Summerseat Methodist Primary School

Steps in Learning, Skills for Life

Expectations for Upper Key Stage Two

(Cycle A, Year Five)

What knowledge and skills will you gain on your learning journey this year?

Summerseat Methodist Primary School's Steps in Learning

This booklet provides an overview of the topics taught in the year group for all the subjects and also outlines the end of year exceptions for children in our school for maths and English. It also contains the knowledge organisers for maths and English which we use with the children in school. Science, geography and history knowledge organisers for the autumn term are also included for information and subsequent terms will come home at the start of each topic to let you know the key knowledge children will gain during the topic.

At the back of the booklet are our learning to learn skills which are taught progressively and explicitly in all year groups to ensure our pupils leave the school as 'well rounded' individuals.

This is a 'snapshot' of our curriculum and more information on skills progression for each curriculum area can be found in our subject 'Steps in Learning' which are our key progression documents.

Class Ash Topics—Cycle A	
Autumn 1	Romans
Autumn 2	
Spring 1	Volcanoes and Earthquakes
Spring 2	Trade Links
Summer 1	Anglo-Saxons
Summer 2	Vikings

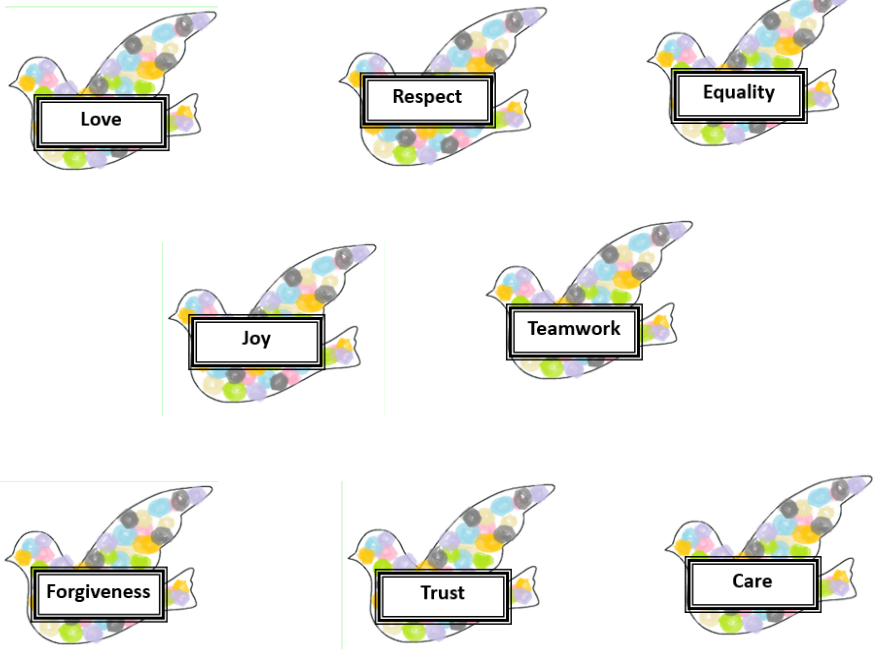
If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's class teacher.

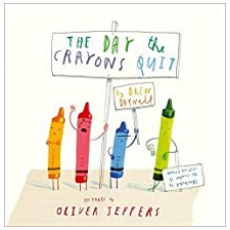
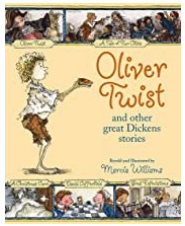
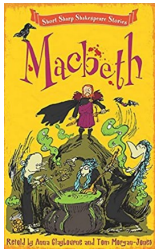
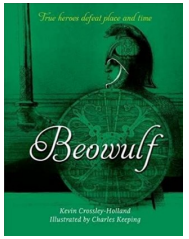
For further detail, please see the Subject Steps in Learning which are our key progression framework. Content in this booklet is summarised.

The school vision, motto and values have directed our curriculum intent and design and are interwoven within in.

"I have come so that they may have life and have it to the full." John 10:10

Believe. Achieve. Shine.



