



Weddington Curriculum Expectations

WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE YEAR 5

HISTORY	GEOGRAPHY	ART & DESIGN	D AND T
<ul style="list-style-type: none"> • Be able to confidently sequence and understand the key events in the Ancient Greek time period. • Be able to curiously analyse maps to understand where Ancient Greece was and identify the geographical features it. • Explore and understand the Ancient Greek beliefs and religions • Be able to confidently locate Baghdad on a map and understand its strategic importance as the capital of the early Islamic Civilisation. • Courageously describe the importance of the position of Baghdad along the trade routes and its role as a centre of cultural exchange. • Curiously investigate the role of Baghdad as a hub of trade and commerce, connecting the East and West through the Silk Road and other trade routes. • Understand the impact of trade on the economy, society and culture of early Islamic civilisation. • Understand the factors that contributed to the expansion of early Islamic civilisations, including advancements in science, medicine and architecture. • Explore the intellectual and cultural achievements of early Islamic civilisations in fields such as mathematics, literature and philosophy. • Identify aspects of Baghdad's Golden Age • Explore the speed of Early Christianity and Early Islam. 	<ul style="list-style-type: none"> • Locate the world's main countries in and North America focusing on their environmental regions, key physical/ and human characteristics, countries and major cities. • Identify the <i>position</i> of latitude/longitude, equator, Northern and Southern hemispheres, The Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime Greenwich Meridian and time zones, including night and day (link with science). • Understand geographical similarities and differences through studying the human and physical geography of a region in UK with a region in North America • Describe and understand key aspects of physical geography including; climate zones, biomes and vegetation belts. • Describe and understand key aspects of <i>human</i> geography including economic activity including trade links between the UK, Europe and the rest of the world. 	<ul style="list-style-type: none"> • Actively use their sketchbook to inform and influence their artwork. • Draw over a number of sessions working on one piece. • Demonstrate a secure understanding of line, shape, pattern, colour, tone and space. • Begin to develop an awareness of composition, scale and proportion in their work. • Plan and create different effects and textures with paint according to what they need for the task. • Demonstrate an understanding of colours including, primary and secondary, warm and cold, complementary and contrasting. • Plan a sculpture through drawing and other preparatory work. • Develop an understanding of different ways of finishing work such as glaze, paint and polish. • Identifying the strength and weaknesses of their artwork, suggesting any areas of improvement. <p>RE</p> <p>-Children are increasingly secure in making interpretations from texts and are and realising</p>	<ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes and pattern pieces • Select from and use a wider range of materials including textiles according to their functional properties and aesthetic qualities • Use research to generate design criteria to inform the design of products that are fit for purpose • Understand how key events and individuals in design and technology have helped shape the world • Understand and use electrical systems in their products • Understand and apply the principles of a healthy and varied diet so they can feed themselves and other affordably and well • Prepare and cook a variety of dishes using a range of techniques • Understand seasonality and where and how ingredients are grown <p>COMPUTING</p>



<ul style="list-style-type: none"> Confidently evaluate sources to understand who the citizens of Baghdad were. Understand the importance of education in Ancient Baghdad. 		<p>some historic interpretations have been rejected over time.</p> <ul style="list-style-type: none"> -Pupils know that worldviews understand the same thing in different ways due to the shaping of ancient stories and that worldviews may change over time. -Children know that some key figures are featured in numerous texts and worldviews but are deemed important for different reasons (eg Jesus). -They understand that worldviews are embodied. -Children know that worldviews are impacted by people, place, time, significant events and power dynamics. -Pupils understand that research can inform us on worldviews in general but have limitations when trying to understand an individual's beliefs and viewpoints. 	<ul style="list-style-type: none"> Understand the value of decomposition for debugging their program designs and use their knowledge to design, write and debug programs which accomplish given goals, relating learning to simulations of physical systems, e.g. traffic light control. Use their understanding to predict and explain program behaviour including errors and expected function Consider the value of the World Wide Web in supporting their communication and collaboration needs both now and as a Weddy Graduate. Confidently and efficiently use search engines to support their learning and understand how to report concerns Use a variety of programs to accomplish specific tasks or goals, including creating and accessing databases and using word processing and spreadsheet programs Maintain respect and safety when using digital devices, understanding and modelling expectations around conduct.
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SCIENCE-Teach discretely but link where relevant) **CORE SKILLS**
Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.

