

# Scott Wilkie Primary School

## Year 5 Thinking

### Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

**English Reading  
Word**

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

**Comprehension**

Pupils should be taught to:

maintain positive attitudes to reading and understanding of what they read by:

- *continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*
- *reading books that are structured in different ways and reading for a range of purposes*
- *increasing 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*
- *recommending books that they have read to their peers, giving reasons for their choices*
- *identifying and discussing themes and conventions in and across a wide range of writing*
- *making comparisons within and across books*
- *learning a wider range of poetry by heart*
- *preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience*

understand what they read by:

- *checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context*
- *asking questions to improve their understanding*

**English Reading  
Comprehension**

- *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*
- *predicting what might happen from details stated and implied*
- *summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas*
- *identifying how language, structure and presentation contribute to meaning*
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

**Writing  
Transcription  
Composition**

Pupils should be taught to:

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

**Writing  
Transcription  
Composition**

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

<p><b>Working Mathematically Y5</b> Solve one-step and two-step problems involving whole numbers and decimals and all four operations, choosing and using appropriate calculation strategies.</p> <p>Represent a puzzle or problem by identifying and recording the information or calculations needed to solve it; find possible solutions and confirm them in the context of the problem.</p> <p>Plan and pursue an enquiry; present evidence by collecting, organising and interpreting information; suggest extensions to the enquiry.</p> <p>Explore patterns, properties and relationships and propose a general statement involving numbers or shapes; identify examples for which the statement is true or false.</p> <p>Explain reasoning using diagrams, graphs and text; refine ways of recording using images and symbols</p>	<p><b>Historical Enquiry</b></p> <p>Can they test out a hypothesis in order to answer a question?</p> <p>Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</p> <p><b>Challenging</b> <i>Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?</i></p>	<p><b>Thinking Creatively</b> <b>Design and Technology</b> <b>Developing, planning and communicating ideas</b> Can they come up with a range of ideas after they have collected information?</p> <p>Do they take a user's view into account when designing?</p> <p>Can they produce a detailed step-by-step plan?</p> <p>Can they suggest some alternative plans and say what the good points and drawbacks are about each?</p> <p><b>Working with tools, equipment, materials and components to make quality products</b> Can they explain why their finished product is going to be of good quality?</p> <ul style="list-style-type: none"> <li>•Can they explain how their product will appeal to the audience?</li> <li>•Can they use a range of tools and equipment expertly?</li> <li>•Do they persevere through different stages of the making process?</li> </ul>
	<p><b>Geographical Enquiry</b></p> <p>Can they collect information about a place and use it in a report?</p> <p>Can they map land use?</p> <p>Can they find possible answers to their own geographical questions?</p> <p>Can they make detailed sketches and plans; improving their accuracy later?</p> <p>Can they plan a journey to a place in another part of the world, taking account of distance and time?</p> <p><b>Challenging</b> <i>Can they work out an accurate itinerary detailing a journey to another part of the world?</i></p>	<p><b>Evaluating processes and products</b></p> <p>Do they keep checking that their design is the best it can be?</p> <p>Do they check whether anything could be improved?</p> <p>Can they evaluate appearance and function against the original criteria?</p>

<p><b>Working Scientifically</b> <b>Planning</b></p> <p>Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary?</p> <p>Can they make a prediction with reasons?</p> <p>Can they use test results to make predictions to set up comparative and fair tests?</p> <p>Can they present a report of their findings through writing, display and presentation?</p> <p><b>Challenging</b></p> <p>Can they explore different ways to test an idea, choose the best way and give reasons?</p> <p>Can they vary one factor whilst keeping the others the same in an experiment?</p> <p>Can they use information to help make a prediction?</p> <p>Can they explain, in simple terms, a scientific idea and what evidence supports it?</p>	<p><b>Working Scientifically</b> <b>Obtaining and presenting Evidence.</b></p> <p>Can they take measurements using a range of scientific equipment with increasing accuracy and precision?</p> <p>Can they take repeat readings when appropriate?</p> <p>Can they record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs?</p> <p><b>Challenging</b></p> <p><i>Can they decide which units of measurement they need to use?</i></p> <p><i>Can they explain why a measurement needs to be repeated?</i></p>	<p><b>Performing Arts</b> <b>Music</b> <b>Appraising</b></p> <p>Can they describe, compare and evaluate music using musical vocabulary?</p> <p>Can they explain why they think their music is successful or unsuccessful?</p> <p>Can they suggest improvements to their own or others' work?</p> <p>Can they choose the most appropriate tempo for a piece of music?</p> <p>Can they contrast the work of famous composers and show preferences?</p> <p><b>Challenging</b></p> <p>Can they explain how tempo changes the character of music?</p> <p>Can they identify where a gradual change in dynamics has helped to shape a phrase of music?</p>
	<p><b>Working Scientifically</b> <b>Considering evidence and evaluating</b></p> <p>Can they report and present findings from enquiries through written explanations and conclusions?</p> <p>Can they use a graph to answer scientific questions?</p> <p><b>Challenging</b></p> <p><i>Can they find a pattern from their data and explain what it shows?</i></p> <p><i>Can they link what they have found out to other science?</i></p> <p><i>Can they suggest how to improve their work and say why they think this?</i></p>	

<p><b>E-safety Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family?</li> <li>• Do they understand the potential risk of providing personal information online?</li> <li>• Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content?</li> <li>• Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented?</li> <li>• Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)?</li> <li>• Do they understand that some material on the internet is copyrighted and may not be copied or downloaded?</li> <li>• Do they understand that some messages may be malicious and know how to deal with this?</li> <li>• Do they understand that online environments have security settings, which can be altered, to protect the user?</li> <li>• Do they understand the benefits of developing a 'nickname' for online use?</li> <li>• Do they understand that some malicious adults may use various techniques to make contact and elicit personal information?</li> <li>• Do they know that it is unsafe to arrange to meet unknown people online?</li> <li>• Do they know how to report any suspicions?</li> <li>• Do they understand they should not publish other people's pictures or tag them on the internet without permission?</li> <li>• Do they know that content put online is extremely difficult to remove?</li> <li>• Do they know what to do if they discover something malicious or inappropriate</li> </ul>	<p><b>E safety Skills</b></p> <ul style="list-style-type: none"> <li>• Do they follow the school's safer internet rules?</li> <li>• Can they make safe choices about use of technology?</li> <li>• Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc?</li> <li>• Can they create strong passwords and manage them so that they remain strong?</li> <li>• Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school?</li> <li>• Can they competently use the internet as a search tool?</li> <li>• Can they reference information sources?</li> <li>• Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources?</li> <li>• Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information</li> </ul>	<p><b>Physical Education Acquiring and Developing Skills</b></p> <p>Can they link skills, techniques and ideas and apply them accurately and appropriately?</p> <p>Do they show good control in their movements?</p> <p><b>Evaluating and improving</b></p> <p>Can they compare and comment on skills, techniques and ideas that they and others have used?</p> <p>Can they use their observations to improve their work?</p> <p><b>Health and fitness</b></p> <p>Can they explain some important safety principles when preparing for exercise?</p> <p>Can they explain what effect exercise has on their body?</p> <p>Can they explain why exercise is important?</p> <p><b>Thinking Creatively Art</b></p> <p><b>Sketchbooks</b></p> <p>Do they keep notes in their sketch books as to how they might develop their work further?</p> <p>Do they use their sketch books to compare and discuss ideas with others?</p> <p><b>Knowledge</b></p> <p>Can they experiment with different styles which artists have used?</p> <p>Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</p>
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