Summerseat Methodist Primary School – Steps in Learning Class Ash – Cycle A						
	Autumn1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Topic	Romans		Volcanoes and Earthquakes	Trade Links	Anglo-Saxons	Vikings
Hook	Invasion			Lancashire Hot Pot Tasting		
Visits and Visitors		Romans Visit			Anglo– Saxons Visit	
Key Texts	 The Day the Crayons Quit – Jeffers	 Oliver Twist & other Great Dickens Stories- Williams	 Kensuke's Kingdom – Michael Morpurgo	Food Fight	 Mac-beth – Shakespeare	 Beowulf – Crossley Hol-land
Additional Stimulus	Film Clips - Little Freak / Alma	Focus – Great Expecta-tions / Christmas Carol Animations	Volcanoes	Mr Bunny's Chocolate Factory	Macbeth #Killingit (OMG Shakespeare) – Shake-speare & Carbone How to cook children	Beowulf – Morphurgo
Writing Outcomes	Letter writing—formal and informal letters of com-plaint Diary Suspense Narrative	Dialogue – Oliver Twist Narrative – Setting de-scription Character description – Miss Havisham / Scrooge Formal letter of apology	Non-Chronological Re-port – Volcanoes and Earthquakes Adventure Narrative Diary	Explanation – linked to Mr Bunny Balanced Argument – should chocolate be banned? Newspaper Narrative	Performing scenes Descriptions Instructions / Explanation	Description Narrative Non-chronological report – mythical creature
Mathematics	Place Value Four Operations	Four operations Fractions	Four operations Fractions	Decimals and percentages Perimeter and area statistics	Shape Position and direction Decimals	Negative Numbers Converting Units Volume
Science	<u>Physics</u> Forces Magnets	<u>Physics</u> Light <u>Sustainability</u> Light Pollution	<u>Chemistry</u> Properties of Materials	<u>Chemistry</u> Reversible and Irreversible Changes <u>Sustainability</u> Plastic Pollution	<u>Biology</u> Animals Including Hu-mans <u>Biology</u> Reproduction A	<u>Biology</u> Lifecycles <u>Biology</u> Reproduction B

Summerseat Methodist Primary School – Steps in Learning Class Ash – Cycle A						
	Autumn1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
History	Romans				Anglo-Saxons	Vikings
Geography			Volcanoes and Earth-quakes	Trade Links		
Art	**Collage** Pietro Cavallini / Em-ma Biggs Topic link – Romans in History		**Printing** Hokusai Volcanoes		**3D Art** Investigate local sculp-ture (Irwell Sculpture Trail) Make our own sculpture trail based on Yayoi Kusa-ma flowers for Copse Cor-ner	
Design Technology		**Structures** **Stiffening, reinforcing/ frames** **Bridges** **Engineer: Romans / Brunel**		**Food technology** ***Celebrating Culture / Food storage*** **Lancashire Hotpot** *Bury market Focus* *Chef: **Fanny Cradock** / Hairy Bikers* *& local history of Bury Market*		**Mechanisms Pulleys and CAMS** **Viking Long Boats** *Links to History topic*
Computing	Quizzing	Game Creator	Spreadsheets	Coding	5 word Processing	3-d Modelling
Music	Dancing in the Street (Motown)	Songs for Christmas Modern / Contempo-rary: Derbyshire	Romantic Period: Tchaikovsky 'Swan Lake' and Debussy	Recorder	Livin' on a prayer (Rock)	Happy! (pop and soul)
RE	What does it mean to be a Muslim in Britain today?	INCARNATION Was Jesus the Messiah? **Christmas**	GOD: What does it mean if God is Holy and Loving?	Why is the Torah so important to Jewish people?	GOSPEL: What would Jesus do?	Why do some people believe in God and some people not? OR What matters most to Humanists and Chris-tians? Methodist Unit: Com-mitment to Christianity: Is it long ago and far away, or is it here and now?
PSHE	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me!

A Year Five Child
English

Reading

Oracy & Reading

Discusses a wide range of texts, giving explanations, opinions and comparisons.
Asks and answers questions to clarify and deepen understanding.
Reads aloud fluently with expression and varied intonation.
Retells myths, legends and traditional tales in different forms.
Performs poems and playscripts with tone, volume, and movement.
Explores vocabulary and phrases that capture the reader's imagination.

Word Reading & Decoding

Reads longer, more complex texts fluently.
Understands meaning of unfamiliar words using prefixes, suffixes and word roots.

Language in Context: V

Checks comprehension and self-corrects when needed.
Uses knowledge, context and dictionaries to define unfamiliar words.
Collects ambitious vocabulary from reading to apply in writing.

