 4-digits by a 1-digit number.
- **I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.**
- **I can solve problems involving multiplication and division:**
  - **using factors and multiples, squares and cubes.**
  - **scaling by simple fractions and problems involving simple rates.**
- **I can read, write, order and compare numbers up to 3dp.**

A Year Five Child Mathematics

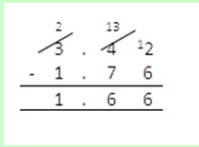
Addition strategies

Column addition



Subtraction strategies

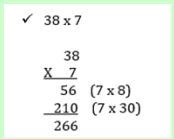
Column subtraction



Multiplication strategies

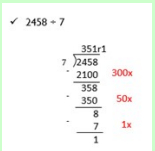
Grid method

Expanded column

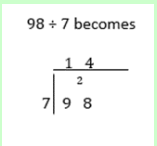


Division strategies

Chunking



Short division



Being a mathematician

Measurement, geometry & statistics

- I can estimate and compare acute, obtuse and reflex angles.
- **I can draw given angles and measure them in degrees.**
- **I can convert between different units of metric measures e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre.** and estimate volume and capacity.
- **I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.**
- **I can calculate and compare the areas of squares and rectangles including using standards units (cm^2 and m^2) and estimate the area of irregular shapes.**
- **I can tell the difference between regular and irregular polygons. I can do this using reasoning about equal sides and angles.**
- I can solve comparison, sum and difference problems using information presented in a line graph.
- **I can complete, read and interpret information in tables, including timetables.**

A Year Five Child

Being a scientist

Earth and Space

- 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

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
- Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Living things and their habitats

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals

Animals inc humans

- Describe the changes as humans develop to old age

Being a geographer

Locational and place Knowledge

- Can they name and locate many of the world's most famous mountain regions and deserts on maps?
- Can they locate the USA and Canada on a world map and atlas?
- Can they locate and name the main countries in South America on a world map and atlas?
- Can they locate the Tropic of Cancer and the Tropic of Capricorn?

Human and physical geography

- Can they give an extended description of the human features of different places around the world?
- Can they map land use with their own criteria?
- Can they describe how some places are similar and others are different in relation to their physical features?

Geographical skills and fieldwork

- Can they collect information about a place and use it in a report?
- Can they map land use?
- Can they find possible answers to their own geographical questions?
- Can they make detailed sketches and plans; improving their accuracy later?
- Can they plan a journey to a place in another part of the world, taking account of distance and time?

Being a historian

Chronological understanding

- To be able to use dates and historical language in their work.
- To draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc..
- To use mathematical skills to work exact time scales and differences as need be.

Knowledge and interpretation

- To be able to describe historical events from the different period/s they are studying/have studied.
- To make comparisons between historical periods; explaining things that have changed and things which have stayed the same.
- To explain the role that Britain has had in spreading Christian values across the world.
- To begin to appreciate that parliament has made major decisions for a long period of time.
- To appreciate that significant events in history have helped shape the country we have today.
- To demonstrate a good understanding as to how crime and punishment has changed over the years.

Historical enquiry

- To be able to test out a hypothesis in order to answer a question.
- To show an appreciation of how historical artefacts have helped us understand more about British lives in the present and past.

A Year Five Child

Being an artist

Drawing:

- Identify and draw simple objects.
- Use marks and lines to produce texture.
- Successfully shade to create mood and feeling.
- Organise line, tone, shape, and colour to represent figures and form in movement.
- Show reflections in drawings.
- Explain why they have chosen specific materials to draw with.
- Use new media such as pen and ink.
- Make a collection of drawings around a theme.
- Use hard and soft lines to show detail in the distance, foreground, and avoid using a rubber.
- **Painting:**
- Use layers of paint to add detail to background colours.
- Create mix media work.
- Create different skin tones.
- Create all the colours they need for their work. (Colour palette).
- Create moods and feelings in paintings using colour, tones and tints. .
- Express emotions accurately through paintings and sketches.
- Use artists' work as a starting point and create work in the style of different artists.
- **Printing:**
- Print using a number of colours.
- Build up layer, colour and texture.
- Create a print that meets a given criteria.
- Print onto different materials.
- Overprint using different colours.
- Look at work of other print makers eg. Andy Warhol.
- **3D:**
- Sculpt clay and mouldable materials. Use tools to carve, shape, add texture and pattern.
- Make maquettes (small prototype sculptures) and display in front of a photograph of a particular location.

