

SPPS Curriculum Objectives Y5 Statutory Requirement Objectives



See the documents [SPPS Maths Overview](#) and [SPPS Literacy Overview 2014](#) for these core objectives

Statutory objectives [SPPS objectives or suggested topics / activities](#)

Science						
Working Scientifically	Topics	Living things and their habitats	Animals, inc Humans	Properties and changes of materials	Earth & Space	Forces
<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>Main skills to focus on in Year 5:</p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs <p>Begin to introduce, but further focus in Year 6:</p> <ul style="list-style-type: none"> using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments. 		<p>Pupils should be taught to:</p> <p>Biology</p> <ul style="list-style-type: none"> 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. 	<p>Pupils should be taught to:</p> <p>Biology</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age. recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Y6 objective) 	<p>Pupils should be taught to:</p> <p>Chemistry</p> <ul style="list-style-type: none"> 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, 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. <p><i>(May wish to complete over 2 half terms)</i></p>	<p>Pupils should be taught to:</p> <p>Physics</p> <ul style="list-style-type: none"> 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. 	<p>Pupils should be taught to:</p> <p>Physics</p> <ul style="list-style-type: none"> 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 between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

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NON CORE SUBJECTS: PART 1 OF 3			
Geography	History	Art & Design	Design & Technology
<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region in the UK and South America <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes human geography, including: types of settlement and land use, trade <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <p>Viking and Anglo Saxons</p> <ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world <p>Ancient Greece</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas <p><i>(make sketch work linked to rainforest project more apparent)</i></p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. <p>Media to cover-poster paint, watercolour, clay and drawing inks, sketching pencils</p> <p>Artist focus: Frida kahlo</p>	<p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.

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Geography	History	Art & Design	Design & Technology
<p>methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Global Citizenship Aims Pupils should:</p> <ul style="list-style-type: none"> • be able to find and select evidence • develop an interest in world events • understand causes of conflict • impact of conflict • develop empathy towards others locally and globally • detecting bias, opinion and stereo types and/or • understand the relationship between people and the environment • have an awareness of finite resources • understand our potential to change things • have an understanding of trade and fair trade <p>Curriculum links and resources</p> <ul style="list-style-type: none"> ▪ Peace and conflict in the news – use Oxfam resource to find out about a current conflict in the world. <ul style="list-style-type: none"> ▪ Currently resources available for Syria ▪ Protect the rainforest/fair-trade – Rainforest Foundation 			<p>Topic: Ancient Greece Focus- Computer aided design, an art gallery for ancient Greek artefacts Project ICT linked</p> <ul style="list-style-type: none"> -Design, make and evaluate -We are architects unit 1 ICT -Technical knowledge -Apply their understanding of computing to program, monitor and control their products. <p>Topic: World War 2 Focus – Model Anderson shelters</p> <ul style="list-style-type: none"> -Design, make and evaluate -Skills practice with tools, cutting, shaping, joining and finishing -Technical knowledge -Apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p>Cooking and nutrition</p> <ul style="list-style-type: none"> ▪ understand and apply the principles of a healthy and varied diet ▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

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NON CORE SUBJECTS: PART 2 OF 3			
Computing	R.E	PHSE (Following SPPS Program)	Physical Education
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>List of topics:-</p> <ul style="list-style-type: none"> We are game developers. Developing an interactive game IN SPACE. We are architects: creating virtual spaces, designing ancient Greek buildings. We are artists: Fusing geometry and art. (<i>stand alone unit</i>) We are web developers: creating cyber safety website (<i>stand alone units</i>) We are bloggers: write blogs about experience of being an evacuee in ww2. We are cryptographers: cracking codes. Link to enigma machine and ww2. 	<p>Pupils should be taught to:</p> <p>Southwark Syllabus:</p> <p>Sikhism Unit 5 – Living as a Sikh</p> <p>Christianity Unit 8 – Christian Festivals</p> <p>Buddhism Unit 3 – The Buddha and change</p> <p>Islam Unit 5 – The Hajj</p> <p>Judaism Unit 4 – The Passover</p> <p>Judaism Unit 5 – The Jewish Bible</p> <p><i>(See units for full objectives)</i></p>	<p>Pupils should be taught:</p> <p>Autumn 1: Difference & diversity; creating class rules to match school vision and values.</p> <p><u>PATHS</u></p> <ol style="list-style-type: none"> Getting started (including: co-operative learning skills; golden rule; recognising & controlling anger...) Problem solving (including: making good decisions; identifying problems; consequences ...) Goals and Identity Making and keeping friends (including making new friends; joining in with others; dealing with teasing; managing our feelings; forgiving & resentful) Being responsible and caring for others (including stereotypes and discrimination...) <p>Sex and Relationships Education: Puberty (Autumn 2)</p> <ol style="list-style-type: none"> Talking about Puberty Male and Female Changes Puberty and hygiene <p>Drug & Alcohol Education: Legal and Illegal Drugs</p> <ol style="list-style-type: none"> Legal and Illegal Drugs Attitudes to Drugs Peer Pressure 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>2 hours per week. 1 hour to be REAL PE 1 hour to be a sport/ discipline linked to competition timetable.</p> <p>REAL PE SCHEME OF WORK</p> <p>Unit 1-Personal skills: weeks 1-6. Unit 2- Social skills: Weeks 7-12. Unit 3- Cognitive Skills: Weeks 13-18 Unit 4- Creative Skills: Weeks 19-24 Unit 5- Physical Skills: Weeks 25-30 Unit 6- Health and Fitness: Weeks 31-36</p> <p><i>(These units do not need to be taught in this order, it is best to start with Personal and then move on. If you feel the children need lots of work on Social or Creative skills then work through the lessons in all the units but keep the focus on the skill which you choose.)</i></p>

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Computing	R.E	PHSE (Following SPPS Program)	Physical Education
			<p><u>SPORT/DISCIPLINE UNITS/SCHEMES OF WORK.</u></p> <p><i>(These should be taught in line with the competition calendar which will be issued at the start of each school year.)</i></p> <p>Dance-1, 2, 3. Follow SOW- in the year 5 folder along with this document. 18 lessons total.</p> <p>Gymnastics-1, 2, 3. Follow SOW- in the year 5 folder along with this document. 18 lessons total.</p> <p>Games-1, 2, 3. Follow SOW- in the year 5 folder along with this document. 18 lessons total.</p>

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NON CORE SUBJECTS: PART 3 OF 3	
Music	MFL
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ listen attentively to spoken language and show understanding by joining in and responding ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ▪ present ideas and information orally to a range of audiences* ▪ read carefully and show understanding of words, phrases and simple writing ▪ appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ describe people, places, things and actions orally* and in writing ▪ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. <p>Niveau Bleu Scheme</p> <p>Year 5: Modules 1-6 (For session 2014/15 Y3-6 to use modules for Y3 to ensure initial coverage, in result of changes to the curriculum)</p> <p>Rigilo Scheme of Work</p> <p>These units could be supplemented with selected Rigilo Units (See 14 15 SPPS MfL Appendix, Fronter, Curriculum Entrance Hall, Modern Foreign Languages, Resources)</p>