

## Physical Education

### Games

- Run with a rugby ball in two hands.
- Pass and catch a rugby ball with accuracy and control.
- Be able to score a try.
- Understand when to pass and when to run with the ball.
- Understand and apply the principles of attack and defence to Tag Rugby games.
- Develop passing, catching and shooting a Netball.
- Choose and apply skills and tactics consistently in Netball type games.
- Choose and use tactics effectively.
- Begin to apply rules fairly and consistently.
- Suggest ways to improve.

### Athletics

- Choose and use appropriate techniques for running, jumping and throwing in competitive situations.
- Set up a range of simple athletics activities and events.
- Record individual, partner and team scores on a simple scorecard.

### Outdoor & Adventurous – Orienteering (Forest School Link)

- Match map symbols to their names.
- Keep a map 'set' when moving around a simple course.
- Run safely with a map around a simple orienteering course.
- Navigate a simple course using 8 points of a compass.
- Use a map to navigate and find corresponding control markers.

## Art & Design

- Create printing blocks by simplifying an initial journal idea.
- Use relief or impressed method.
- Create prints with three overlays.
- Work into prints with a range of media e.g. pens, colour pens and paints.
- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of photographer designer William Morris.
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt and annotate their work according to their views and describe how they might develop it further.

## Geography Natural and Renewable Resources in the UK and the Local Area

- To explore some of alternative energy sources used around the local area e.g. wind mills.
- Identify some of Britain's natural/ renewable resources and explain how they're used.
- To investigate and identify how some ways in which natural /renewable resources are used to produce energy in the UK.
- Create sketch maps comparing areas based on their data using symbols and a key.
- Follow routes on maps describing what can be seen.
- Use and understand local maps at more than one scale.
- Use fieldwork to observe measure and record the human and physical features in the local rural and urban area using graphs. (Accommodation linked to land use, congestion, jobs).
- Read and understand some symbols on a map showing land use e.g. picnic site, caravan park, golf course, church, viewpoint.

## Computing

### Programming

- Design/create a game through analysis and decomposition of game elements; add conditions to events in a program including levels of difficulty. Test with peers.

### Data Handling

- Create different types of graphs and charts that are appropriate to the data I am using; I can use them to interpret and answer a specific question.
- Understand there are different ways of finding errors in data; graphs, sorting, searching and the need to be consistent with data entry.
- Collect data using an online quiz, survey or poll.
- Use frequency tables, bar graphs and line graphs that represent the frequencies of events/changes over time (Science or Geography).

### Online Safety

- Understand the impact of an individual sending or uploading unkind or inappropriate content.



## Year 5 Secret Garden

### Attitudes to Learning:

- Resilience and Perseverance
- Teamwork and Cooperation
- Respect and Communication
- Motivation and Curiosity
- Self-confidence and Esteem
  - Independence

## Design and Technology

- Develop a technical vocabulary appropriate to the project
- Use mechanical systems such as cams, pulleys and gears (sci)
- List tools needed before the starting activity
- Plan the sequence of work
- Record ideas using annotated diagrams
- Use models, kits and drawing to help formulate design ideas
- Use exploded diagrams and cross sectional diagrams to communicate ideas
- Make prototypes
- Produce detailed lists of ingredients/ components / materials and tools
- Use appropriate finishing techniques for the project
- Refine their product – review and rework/improve
- Research and evaluate existing products
- Consider user and purpose
- Identify the strengths and weaknesses of their design ideas
- Understand how key people have influences design

## Religious Education \*British Values link

### Christianity – Church

- describe what Christians mean when they talk about one God in Trinity
- identify the beliefs contained within the Apostle's Creed
- explain why the Christian community (The Church) might want/need an agreed statement of belief
- describe and explain the meaning of a range of symbols that might be used for the Trinity
- explain how symbols might unite the worldwide Christian Church
- describe the role of places like Taizé where Christians from different backgrounds might come together to worship
- consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life
- discuss different responses to sources of authority
- raise meaningful questions about things that puzzle them
- differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values

### Islam

- explore Islamic beliefs about the Qur'an as the word of God
- explain how and why the Qur'an is a source of guidance for life for a Muslim
- explain the impact of believing that the Qur'an is divine revelation
- describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets
- explain how and why Muslims might commemorate the Night of Power
- describe and explain a variety of ways that Muslims might show respect for the Qur'an – and how this symbolises their respect for God
- explain how the teachings of the Qur'an might influence the actions and choices of a Muslim
- discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority
- suggest when and why people might want guidance about how to live\*
- discuss who or what has guided them in their own beliefs, values and commitments\*
- reflect on what 'ultimate authority' might mean for them\*

## Modern Languages

### A L'ecole

- Compare French and English school subject names.
- Compare subjects taught in France and England.
- Give positive and negative opinions about school subjects.
- Link school subjects with times.

