

Curriculum Skills

Year 5

Science Skills Year 5

Working Scientifically	Life Cycles and Reproduction	Forces
<p>Can I plan different types of scientific enquiry to answer questions? (K)</p> <p>Can I take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate? (K)</p> <p>Can I record data and results of increasing complexity using scientific diagrams and labels etc? (K)</p> <p>Can I report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations?</p> <p>Can I identify scientific evidence that has been used to support or refute ideas or arguments?</p>	<p>Can I describe the differences in the life cycles of a mammal, amphibian, insect and bird?</p> <p>Can I describe the life process of reproduction in some plants and animals?</p>	<p>Can I explain why unsupported objects fall towards the Earth?</p> <p>Can I identify the effects of air resistance? Describe effects of forces that act between moving forces</p> <p>Can I identify the effects of water resistance? Describe effects of forces that act between moving forces</p> <p>Can I identify the effects of friction? Describe effects of forces that act between moving forces</p> <p>Can I recognise that some mechanisms allow a smaller force to have a greater effect? Work with levers, pulleys and gears. Could do through D&T.</p>
Earth and Space	Animals and Growth	Properties and Change: Materials
<p>Can I describe the movement of the Earth and other planets relative to the sun in the solar system?</p> <p>Can I describe the movement of the moon relative to the Earth?</p> <p>Can I describe the shape of the sun, Earth and moon?</p> <p>Can I explain how rotation of the Earth causes day and night and the apparent movement of the sun across the sky?</p>	<p>Can I describe the changes as humans develop to old age?</p>	<p>Can I compare and group together everyday objects on the basis of their properties?</p> <p>Can I identify that some materials will dissolve in a liquid to form a solution?</p> <p>Can I describe how to recover a substance from a solution?</p> <p>Can I use my knowledge of solids, liquids and gases to decide how mixtures might be separated?</p> <p>E.g. Filtering , sieving and evaporation</p> <p>Can I give reasons based on evidence from comparative and fair tests, for the particular use of everyday materials?</p> <p>Can I demonstrate that dissolving, mixing and changes of state are reversible changes?</p> <p>Can I explain that some changes result in the formation of new materials?</p> <p>Can I explain that not all changes are reversible? E.g. Burning, action of acid on bicarbonate of soda</p>

Computing Skills Year 5

Online and Networking

Can I use search technologies effectively?
Can I evaluate digital content?
Can I explain how results are selected and ranked?
Can I use and understand the opportunities computer networks offer for collaboration?
Can I use advanced search functions in Google, e.g. quotations?
Can I understand the validity of some websites, especially those that are made by users (Wikipedia - link to E-Safety)?
Can I use strategies to check the reliability of information, e.g. cross checking with books?
Can I use my knowledge of domain names to aid my judgement of the validity of websites?
Can I understand files may be saved off their device in 'clouds' (servers - e.g. Dropbox or Google Docs / showbie)?
Can I upload/download a file to/from the cloud using a program (GoogleDoc, Dropbox, Showbie)?
Can I work collaboratively on a document using a suitable program (i.e. GoogleDocs, Class Blog, Padlet)?
Can I understand what syncing files using cloud computing folders means?

Multimedia

Using a range of programs:
Can I use and combine a variety of software on a range of digital devices to present information effectively?
Can I create a new E-book with a front cover and several additional pages? (K)
Can I produce a multimedia E-book combining video, pictures, text and audio?
Can I create QR codes for my audio book?
Can I publish a book online?

E-Safety

In all work:
Can I identify dangerous situations and behaviours online?
Can I identify what sort of privacy settings might be relevant to reducing different risks?
Can I explain how privacy settings work and identify them in programs I use?
Can I identify privacy settings in social media programs?
Can I judge when to answer a question online and when not to?
Can I demonstrate the behaviour and attitude needed to be a good online citizen and friend, not a digital by-stander?
Can I articulate what constitutes good behaviour online?
Can I find and cite the web address for any information or resource found online.
Can I use different sources to double check information found?
Can I explain how to report concerns and inappropriate behaviour? (K)

Basic Skills

In all work:
Can I save and retrieve a document?
Can I navigate through File Explorer to find a file?
Can I search for a document and open?
Can I improve my typing speed using both hands?
Can I add text boxes?
Can I find characters on a keyboard?

