

Art & Design

- Plan a sculpture through drawing and other preparatory work.
- Shape, form, model and construct from observation or imagination.
- Use recycled, natural and man-made materials to create sculptures.
- Produce intricate patterns and textures in a malleable media.
 - 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
- 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.

Computing

Online Safety (PSHE)

- Understand the potential risks of providing personal information online both inside and outside of school.(PSHE)
 - Understand the importance or appropriate online behaviour and that online (cyber) bullying is unacceptable and will be sanctioned; understand that it is importance to save inappropriate electronic communications for evidence purposes.(PSHE)
 - Aware that people may not create honest profiles of themselves online.(PSHE)
 - Understand and can discuss the need to use privacy settings on social networking sites.(PSHE)
- ### Digital Media
- Alter, enhance and resize images for export to other packages or for uploading online.
 - Plan and create a short stop-motion animated sequence adding titles, credits and audio.
 - Use appropriate technical language such as 'pan', 'close-up' and 'zoom'.
 - Use ICT to compose music or sounds considering specific audience and purpose. Link to Music
 - Use a variety of appropriate devices to record musical and non-musical sounds for a specific purpose.
 - Use a multi-track software to layer sound, adding voice, music and sound effects appropriately (e.g. audacity).
 - Locate, save and import pictures, text, video and sound into another document appropriate to the task and audience.
 - Understand the issues of copyright and the importance of acknowledging sources.

Music

- Play instruments with increasing accuracy, fluency and maintain appropriate pulse.
- Move between differentiated parts as required using notated scores.
- Improvise on own with increasing aural memory and more complex rhythmic patterns that lead to melodies.
- 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).



Year 5 Wonderful World

Attitudes to Learning:

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

Geography

North America e.g The Great Plains

- Identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and the Antarctic circle (using circular World Map to support).
- Identify the position and significance of Greenwich Meridian. Linking with science, time zones, night and day. (Science link)
- Locate the main countries in North America. Locate and name states and significant cities.
- Compare a region in UK with a region in N. America (Great Plains or Yosemite National Park) with significant differences and similarities
- Identify world climate zones using maps, symbols and keys and understand how this affects North America.
- Demonstrate understanding of how and why some features or places are similar or different and how and why they change (Climate, vegetation, plants, soil, rivers and lakes, farming, industry, natural resources and settlements). DT – growth of ingredients
- Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely to change in the future (North American tribes)
- Apply knowledge of the eight points of a compass (FS)
- Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. (North American Tribes)

Religious Education *British Values link

Christianity – Jesus

- describe Christian beliefs about miracles as 'signs' of the divinity of Jesus
- retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus
- describe why some Christians might go on pilgrimage to places associated with miraculous events
- explain the impact that belief in miracles and the power of prayer might have on a Christian
- explain the difference between fact, opinion and belief*
- consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God
- discuss their own beliefs – is there anything that they accept as truth which others may not agree with?
- reflect on how they make decisions about what is/is not true

Hindu Dharma

- make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty
- explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus
- explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer
- describe and explain a variety of ways that Hindus might celebrate the festival of Holi
- suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate
- explain how Holi celebrations might express Hindu beliefs about equality
- explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions
- consider the different ways that myth and stories are and used
- explain how a 'truth' might be contained within a story
- consider how they decide what is 'true' – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth)
- discuss and debate things that they consider to be true that others might disagree with*

Design and Technology

- Prepare food products taking into account the properties of ingredients and sensory characteristics
- Weigh and measure using scales
- Selects and prepare foods for a particular purpose
- Work safely and hygienically
- Use a range of cooking techniques (hot and cold dishes)
- Know where and how ingredients are grown and processed (geo)
- 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

PSHE & SRE

Keeping myself safe

Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;

Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.

Define what is meant by a dare;

Explain why someone might give a dare;

Suggest ways of standing up to someone who gives a dare.

Identify people who can be trusted;

Understand what kinds of touch are acceptable or unacceptable;

Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.

Business and Enterprise

State the costs involved in producing and selling an item;

Suggest questions a consumer should ask before buying a product.

Define the terms loan, credit, debt and interest;

Suggest advice for a range of situations involving personal finance.

Modern Languages

En Vacances

- Ask and say where they are going on holiday.
- Express opinions about holidays.
- Talk about what they are going to do on holiday.

Satut Gustave

- Ask and talk about brothers and sisters.
- Say what people have and have not got.
- Say what people are like, including personality adjectives.
- Understand and use masculine and feminine words in spoken and written French.
- Use a range of opinion phrases.
- Begin to use sequencing words.

Forest Schools

Survival Skills

- To use knives safely to make tools
- To explore the most effective way to build a fire

Art in Nature

- To use recycled, natural and manmade materials to create sculptures.

Physical Education

Games

- Use hockey equipment to develop passing, dribbling, intercepting and shooting skills.
- Play a competitive hockey game, following the rules.
- Catch a tennis ball when fielding in 'kwik cricket'.
- Run between the wickets.
- Perform an overarm bowling technique.
- Strike a ball using a cricket bat.
- Choose and use tactics effectively.
- Begin to apply rules fairly and consistently.
- Suggest ways to improve.

Dance

- Explore dance styles from North America. (link with Geography and History)
- Develop an understanding of the history of 'Hoedown'.
- Perform dance actions associated with Line Dancing and Hoedown.
- Create and perform a group dance phrase.
- Perform skills expressively.
- Comment on own and others' performance and suggest ways to improve.

Gymnastics

- Explore counter balance and counter tension with a partner.
- Develop understanding between unison and cannon movements.
- Perform a sequence of 8 actions to include 3 'acrobatic balances'.

Science

Earth & Space Knowledge

- 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. (Geog)

Skills

- Recognise scientific questions that do not yet have definitive answers. (linked to Y5 PoS)
- Decide whether their question can be answered by researching or by testing
- Find out how scientific ideas have changed/developed over time (linked to Y5 PoS)
- Make decisions about the most appropriate way of recording data
- Use their developing scientific knowledge and understanding and relevant scientific language and terminology to discuss, communicate and explain their observations

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.(PSHE)
- 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 (Maths link)
- Present and explain their findings through talk, in written forms or in other ways (e.g. using technology) for a range of audiences/ purposes/different things (e.g. structures of plants, functions of plant parts, changes over time)