### Le Weekend

- Ask and talk about regular activities.
- Say which leisure activities they do and don't do.
- Say what they like to do and what they don't like doing.
- Understand and use masculine and feminine words in spoken and written French.
- Use a range of opinion phrases.
- Begin to use sequencing words.

## Music

- Compose and perform melodies using four or five notes (pentatonic scale).
- Use a variety of different musical devices including melody, rhythms and chords.
- Create own songs (raps- structure).
- Identify where to place emphasis and accents in a song to create effects (duration).
- Record own compositions in appropriate way.
- Recognise instruments and features of key musical styles including Rock, Pop, Motown, Jazz, classical etc.
- Use a range of words to describe music (e.g. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).
- Use these words to identify strengths and weaknesses in own and others' music.
- Explain how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure/timbre/tempo).

## Science

### Humans Knowledge

- describe the changes as humans develop to old age(pshe)

### Skills

- Use secondary sources of information to identify and classify
- Independently ask their own scientific questions taking some ownership for finding out the answers
- Look for / notice relationships between things and begin to describe these (gestation periods)
- Make decisions about the most appropriate way of recording data

### Forces Knowledge (Maths statistic link)

- 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 (DT)

### Skills

- Use their developing scientific knowledge and understanding and relevant scientific language and terminology to discuss, communicate and explain their observations
- Refine a scientific question so that it can be tested e.g. 'What would happen to... if we changed...?'
- Carry our **fair tests** and other investigations with increasing independence
- Make decisions about which **variables** to change, measure and keep the same (linked to the appropriate units in the Y5 PoS)
- Recognise when it is appropriate to carry out a **fair test**.
- Make their own decisions about what observations to make or measurements to use and how long to take them for (recognising the need for repeat readings on some occasions).
- Identify possible risks to themselves and others and suggest ways of reducing these
- Choose the most appropriate equipment and make **accurate** measurements and scales
- Use their scientific K&U and appropriate scientific language and terminology (linked to Y5 PoS) to explain their findings and data and answer their initial question
- Draw a valid **conclusion** (explain *why* it happened) based on their data and observations (from Y5 PoS)
- Begin to recognise how repeated readings improve the **reliability** of results
- Compare results with others and comment on how **reliable** they are

## PSHE-& RHE

### Environment & Community

### Teamwork & Co-operation

#### Rights, responsibilities and duties

Define the differences between responsibilities, rights and duties;  
Discuss what can make them difficult to follow;  
Identify the impact on individuals and the wider community if responsibilities are not carried out.

#### My School Community (2)

State what is meant by community;  
Explain what being part of a school community means to them;  
Suggest ways of improving the school community.

#### Growing & Changing

#### Resilience & Perseverance

#### Help I'm a teenager get me out of here!

Recognise how our body feels when we're relaxed;  
List some of the ways our body feels when it is nervous or sad;  
Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.

#### Growing up and changing bodies

Identify some products that they may need during puberty and why;  
Know what menstruation is and why it happens.  
Letter Home

#### Getting fit

Know two harmful effects each of smoking/drinking alcohol.  
Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.  
Understand the actual norms around smoking and the reasons for common misperceptions of these.

### Living Things and their Habitats Knowledge (seasons week)

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird(pshe)
- describe the life process of reproduction in some plants and animals.
- Find out about the work of naturalists & animal behaviourists; David Attenborough & Jane Goodall

### Skills

- Observe (including changes over time) and suggest a reason for what they notice
- Suggest reasons for similarities and differences
- Compare and contrast things beyond their locality and use these similarities and differences to help to classify
- Present and explain their findings through talk, in written forms or in other ways (e.g. using technology) for a range of audiences/ purposes