Digital Creativity

Using different technologies:
Can I present information creatively?
Can I create a purposeful multimedia presentation using a suitable program (Prezi, PowerPoint, etc)?
Can I create mood or atmosphere using effects?
Can I create, edit and evaluate the success of a multimedia presentation?
Can I layer sound, add voice and create effects using a program to create a mood?

Programming

Using logo and/or scratch programs:
Can I evaluate analytically to solve problems?
Can I use external triggers and infinite loops to control sprites?
Can I explain the term 'variables'?
Can I edit and add variables to a program? (K)
Can I use conditional statements (e.g. 'when'..., 'if... then')?
Can I use loops and conditions to refine algorithms?
Can I use variables to configure external outputs within Scratch?
Can I use 'Sensing' to add detail to my program?
Can I use external inputs to control external outputs?

Programming – using inputs, outputs and variables

Data

Can I collect, analyse and present data?

Can I sort and filter information?

Can I make graphs from the calculations on my spreadsheet?

Can I explain why changing the numerical data effects a calculation?

Art Skills Year 5

Artists & Movements	Drawing	Painting
<p>Can I research artists/architects/designers/craftspeople?</p> <p>Can I study examples of artists work?</p> <p>Can I experiment with approaches used by other artists?</p> <p>Can I work with an artist?</p> <p><i>Note: A range of artists should be studied including female artists, artists from other cultures, artists working today and historical artists.</i></p> <p><i>Due care and attention should be paid to the content of images and artwork, and the manifestos of artists to assess whether they are suitable for use in the classroom.</i></p> <p><i>Suggested methods for researching the work of artists/designers/craftspeople are:</i></p> <ul style="list-style-type: none"> ▪ Gallery visits ▪ Museum visits ▪ Location visits ▪ Library research ▪ Internet research <p><i>Studies of artists work</i></p> <p><i>Peter Thorpe</i></p> <p><i>Ross Jacobs</i></p> <p><i>Rachel Dein</i></p> <p><i>Barbara Hepworth</i></p> <p><i>Mayan Art</i></p>	<p>Key Skills:</p> <p>Can I draw familiar things from different viewpoints?</p> <p>Can I use a range of materials to produce line, tone and shade?</p> <p>Can I use line, tone and shade to represent things seen, remembered or imagined? (K)</p> <p>Developing ideas (sketchbooks):</p> <p>Can I record my observations?</p> <p>Can I review my observations?</p> <p>Can I revisit my ideas?</p>	<p>Techniques:</p> <p>Can I experiment with different types of brushes for specific purposes?</p> <p>Can I create different effects by using a variety of tools and techniques such as dots, scratches and splashes?</p> <p>Can I investigate shapes, form and composition?</p> <p>Colour development:</p> <p>Can I show awareness of the natural environment through colour matching?</p> <p>Can I use primary and secondary colours with the addition of black and white and other hues? (K)</p>
	Printing	Sculpture/Modelling
	<p>Use paint or ink to :</p> <p>Can I make images through relief printing using card?</p> <p>Can I build up drawings and images of whole or parts of items using various techniques? For example using a mixture of relief printing using card, mono-printing, block printing etc. (K)</p> <p>Can I recreate an image remembered, observed or imagined, through collage printing?</p> <p>Can I design prints for a purpose? <i>For example to make fabrics, book covers, wallpapers etc.</i></p> <p>Can I use printing to represent the natural environment?</p>	<p>Collage focus:</p> <p>Revisited in Year 6</p> <p>Mixed media sculpture:</p> <p>Can I explore how stimuli can be used as a starting point for 3D work? <i>For example exploring the form, shape, pattern, texture and colour or different stimuli and they could translate into a sculpture.</i></p> <p>Can I use stimuli to create simple 2D and 3D images using a variety of tools and materials?</p> <p>Can I look at 3D work from a variety of genres and cultures and develop my own response through experimentation?</p> <p>Can I make imaginative use of the knowledge I have acquired of tools, techniques and materials to express my own ideas and feelings?</p>