Comprehension – Retrieval: R

Skims and scans to locate precise information.
Answers a range of comprehension questions, citing evidence.
Reads silently and discusses interpretation confidently.

Comprehension – Sequencing & Summarising: S

Organises events or ideas across chapters or whole texts.
Summarises key points and themes succinctly.
Explains relationships between ideas across longer texts.

Comprehension – Inference: I / P

Draws inferences about characters' feelings, motives and viewpoints.
Explains how authors use evidence to shape readers' responses.
Justifies inferences with well-chosen references.
Makes predictions based on evidence, author style or themes.

Comprehension – Choice of Language: WP

Analyses how vocabulary and figurative language shape meaning.
Explains how sentence structure creates effects such as tension or pace.
Evaluates author choices for atmosphere, characterisation and impact.

Comprehension – Themes & Conventions: E / C

Identifies and compares text types and features.
Uses non-fiction layout effectively to locate and summarise information.
Recognises recurring themes, cultural and historical influences.
Explores differences in style between authors and genres.
Identifies and discusses a range of poetic forms.
Evaluates texts, commenting on effectiveness and author's craft.

Speaking

- 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 opinions, 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 outcome or solution
- Perform own compositions, using appropriate intonation and volume o that meaning is clear
- Perform poems or plays from memory, making careful choices about 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

Handwriting

- I can write legibly, fluently and with increasing speed.
- I can choose which shape of letter to use when given choices and deciding whether or not to join specific letters.

I can choose the writing implement that is best suited to a task. Adapts handwriting style for different audiences and

Writing

. **Oracy for Writing**

Performs own writing confidently to an audience, using intonation, volume and pace.
Discusses own and others' writing critically, considering audience impact.
Uses appropriate registers for effective communication.

Composition: Sentences

Chooses sentence structures deliberately for effect.
Maintains tense accurately across extended texts.
Uses cohesion devices (pronouns, repetition, adverbials) within paragraphs.
Varies sentence length and structure to influence the reader.

Punctuation

Uses all taught KS2 punctuation accurately. (. ! ? , ' "" - ())
Uses commas to clarify meaning or avoid ambiguity.

Composition: Context, Audience, Purpose

Writes texts with clear audience and purpose.
Maintains viewpoint and detail to engage the reader consistently.
Uses modal verbs appropriately to indicate possibility, probability, necessity or obligation in their writing

Composition: Narrative

Writes complete narratives with clear structure and pacing.
Creates engaging openings and atmosphere in characterisation and settings.
Links paragraphs clearly to develop the plot.

Composition: Non-narrative

Writes non-narrative texts with clear introduction, organised points and logical conclusion.
Uses organisational and presentational devices confidently.
Summarises longer passages with growing independence.

Composition: Editing

Edits grammar and vocabulary for impact.
Improves writing to meet the task brief.
Evaluates own and others' writing with specific suggestions.

Spelling

Spells KS1 and KS2 words accurately.
Distinguishes homophones and commonly confused words.
Spells some words with silent letters.
Uses dictionaries and thesauri effectively.
Applies knowledge of word morphology and etymology.

Grammar Knowledge Organiser

Punctuation

Remember: . ! ? , ' ""

Apostrophes:

For possession: Shows us that something belongs to the subject, e.g. **My Mum's bag.**

Take care when using apostrophes with plurals, e.g. **the pupils' coats.** (More than one pupil has a coat)

For omission: Shows us that a letter has been missed out to create informality, e.g. **Do not do that = don't do that.**

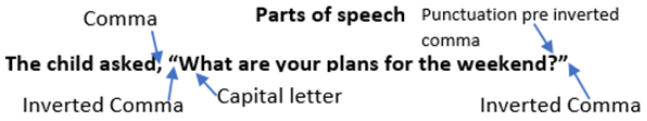
Hyphen (-) – Creates compound words to give a clear meaning.
The man-eating shark.
The man eating shark.

Colon(:) – Introduces a list or separates two main clauses when the second explains or describes the first clause.

Semi-colon(;) – joins two related independent clauses together

Dashes (–), brackets (), commas (,) Used within a sentence to add additional information - Parenthesis The cat (that didn't belong to me) was black.

