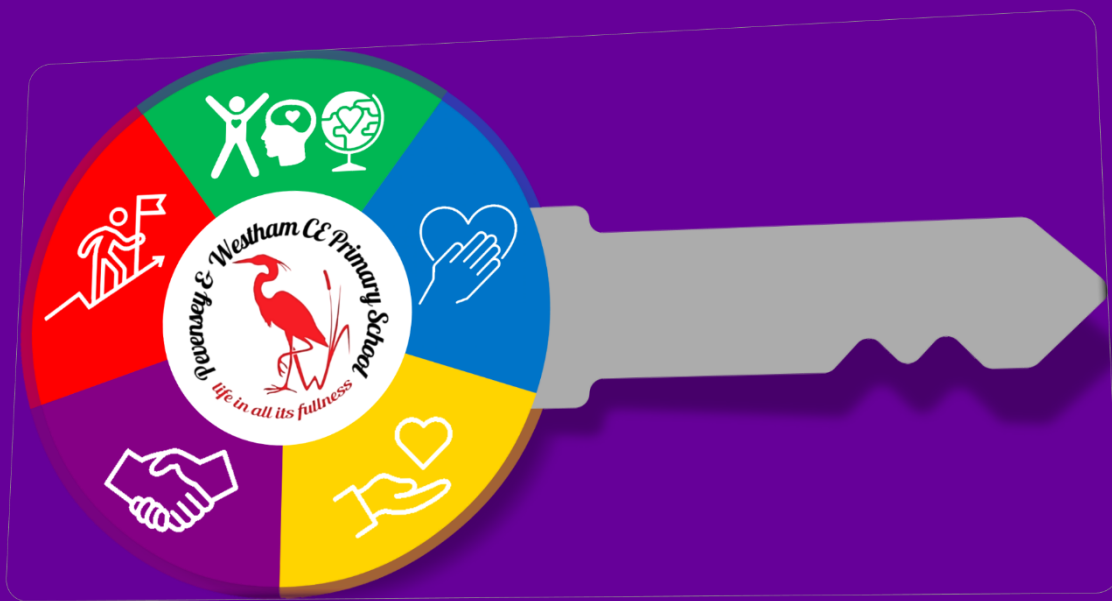


Year 5 PaWS Passport



Year 5 PaWS Passport

Our PaWS Passports highlight some of the key milestones for your child's learning this year across the wider curriculum. The points included are not an exhaustive list of everything you child will learn but detail some of the most important objectives. These objectives are key stepping stones for the essential learning your child should secure as they progress through the school: they are the building blocks for future learning.

These milestones are listed by subjects and include suggestions and links for you to support your child to embed and overlearn these key objectives at home. Overlearning will help your child to thoroughly master the learning points ready for their next step.

Digital copies are available on the school website:

<https://pevenseyschool.org.uk/learning/pawspassports>

School Vision:





“At PaWS we have an ambitious vision to work in partnership with families, the church and the wider community to prepare all our children with the knowledge, skills, values and behaviours they will need in order to flourish, reach their potential and enjoy fullness of life.”

John 10:10

Year 5 Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science		Forces	Living things and their habitats	Earth and Space	Animals including humans	Properties and change of materials
RE	What does it mean if Christians believe God is loving and holy?	What does it mean to be a Muslim in Britain today?	What do Christians believe Jesus did to 'save' human beings?	Why is the Torah so important to Jewish people?	Christians and how to live: 'What would Jesus do?'	What matters most to Humanists and Christians?
History				The Mayans Explain their disappearance	A Battle and an Abbey Why is there an Abbey at Battle? Why was the Abbey destroyed?	
Geography	Coastal Project	How does the UK compare to the USA?	Rainforests Should we allow deforestation?			
Computing	Digital citizenship	Systems and search engines	Presentations (Google Slides)		Video editing	Selection in quizzes (Scratch)
Music	Vocal Performance		Recorders 4		Recorders 5	
Art & Design	Typography and Maps		Architecture: Dream Big and Small		Fashion Design	
DT		Design a bridge for students at PaWS to cross the railway		Design and make a bag to store wash kit at camp		Make a healthy bolognaise for fussy eaters
PE	Gymnastics	Hockey	Dance	Gymnastics	Athletics Stool Ball	Basketball
French	Ice-creams / Les glaces		My family / Ma famille		In the classroom / En classe	
RSHE Life Skills	Setting Ground Rules, Wellbeing and Values	Family and relationships	Safety and the changing body	Health and wellbeing	Citizenship	Economic Wellbeing Transition to Y6

Art and Design

-  Research and discuss the ideas and approaches used by a range of different artists.
-  Confidently use sketchbooks for a variety of purposes, e.g., observations, developing ideas, testing materials and planning.
-  Analyse and reflect upon on their choice of mediums, techniques, colours, tones and marks.
-  Create models which are both 2D and 3D.