Being a computer user

- **Algorithms and programs:**
- Can they use repeat instructions to draw regular shapes on screen using commands?
- Can they make turns, specifying the degrees?
- Can they programs that have sequences and repetitions?
- Can they make accurate predictions about a program they have written?
- **Data retrieving and organising:**
- Can they capture images using iPads, screen capture and the internet?
- Can they choose images and download to a file?
- Can they copy graphics from a range of sources and paste into a publishing program/app?
- **Communicating:**
- Can they use instant messaging/blog to communicate with class members?
- Can they use the word count tool to check the length of a document?
- Can they use bullets and numbering tools?
- **Using the internet:**
- Can they using a search engine using keyword searches?
- Can they compare the results of different searches?
- Can they decide which sections are appropriate to copy and paste from websites?
- Can they save shared information following simple lines of enquiry?
- **Databases:**
- Can they create graphs and tables to be copied and pasted into other documents?
- **Presentation:**
- Can they use a range of presentation applications?
- Can they use ICT to record sounds and capture both still and video images?
- Can they make a home page for an app that contains links to other pages?
- Can they capture sounds, images and video?

Being a designer

- **Design:**
- Generate innovative ideas through research including surveys, interviews and questionnaires and discussion with peers to develop a design brief and criteria for a design specification.
- Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.
- Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views and where appropriate, computer-aided design.
- Carry out research, using surveys, interviews, questionnaires and web-based resources
- Identify the needs, wants, preferences and values of particular individuals and groups
- Develop a simple design specification to guide their thinking.
- Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.
- Explore a range of initial ideas and make design decisions to develop a final product linked to user and purpose.
- Use words, annotated sketches and ICT as appropriate to develop and communicate ideas.
- **Make:**
- Produce detailed lists of equipment and fabrics relevant to their tasks
- use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components
- Write a step-by step plan, including a list of resources required.
- Follow procedures for safety and hygiene.
- Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.
- Write a step by step recipe, including a list of ingredients, equipment and utensils.

A Year Five Child

Being an artist cont.

- Work as part of a group to create large sculptures such as robots, animals, totem poles
- Experiments and combine materials and process to design and make 3D art.
- Create models on a range of scales.
- **Textiles:**
- Develop range of stitches.
- Use textile and sewing skills as part of a project (including running stitch, cross stitch, back stitch, appliqué and/ or embroidery.
- Look at artists work (William Morris) and use it to create a class piece Use their textile skills in a project.
- Develop a range of stitches.
- **Use of ICT:**
- Create a piece of art work which includes the integration of digital images they have taken.
- Combine graphics and texts based on research.
- Scan images and take digital photos and use software to alter and adapt them.
- Create digital images with animation video and sound to communicate their ideas.
- **Knowledge:**
- Experiment with different styles that artists' have used.
- Learn about the work of others by looking at books, the internet and galleries.
- Use observational skills to replicate artists work
- Can explore the impact of well-known artists' work on the society at the time
- **Sketch books:**
- Show how ideas have developed +improved.(use annotations)
- Show what further changes they would make and how they would develop further work.
- Show how children have compared and discussed ideas with others
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Being a linguist

- **Ourselves and Family**
- Basic greetings
- Questions and answers
- Name and age
- Where I live
- **Celebrations (Intercultural Understanding)**
- Simple colours
- Basic Christmas nouns
- Colour adjectives
- Cultural traditions
- **School**
- Classroom commands
- Classroom equipment nouns
- **Weather**
- Days of week
- Simple weather nouns in simple sentences
- Hot/cold
- **Hobbies and sports**
- Sport and hobby nouns
- Express simple likes and dislikes
- **Holidays and travel**
- Food and drink nouns
- Café or restaurant role play
- Question and answer
- *What would you like? I would like…*

Being a designer cont.

- Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.
- Make, decorate and present the food product appropriately for the intended user or purpose.
- **Evaluate:**
- Investigate and analyse textile products linked to their final product.
- Compare the final product to the original design specification.
- Test products with intended user and critically evaluate the quality of design, manufacture, functionality and fitness for purpose.
- Consider the views of others to improve their work.
- Investigate famous manufacturing and engineering companies relevant to the project.
- Carryout sensory evaluation of a range of relevant products and ingredients. Record the evaluations using eg. tables, graphs, charts such as star diagrams.
- Understand how key chefs have influenced eating habits to promote varied and healthy diets.
- Know that a recipe can be adapted by adding or substituting one or more ingredients Celebrating culture and seasonality
- **Know** how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source
- **Know** how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking
- **Know** that recipes can be adapted to change the appearance, taste, texture and aroma
- Know that mechanical and electrical systems have an input, process and output
- Know the correct technical vocabulary for the projects they are undertaking

Being a musician

Listen and appraise:

- To identify and move to the pulse with ease.
- To think about the message of songs
- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
- Listen carefully and respectfully to other people's thoughts about the music.
- When you talk, try to use musical vocabulary.
- To talk about the musical dimensions working together in the unit songs.
- Talk about the music and how it makes you feel.
- **Singing**
- To sing in unison and to sing backing vocals
- To enjoy exploring singing solo.
- To listen to the group when singing.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To experience rapping and solo singing.
- To listen to each other and be aware of how you fit into the group.
- To sing with awareness of 'being in tune.'
- **Playing:**
- Play a musical instrument with the correct technique within the context of the unit song.
- Select and learn an instrumental part that matches the musical challenge, using one of the differentiated parts.

Being a musician cont.

- To rehearse and perform their part within the context of the unit song.
- To listen to and follow musical instructions from a leader.
- To lead a rehearsal session.
- **Improvisation:**
- Improvise using instruments in the context of a song to be performed.
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RE/PSHEC Themes

- **5.1 How and why do Christians read the Bible?**
- Deepen children's understanding of the importance and impact of the contents of the Bible.
- Develop further understanding of holy books from faiths other than Christianity and their significance in the lives of believers.
- **5.2 Christmas. The gospels of Matthew and Luke**
- Provide a Biblical perspective on the nativity story.
- Challenge ideas and deepen understanding of the true meaning of Christmas.
- **5.7 Christmas around the world**
- Develop perceptions of Christmas beyond experiences in Britain.
- Increase understanding of Christianity as a world faith
- **5.3 Jesus the teacher**
- Emphasise Jesus' skills as a great teacher.
- Consider carefully the messages of the parables and how they impact on the lives of practising Christians.
- **5.4 Why do Christians believe that Easter is a celebration of victory?**
- Explore the Easter story from the perspective of it being the story of Christ's triumph and victory over death.
- **5.9 Pentecost, what happened next?**
- Gain greater understanding of the lives and resilience of the early Christians.
- Realise the significance of the life of St Paul and the concept of mission.
- Learn basic facts about how Christianity came to Britain.
- **5.6 Exploring loss, death and Christian hope**
- Ask questions and discuss feelings about loss, death and heaven.
- Open up ideas and perceptions of loss, death and Christian hope, allowing time to think about and respond to the key questions in a safe environment.
- Develop understanding of Christian hope and the promise of eternal life with God.
- Reflect upon the actions of these women and consider what we can learn from their stories

Being a designer cont.

- Know how mechanical systems such as cams or pulleys or gears create movement
- Know that a 3D textiles product can be made from a combination of fabric shapes
- Understand about seasonality in relation to food products and the source of different food products.
- Know and use relevant technical and sensory vocabulary.

RE/PSHEC Themes cont.

SRE

- **Talking about puberty**
- Explain the main physical and emotional changes that happen during puberty.
- Ask questions about puberty with confidence.
- **Male and female changes**
- Understand how puberty affects the reproductive organs.
- Describe how to manage physical and emotional changes.
- **Puberty and hygiene**
- Explain how to stay clean during puberty
- Describe how emotions change during puberty
- Know how to get help and support during puberty.

Being a sportsman

Games

- I can gain possession by working as a team
- I can pass in different ways
- I can use forehand and backhand with a racket
- I can field
- I can choose a tactic for defending and attacking
- I can use a number of techniques to pass, dribble and shoot

Gymnastics

- I can make complex extended sequences
- I can combine action, balance and shape
- I can perform consistently to differentaudiences

Dance

- I can compose my own dances in a creative way
- I can perform to an accompaniment
- My dance shows clarity, fluency, accuracy and consistency

Athletics

- I am controlled when taking off and landing
- I can throw with accuracy
- I can combine running and jumping

Outdoor and adventurous

- I can follow a map in an unknown location Ican use clues and a compass to navigate aroute
- I can change my routeto overcome a problem
- I can use new information to changemy route