Rules of Speech



Comma

-Clarify meaning

-Avoid ambiguity

,

Clauses

Main clause – A simple sentence that contains a subject and a verb. It makes sense on its own, e.g. **I went to school**

Subordinate clause – Contains a subordinating conjunction. Adds detail to a main clause; is not a full sentence. The subordinate clause can appear at the start, end or middle of a sentence, e.g. **I went to school while my brother stayed at home.**

Relative Clause – Type of subordinate clause, beginning with a relative pronoun or an omitted relative pronoun.

Relative Pronouns = **who, which, where, when, whose, that**

Terminology

modal verb relative pronoun
relative clause
parenthesis bracket
dash
cohesion
ambiguity

Noun phrases

Gives detail about a noun but does not contain a verb.

An ancient book in a leather sleeve was hidden in the library.

Cohesion

Words which link paragraphs

e.g. **then, after that, this, firstly, then, later, next, following this**

Parenthesis

Parenthesis – add extra information inside dashes (–), brackets () or commas (,)

E.g. Brasilia (the capital city of Brazil) has a population of 2.4 million.

Summerseat Methodist Primary School, located in Summerseat, has the best teachers in the country.

Sentence

Subordinate Conjunctions

Joins a subordinate clause and a main clause.

If, Since, As, When, Although, While, After, Before, Until, Because,

Try to remember these important subordinating conjunctions by remembering the phrase, **'I Saw A Wabub'**

Coordinating Conjunctions

Joins two independent (main) clauses.

For
And
Nor
But
Or
Yet
So

Try to remember these important coordinating conjunctions by remembering the acronym: **FANBOYS**

Commands, Questions, Statements & Exclamations

Commands - begin with an imperative Verb, e.g. **Wash your hands.**

Questions - expect an answer in return. e.g. **Did you enjoy the trip?**

Statements - tell the reader something. e.g. **The leaves fall off trees in autumn.**

Exclamations – Must start with a How or What, e.g. **What an amazing piece of work!**

Determiners

A word before a noun and identifies the noun in further detail.

articles	**a boy, an orange, the cat**
demonstratives	**this apple, that car, these shops, those girls**
possessives	**his hat, her homework, my book, their house**
quantifiers	**some rice, each word, every box**
numbers	**one chair, two men, three dogs**
question words	**which bag, what letter, whose computer**

Modal Verbs

Indicates degree of possibility: **might, should, will, must, ought, could, often, can**

Preposition

Indicate position of a noun in a sentence, e.g. **over, by, under, along, for, down, through and in.**

Spelling Knowledge Organiser

5 & 6

Words ending:

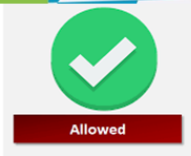
-cious, -tious, -cial, -tial
-ant, -ance, -ancy,
-ent, -ency, ence
-able, -ible, -ably, -ibly
-fer

accommodate	committee	embarrass	immediate(–ly)	persuade	signature
accompany	communicate	environment	individual	physical	sincere(–ly)
according	community	equip (–ped, –ment)	interfere	prejudice	soldier
achieve	competition	especially	interrupt	privilege	stomach
aggressive	conscience	exaggerate	language	profession	sufficient
amateur	conscious	excellent	leisure	programme	suggest
ancient	controversy	existence	lightning	pronunciation	symbol
apparent	convenience	explanation	marvellous	queue	system
appreciate	correspond	familiar	mischievous	recognise	temperature
attached	criticise (critic + ise)	foreign	muscle	recommend	thorough
available	curiosity	forty	necessary	relevant	twelfth
average	definite	frequently	neighbour	restaurant	variety
awkward	desperate	government	nuisance	rhyme	vegetable
bargain	determined	guarantee	occupy	rhythm	vehicle
bruise	develop	harass	occur	sacrifice	yacht
category	dictionary	hindrance	opportunity	secretary	
cemetery	disastrous	identity	parliament	shoulder	