Home Learning opportunities

Year 5 Art and Design

<https://www.bbc.co.uk/bitesize/subjects/zxv346f>

<https://www.tate.org.uk/kids>

Grayson Perry

https://kids.kiddle.co/Grayson_Perry







Vanessa Gardiner

<https://artonapostcard.com/blogs/artist-interviews/meet-the-artist-vanessa-gardiner>

Rahul Mishra

https://kids.kiddle.co/Rahul_Mishra

Computing

-  Explain how to keep personal information safe (e.g. passwords, choosing what you share).
-  Explain what a search engine is.
-  Use a search engine effectively.
-  Create an 'if and else' statement for an algorithm (e.g. in a quiz).
-  Create a slide for a slideshow that presents data and information clearly (e.g. background colour, font, font colour, font size, quantity of text).
-  Trim and combine filmed clips to make a video.

Home Learning opportunities

Online safety

Be Internet awesome

www.beinternetawesome.withgoogle.com/en_us/interland

Band Runner












www.thinkuknow.co.uk/parents/articles/band-runner/

KS2 Computing

<https://www.bbc.co.uk/bitesize/subjects/zvnrq6f>

<https://scratch.mit.edu/>

Design and Technology

-  Use equipment safely and hygienically
-  Identify and describe healthy benefits of different food groups
-  Explore and evaluate a range of existing products
-  Select ingredients for flavour and nutritional values
-  Sew a running and back stitch with increasing neatness
-  Sew a blanket stitch
-  Use a pattern/ template to design
-  Accurately measure, mark out, cut and shape materials and components
-  Accurately assemble, join and combine materials and components
-  Use annotated sketches cross-sectional drawings and exploded diagrams to communicate ideas.
-  Evaluate critically both the appearance and function against the original specifications

Home Learning opportunities

Recipes

www.foodforlife.org.uk/skills/recipes

Sewing - blanket stitch

www.youtube.com/watch?v=S9zegUYdPmg






Bridges

<https://mysteryscience.com/forces/mystery-2/balanced-forces-engineering/43>

Computer Aided Design - Tinkercad

www.tinkercad.com/

French

-  Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.
-  Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.
-  Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt.
-  Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required.
-  Revision of gender and nouns. Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (E.g., 'I am called 'he/she is called...' and also be able to describe items in terms of flavour E.g., 'Strawberry ice cream.'

Home Learning opportunities








Subscribed Apps

<https://www.languageangels.com/schools/apps>

KS2 French

<https://www.bbc.co.uk/bitesize/subjects/z39d7ty>

Geography

-  **Identify, locate and describe** the location of the world's rainforests and the USA in relation to the Equator and the world's continents
-  **Describe and explain** how the different layers of a rainforest provide different habitats for a range of different animals
-  **Come to an informed conclusion** for the main reasons for why rainforests are being cut down e.g. wood, oil, building space etc.
-  **Come to an informed conclusion** for the main consequences of deforestation and explain whether they are on a local and global scale
-  **Describe** the vast size of the USA in comparison to the UK
-  **Describe and explain** the reasons for high and low population density
-  **Give a reasoned judgment** when comparing the USA with the UK (size, weather, climate, environments, population and National Parks)

Home Learning opportunities

Key Stage 2 Geography

<https://www.oddizzi.com/> (password and username are class name)

<https://www.bbc.co.uk/bitesize/subjects/zbkw2hv/year/zmyxxyc>

[School Learning Zone - KS2 Geography \(school-learningzone.co.uk\)](https://www.school-learningzone.co.uk/)

Rainforest:

<https://www.primaryhomeworkhelp.co.uk/rainforest.html>

<https://www.natgeokids.com/uk/?s=rainforests>

USA

www.natgeokids.com/uk/discover/geography/countries/usa-facts/

History



Summarise a range of Mayan achievements such as realising that without the use of the cartwheel or metal tools, they built massive stone stepped pyramids and many large cities, some of 100,000 people.



Evaluate evidence and reach an **informed judgment** as to why the Maya disappeared at around 900AD and to be able to **justify** their views.