SCIENCE-Teach discretely but link where relevant)	READING	WRITING	MATHS
<p>Living things and their habitats</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 and the changes throughout their life-cycle. <p>Properties and changes of materials</p> <ul style="list-style-type: none"> Group everyday materials on the basis of their properties. know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Look at how mixtures might be separated, including through filtering, sieving and evaporating demonstrate that dissolving, mixing and changes of state are reversible changes 	<ul style="list-style-type: none"> Apply knowledge of root words, prefixes, suffixes to read aloud & understand the meaning of unfamiliar words. Read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. Prepare readings, with developing intonation to show their understanding. Begin to read Year 5/6 common exception words. Hear whole books read to them so that they meet books and authors that they might not choose to read themselves and that they can hear pace and fluency modelled to them. 	<ul style="list-style-type: none"> To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purpose. To convert nouns or adjectives into verbs using suffixes To use verb prefixes To plan their writing by: <ul style="list-style-type: none"> -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar models for their own. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. Draft and write by: 	<p>Decimal fractions</p> <ul style="list-style-type: none"> Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01. Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning. Reason about the location of any number with up to 2 decimal places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each. Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts. Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).



<ul style="list-style-type: none"> explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible. <p>Earth and Space</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 use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky <p>Forces</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. 	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Identify and discuss a wide range of genres, themes and conventions in and across a wide range of writing. Explain and discuss their understanding of what they have read. Provide reasoned justifications for their views. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Distinguish between statements of fact and opinion. Make comparisons with and across books. Discuss vocabulary used by the author to create effect including figurative language and begin to consider the impact on the reader. Evaluate the use of authors' language and explain how it has created an impact on the reader. Begin to identify how language, structure and presentation contribute to meaning. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. Participate in 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. Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Ask questions to improve their understanding. Begin to recommend books that they have read to their peers, giving reasons for Read a wide range of genres, identifying the characteristics of text types and the differences between text types. 	<ul style="list-style-type: none"> -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -In narratives, describe settings, characters and atmosphere and integrating dialogue. Use relative clauses beginning with who, which, when, whose, that, or an omitted relative pronoun. Indicate degrees of possibility using modal verbs Indicate degrees of possibility using adverbs Use adverbials of time, place and number to extend sentences. Select precise vocabulary to develop meaning, describe a character or a setting or to create humour or suspense. Link ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before). Use devices to build cohesion within a paragraph (for example, then, after, that, this, firstly). Use brackets, dashes or commas to indicate parenthesis. Use commas to clarify meaning or avoid ambiguity. Write legibly, fluently and with increasing speed Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Link clauses in sentences using a range of subordinating & co-ordinating conjunctions. Use verb phrases to create subtle differences (e.g. she began to run). 	<p>Short multiplication and short division</p> <ul style="list-style-type: none"> Multiply any whole number with up to 4 digits by any one-digit number using a formal written method. Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context. <p>Area and scaling</p> <ul style="list-style-type: none"> Compare areas and calculate the area of rectangles (including squares) using standard units. <p>Calculating with decimal fractions</p> <ul style="list-style-type: none"> Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size. <p>Factors, multiples and primes</p> <ul style="list-style-type: none"> Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors. <p>Fractions</p> <ul style="list-style-type: none"> Convert between units of measure, including using common decimals and fractions. Find non-unit fractions of quantities. Find equivalent fractions and understand that they have the same value and the same position in the linear number system. Recall decimal fraction equivalents for 1/2, 1/4, 1/5 and 1/10, and for multiples of these proper fractions. <p>Converting units</p> <ul style="list-style-type: none"> Convert between units of measure, including using common decimals and fractions. <p>Angles</p> <ul style="list-style-type: none"> Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size.
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	<ul style="list-style-type: none"> • Begin to learn a wider range of poetry by heart. • Should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. • Prepare poems and plays to read aloud and to perform, continually showing an awareness of audience through intonation, tone, volume and action so that the meaning is clear. • Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. 		
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HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 5					
Who let the Gods out? Ancient Greece (Geography)	Who let the Gods out? Ancient Greece (History)	Stars and Stripes - North America (History)	Stars and Stripes - North America (Geography)	Arabian Nights - Early Islamic Civilisation (History)	Arabian Nights - Early Islamic Civilisation (Geography)
<ul style="list-style-type: none"> • Be able to curiously analyse maps to understand where Ancient Greece was. • Identify the geographical features of Ancient Greece. 	<ul style="list-style-type: none"> • Be able to confidently sequence and understand the key events in the Ancient Greek time period. • Explore and understand the Ancient Greek beliefs and religions. 	<ul style="list-style-type: none"> • History and significance of NASA and those minority groups who worked there. • Space race timeline and the Countries involved. • Identifying significant American political figures and their influence. 	<ul style="list-style-type: none"> • Locate the world's main countries in and North America focusing on their environmental regions, key physical/ and human characteristics, countries and major cities. • Identify the <i>position</i> of latitude/longitude, equator, Northern and Southern hemispheres, The Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime Greenwich Meridian and time zones, including night and day (link with science). • Describe and understand key aspects of physical geography including; climate zones, biomes and vegetation belts. 	<ul style="list-style-type: none"> • Courageously describe the importance of the position of Baghdad along the trade routes and its role as a centre of cultural exchange. • Curiously investigate the role of Baghdad as a hub of trade and commerce, connecting the East and West through the Silk Road and other trade routes. • Understand the impact of trade on the economy, society and culture of early Islamic civilisation. • Understand the factors that contributed to the expansion of early Islamic civilisations, including advancements in science, medicine and architecture. • Explore the intellectual and cultural achievements of early 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a region in UK with a region in North America. • Be able to confidently locate Baghdad on a map and understand its strategic importance as the capital of the early Islamic Civilisation. • Explore the spread of Early Christianity and Early Islam.