Silent Letters

Homophones

their
there
they're

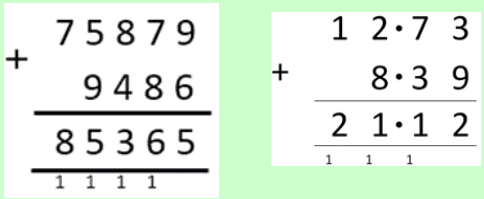


Being a mathematician
Number

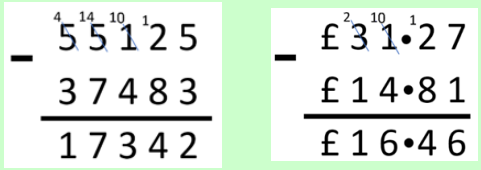
- Count forwards and backwards in steps of power 10 for any given number up to 1,000,000
- Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- Round any number to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000. Round decimals with 2dp to the nearest whole number and to 1dp
- Recognise and use square numbers and cube numbers and the notation for squared (²) and cubed (³)
- Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why; solve problems involving 3 decimal places
- 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
- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- Establish whether a number up to 100 is prime and recall prime numbers up to 19
- Multiply and divide numbers mentally drawing upon known facts up to 12 x 12
- Multiply and divide whole numbers by 10, 100 and 1,000
- Multiply and divide numbers involving decimals by 10, 100 and 1000
- Multiply number up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for 2-digit numbers
- Divide numbers up to 4-digits by 1-digit numbers
- Solve problems involving multiplication and division where large numbers are used by decomposing them into factors

A Year Five Child Mathematics

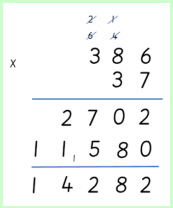
Addition strategies



Subtraction strategies

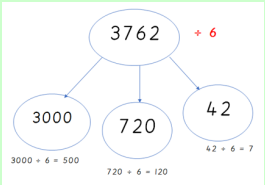


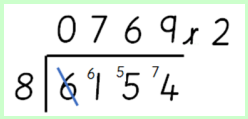
Multiplication strategies



X	80	4
20	1600	80
7	560	28

Division strategies





Being a mathematician
Fractions, Measurement, geometry & statistics

- Recognise mixed numbers and improper fractions and convert from one to the other
- Read and write decimal numbers as fractions, for example, 0.47 = 47/100. Recognise the per cent symbol (%) and understand per cent relates to number of parts per hundred
- Write percentages as a fraction with denominator hundred, and as a decimal fraction
- 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 hundredths
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- 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
- 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 angle
- Draw given angles, and measure them in degrees
- Identify angles at a point and one whole turn. Identify angles at a point on a straight line and ½ a turn. Identify other multiples of 90°.
- Use the properties of rectangles to deduce related facts and find missing lengths and angles
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles
- Convert between different units of metric measures and estimate volume and capacity
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- Calculate and compare the area of squares and rectangles including using standard units (cm² and m²)
- Estimate volume and capacity . Solve problems involving converting between units of time
- 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

For more detail on our mathematical strategies, please see our calculation policy.

2D shapes

Name	No. of sides
quadrilateral	4
pentagon	5
hexagon	6
heptagon	7
octagon	8
nonagon	9
decagon	10

Regular = all sides/angles the same
Irregular = sides/angles not same

Types of triangle

scalene equilateral isosceles

Types of quadrilateral

Parallelogram Trapezium Rhombus

AREA

is the amount of space inside a 2D shape usually measured in cm² or m².

Area of a triangle
= (base x height) ÷ 2

Area of a parallelogram
= base x height

Multiplication and division vocabulary

Term	Definition	Example
factor	a number that divides exactly into another number	factors of 12 = 1, 2, 3, 4, 6, 12
common factor	factors of two numbers that are the same	common factors of 8 and 12 = 1, 2, 4
prime number	a number with only 2 factors: 1 and itself	2, 3, 5, 7, 11, 13, 17, 19...
prime factor	a factor that is prime	prime factors of 12 = 2, 3
multiple	a number in another number's times table	multiples of 9 = 9, 18, 27, 36...
common multiple	multiples of two numbers that are the same	common multiples of 4 and 6 = 12, 24...
square numbers	the result when a number has been multiplied by itself	25 (5^2 = 5x5) 49 (7^2 = 7x7)
cube numbers	the result when a number has been multiplied by itself 3 times	8 (2^3 = 2x2x2) 27 (3^3 = 3x3x3)

Shape vocabulary

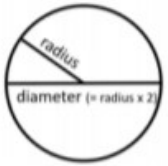
Perimeter = measure around the edge of a shape.

horizontal line

parallel lines

vertical line

perpendicular lines (at right angles)



Circumference = perimeter of a circle

Measurement conversions

1 **centi**metre	10mm
1 metre	100cm
1 **kilo**metre	1,000 m
1 mile	1.6 km
8 kilometre	5 miles
1 **kilo**gram	1,000 grams
1 litre	1,000 **milli**litres