Explain why 1066 is seen as a significant turning point in British History.



Explain that Battle Abbey was built as a monument to reflect god's backing of William at the Battle and to reflect his strength and power.



Explain reasons for the establishment of the Church of England and the dissolution of Battle Abbey.



Identify and **describe** the time of the Ancient Maya, Battle of Hastings and Henry VIII in relation to prior units studied across BC and AD.

Home Learning opportunities

The Mayan Civilisation







[School Learning Zone - World History \(school-learningzone.co.uk\)](https://www.school-learningzone.co.uk)

www.bbc.co.uk/bitesize/topics/zq6svcw/year/z63tt39

Battle of Hastings

[School Learning Zone - The Normans \(school-learningzone.co.uk\)](https://www.school-learningzone.co.uk)

Music

-  Sing confidently and fluently, maintaining a pulse
-  Sing within an appropriate vocal range with mostly accurate tuning, control of breathing and appropriate tone
-  Practise, rehearse and perform with more understanding and awareness of impact on audience
-  Recognise, play and write learnt notes using a musical stave and know how to play them with varying length of note
-  Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
-  Record a composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)

Home Learning opportunities

Year 5 music







www.bbc.co.uk/bitesize/subjects/zwxhfg8/year/zhgppg8

[School Learning Zone - KS2 Music \(school-learningzone.co.uk\)](http://School Learning Zone - KS2 Music (school-learningzone.co.uk))

Charanga login

<https://charanga.com/site/log-in/>

Religious Education

-  Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.
-  Make clear connections between Muslim beliefs and ibadah.
-  Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today.
-  Identify and explain Jewish beliefs about God.
-  Identify features of Gospel texts (for example, teachings, parable, narrative).
-  Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.

Home Learning opportunities

Year 5 RE

www.bbc.co.uk/bitesize/subjects/z7hs34j

[School Learning Zone - KS2 World Religions](#)

Christianity

www.primaryhomeworkhelp.co.uk/religion/christian.htm#top

Humanism

www.bbc.co.uk/bitesize/topics/znk647h/articles/zmqpkmn









Judaism

www.primaryhomeworkhelp.co.uk/religion/jewish.htm

Islam

www.primaryhomeworkhelp.co.uk/religion/Islam.htm

RSHE Life Skills

-  Describe features of a positive, healthy relationship
-  Show some understanding of when they should agree to 'keeping something confidential or secret' and when it is right to 'break a confidence' or 'share a secret'
-  Know school rules about health and safety; basic emergency aid procedures; and where and how to get help
-  Know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety
-  Know how their body will, and their emotions may, change as they approach and move through puberty
-  Know about human reproduction in simple terms
-  Know that they have the right to protect their body from inappropriate and unwanted contact; and Identify ways to get support if they have fears for themselves or their peers
-  Know that everyone has basic human rights and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.

Home Learning opportunities

Key Stage 2 RSHE Life Skills

www.bbc.co.uk/bitesize/subjects/zfhbr2p

www.bbc.co.uk/teach/ks2-pshe/zbrg7nb

<https://www.bbc.co.uk/bitesize/subjects/zfhbr2p>

<https://learning.parliament.uk/en/age-range/age-7-to-11/>

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/safety/activities-safety-kids/>

Science



Forces: Describe and explain the effects of forces (gravity, air resistance, water resistance and friction) on our lives and the world around us.



Living things and their habitats: Describe and compare the life cycles of different living things.



Earth and space: describe and explain the movement of the moon, earth and other planets relative to the Sun and each other.



Animals including humans: Describe the changes as humans develop into old age



Properties and change of materials: Compare and group materials based upon their properties (solubility, magnetism, hardness, transparency and conductivity).



Describe and explain how some changes are reversible and others are irreversible.

Home Learning opportunities

Key Stage 2 Science

www.bbc.co.uk/bitesize/subjects/z2pfb9q/year/zmyxxyc

[School Learning Zone - KS2 Science](#)

[Science lessons for Key Stage 2 students - Oak National Academy \(thenational.academy\)](#)

More useful websites:

School website

www.pevenseyschool.org.uk

Doodle Learning

<https://students.doodlelearning.com/>

Times Table Rock Stars

<https://play.ttrockstars.com/auth/school/student/7769>

Dyslexia Awareness

<https://www.callscotland.org.uk/information/dyslexia/>

Books for Topics

<https://www.booksfortopics.com/>