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			<ul style="list-style-type: none"> Describe and understand key aspects of <i>human</i> geography including economic activity including trade links between the UK, Europe and the rest of the world. 	<p>Islamic civilisations in fields such as mathematics, literature and philosophy.</p> <ul style="list-style-type: none"> Identify aspects of Baghdad's Golden Age Confidently evaluate sources to understand who the citizens of Baghdad were. Understand the importance of education in Ancient Baghdad. 	
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EXPRESSION	PHYSICAL EDUCATION	KEY VOCABULARY		CURRICULUM SCHEMA
<p>MUSIC</p> <ul style="list-style-type: none"> Improvise within a group using melodic and rhythmic phrases. Change sounds or organise them differently to change the effect. Compose music which meets specific criteria. Use notation to record compositions Choose the most appropriate tempo. Describe, compare and evaluate music using musical vocabulary. Suggest improvement to my work & others. Contrast the work of a famous composer and explain my preferences. Read written music using the major and minor scale notes Understand many time-signatures Play notes on a major and minor scale Learn skills to record, save and export their music. 	<p>GAMES</p> <ul style="list-style-type: none"> Gain possession by working a team. Pass in different ways. Use forehand and backhand with a racket. I can field. Choose a tactic for defending and attacking. Use techniques to pass, dribble and shoot. Can modify games. Can play in different positions with some success. <p>GYMNASTICS/DANCE</p> <ul style="list-style-type: none"> I can make complex extended sequences. I can combine action, balance and shape. I can perform consistently to different audiences. Give specific feedback to others on their performance. <p>ATHLETICS:</p> <ul style="list-style-type: none"> Controlled when taking off and landing. Throw with accuracy. Combine running and jumping. Attempt to improve their own personal best. 	<p>HISTORY</p> <p>WORLD WAR I: 1914 -18, Great War, Lord Kitchener, recruitment, trenches, warfare & weaponry, tank, gas, battleships, Somme, munition factories, propaganda, poppy fields, Lusitania, Zeppelin, truce, VIKINGS: invaders longship, Valhalla Scandinavia, heathen Power, seafarer, saga Settlements, myths Norsemen, plunder Danelaw, King Alfred ANCIENT GREECE: Civilisation Democracy City State, Athens, Troy Sparta, Mount Olympus Mythology, Marathon Trojan Horse, Odysseus</p>	<p>GEOGRAPHY</p> <p>-regions -key physical/ and human characteristics -latitude/longitude, equator -Northern and Southern hemispheres -The Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime Greenwich Meridian -climate zones - biomes -vegetation belts. -economic -trade links</p>	<ul style="list-style-type: none"> Link Learning through topics and subjects. Ensure progression of skills and knowledge. Consolidate & revise skills and knowledge. Reinforce Key specific vocabulary.
<p>FRENCH</p> <ul style="list-style-type: none"> Listen attentively and understand more complex phrases and sentences. 	<p>VALUES</p> <p>SCHOOL VALUES:</p> <ul style="list-style-type: none"> Mindfulness Truth 	<p>CULTURAL CAPITAL</p>		<p>PSHE</p> <p>Promoting the PSHE curriculum as well as Values & Cultural Capital</p>