Fractions, decimals & percentages

$\frac{1}{100}$	0.01	1%
$\frac{1}{20}$	0.05	5%
$\frac{1}{10}$	0.1	10%
1/8	0.125	12.5%
$\frac{1}{5}$	0.2	20%
¼	0.25	25%
1/3	0.33	33%
2/5	0.4	40%
½	0.5	50%
¾	0.75	75%
1	1	100%

Fractions

Improper and Mixed Number

$\frac{11}{7} = 1\frac{4}{7}$

Roman numerals

1	I	100	C
5	V	500	D
10	X	1000	M
50	L	Remember – No more than 3 in a row!	

Maths

5

Decimal Place Value

Ones	•	Tenths	Hundredths	Thousandths
1	•	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
2	•	1	2	9
"two	point	one	two	nine"

Angles: Full turn = 360° Half turn = 180° Right angle = 90° acute angle = <90° obtuse angle = > 90° reflex angle = >180° angles on a straight line = 180° opposite angles = same angles in a triangle = 180° angles in a quadrilateral = 360°

Co-ordinates

Read co-ordinates along the x axis (horizontal) first, then the y axis (vertical). E.g. (3,-4) = go right 3, down 4.

Thirty days hath September, April, June, and November, all the rest have **thirty-one** except February which has 28.

INSERT SCIENCE KNOWLEDGE ORGANISER FOR THE FIRST HALF TERM

INSERT HISTORY / GEOGRAPHY KNOWLEDGE ORGANISER FOR THE FIRST HALF TERM

INSERT ART / DT KNOWLEDGE ORGANISER FOR THE FIRST HALF TERM

Learning Qualities

Ash Class

The following outlines the key year group skills that we are committed to developing which will help our children to become successful life long learners. It is helpful to see these as 'Learn to Learn' skills.

Gaining Independence

- Organise things well, including resources and others
- Know where they learn best
- Assess risk and make sensible decisions
- Cope with additional pressure
- Confident and capable when allowed to organise own time and space
- Use a range of strategies to help overcome a problem
- Empathise with others, appreciating that people respond in different ways

Becoming Collaborative

- Take on a range of roles within a group
- Accept constructive criticism from others in group to enable improvement in performance
- Share a working environment with others and respect their varying needs
- Motivate others to contribute more effectively
- Understands differences in opinions and respond positively
- When suggesting ideas, able to break into smaller steps to suit the needs of the group
- Work with range of people, including those with different views of their own
- Eager to discuss conflicting issues fairly and reach agreement that enables the group to move on
- Make the most of others' strengths when organising work

Building Resilience

- Recognise 'Growth Mindset' and 'Fixed Mindset'
- Embrace challenges, especially open ended or deeper thinking ones and keep going until their conclusion
- Appreciate how learning can happen from stretch mistakes and embrace this
- Recognise risks that may be involved when tackling work
- Remember our brains are making new connections and growing all the time
- the difference between stretch mistakes and sloppy

Developing Confidence

- Communicate confidently and capably in a range of situations, including with the whole class
- Make the most of others' strengths when organising work
- Take account of others' viewpoints when considering success
- Accept constructive criticism from others in group to enable improvement in performance
- Accept different types of feedback and criticism and learn from it
- Understand that attitude and behaviour can affect learning, and show they are prepared to adjust
- Gauge when a task has been completed to the best of their ability
- Know what helps them to learn well

Being Inquisitive

- Ask questions and pose problems
- Understand that questions can have more than one answer and that some cannot be answered
- Give more than one reason to support an argument
- Recognise that sometimes you need expertise from others to help solve problems
- Use feedback from a range of sources to help solve a problem
- Plan a complex task, anticipating blocks and find ways to overcome them
- Choose how to present information
- Listen to a range of opinions and reach a conclusion from them

Ash Class

Cycle A

Summersaet Methodist Primary School

Infinite Eight

Core Experience Offer

Be at one with nature

Forest School Opportunities

Be a heritage host

Share photographs of their families

Be a helping hand

Special Friends with Acorn Class

Be inspired to aspire

Careers Week

Marvel at the masters

Let's Go Sing

Be part of a top team

Walk in someone else's shoes

Fairtrade Charity Event

Be a culture collector

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