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<p>(e.g. instructions given, stories, fairy tales, songs and extended listening exercises)</p> <ul style="list-style-type: none"> Take part in short conversations using sentences and familiar vocabulary. Present to another person or group of people using sentences, gesture and intonation to convey meaning. Understand and express simple opinions using familiar topics and vocabulary. Read a variety of simple texts in different but authentic formats Read aloud short pieces of text applying knowledge learnt from the using phonic knowledge learnt and the third set of phonic sounds taught É E È EAU EUX Write simple sentences and short paragraphs using familiar language (e.g. My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.) Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you") in their writing to express what they and other people do, like etc Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article to use correctly with different nouns. 	<ul style="list-style-type: none"> Perseverance Respect Reflection <p>BRITISH VALUES:</p> <ul style="list-style-type: none"> Democracy Rule of Law Individual Liberty Respect & Tolerance 	<ul style="list-style-type: none"> Aspiration Inspiration <p>Where possible link examples of these values to topic/thematic work</p>	<p>Ensuring that every child is equipped with the essential key skills and knowledge they need to be independent and make an effective contribution to society in their future lives through their:-</p> <p>Core skills in English and Maths</p> <p>Creativity – Art & Design, DT, Expressive Arts</p> <p>History and Heritage – History, Cultural heritage</p> <p>Understanding the World – Geog., Current Affairs</p> <p>Discovery – Science, Technology/Computing</p> <p>Values and Personal Skills – inc. British Values.</p>	<p>Family and Relationships: friendships, marriage and family life, respecting myself, bullying, stereotypes (gender, race and religion).</p> <p>Health and Well-being: importance of rest, relaxation (yoga) going for goals, embracing failure, taking responsibility for my feelings, healthy meals and sun safety.</p> <p>Safety and the changing body: staying safe online, online friendships, puberty (emotional changes, menstruation) first aid (bleeding and head injuries) and alcohol, drugs and tobacco.</p> <p>Citizenship: rights and responsibilities, breaking the law (British Values) protecting the planet, contributing to the community, pressure groups and parliament (Democracy).</p> <p>Economic wellbeing: money (budgeting, borrowing and loaning) handling money online, workplace stereotypes, identifying a suitable career.</p> <p>Transition lesson: roles and responsibilities.</p>
DANCE AND DRAMA				
<p>DANCE:</p> <ul style="list-style-type: none"> I can compose my own dances in a creative way. I can perform to an accompaniment. My dance shows clarity, fluency, accuracy and consistency. <p>Cross curricular Music: –Spanish or Italian. Music –from Italy; Vivaldi : The Four Seasons; Viking/Nordic Music - 'Ivar's Revenge' Compose music to create sounds of the desert.</p>	<p>DRAMA:</p> <ul style="list-style-type: none"> Interpret work of playwrights & make connections with their own work. reflect on how working in role helps to explore complex issues. develop script with clear structure using stage directions, make use of dramatic convention. adopt and sustain a range of roles. <p>Cross Curricular Drama:</p> <ul style="list-style-type: none"> Acting out & role play Greek myths; 			

CULTURAL CAPITAL

Deserts - Desertification -global warming, over-farming. Mankind's contribution to climate change

World War I: - Is it right to fight? Compare to the religious & political wars of today – refugees.

Ancient Greeks - Does democracy work? Protecting ancient sites.

Mapping London: Conservation of heritage sites

Vikings: Exploring and valuing our heritage.