Design & Technology Skills Year 5

Technical Knowledge		Cooking & Nutrition	
<p>Can I explain how the working characteristics of materials affect the way they are used?</p> <p>Can I combine and mix materials to create more useful properties?</p> <p>Can I join materials using both permanent and temporary fastenings?</p> <p>Can I use joins that are flexible to allow for dismantling or folding?</p> <p>Can I use mechanisms to make things move in different ways, including ICT control programs?</p>		<p>Can I explain that food is grown, reared or caught in the UK, Europe and the wider world?</p> <p>Can I describe how seasons affect what food is available?</p> <p>Can I describe how food is processed into ingredients that can be eaten or used in cooking?</p> <p>Can I prepare and cook predominately savoury dishes safely and hygienically?</p> <p>Can I use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking?</p> <p>Can I explain that a healthy diet is made up from a variety and balance of different foods?</p> <p>Can I adapt my recipe to change appearance, taste, texture and aroma?</p>	
Design		Make	
<p>Can I develop my own design criteria after carrying out appropriate research?</p> <p>Can I generate ideas after thinking about who will use them and what they will be used for?</p> <p>Can I develop a design that is innovative, functional, appealing and fit for purpose?</p> <p>Can I develop and explain ideas clearly with design objectives?</p> <p>Can I plan the making process, suggesting a sequence of actions, or alternatives if needed?</p> <p>Can I communicate my design ideas in a variety of ways (discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces, computer aided design)?</p>		<p>Can I select the tools, techniques and materials needed to make my product?</p> <p>Can I measure, mark out and cut materials accurately to the nearest mm?</p> <p>Can I join materials effectively?</p> <p>Can I suggest alternative ways of making a product if the first attempt fails?</p> <p>Can I use finishing techniques to strengthen and improve the appearance of my product?</p> <p>Can I select and use a wide range of materials and components according to their functional properties and aesthetic qualities?</p>	
		Evaluate	
		<p>Can I investigate and evaluate a range of existing products, thinking about my own design criteria?</p> <p>Can I reflect on my work in relation to the intended users?</p> <p>Can I identify improvements needed?</p> <p>Can I carry out appropriate tests on my product?</p> <p>Can I recognise that the quality of a product depends on how something is made and if it meets its intended use?</p>	

Geographical Skills Year 5

Human & Physical Geography

- Can I ask and answer geographical questions about environmental regions within South America?
 - Can I explain and describe climate zones?
 - Can I explain and describe the function of biomes and vegetation belts?
 - Can I revise the features of mountains and rivers - how they work /physical geography of them?
 - Can I beginning to understand the processes involved in fair trade and consider its impact within a society?
 - Can I develop an awareness of how a world interconnects but is also interdependent?
- Can I understand how decisions made about the environment will affect the future quality of people's lives? (Global Dimensions)*

Location & Place

- Can I locate cities and countries within South America and Europe?
- Can I locate and name surrounding oceans and seas of South America?
- Can I locate the main human and physical features within South America?
- Can I locate environmental regions within South America?
- Can I locate 2/3 regions within South America on a digit map, globe and atlas?
- Can I compare and contrast regions using human and physical geographical knowledge?
- Can I identify the position and significance of Latitude, Longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn and Arctic and Antarctic Circle?
- Can I locate the lines of Latitude that pass through South America?
- Can I compare the differences and similarities between physical and human geography of a region in South America and the UK? - Andes and The Lakes/ Amazon and the river Wye

Geographical Skills & Fieldwork

- Can I begin to read a topographical map?
- Can I use a topographical map to name and locate physical features?
- Can I use 4 and 6 figure references?
- Can I locate 6 figure grid references?
- Can I use 8 points of a compass?
- Can I use a simple/complex key to understand features on a map?
- Can I extract relevant information from a map linked to a place or theme?
- Can I create detailed sketch maps and plans of a local area with accompanying symbols?
- Can I measure simple straight line distances on a map and convert them using a scale?
- Can I plot a route on a street map to follow for a given purpose?
- Can I use atlases to extract information relevant to supporting an investigation?
- Can I use graphs to record, measure and observe the local area? (in reference to physical and human features)
- Can I draw clear conclusions about areas studied using statistics?
- Can I use field work to observe, measure and record human and physical features in a local area? - using methods including sketch maps, plans and graphs.

Historical Skills Year 5

Historical Enquiry

Can I begin to identify primary and secondary sources?

Can I compare accounts of an event from different sources and identify whether they are fact and fiction?

Can I offer some reasons for different versions of events? (K)

Can I select relevant information for various sources, book, search engines etc?

Can I recall, select and organise historical information in various forms? E.g. poster, booklet etc.

Can I make links between events in different countries and explain why these links have formed? (Global Dimensions)

Chronological Understanding

Can I draw a timeline with different time periods outlined which show different information? (E.g. periods of history, when famous people lived etc.)

Can I sequence key events of the time studied?

Can I use relevant terms and period labels?

Can I make comparisons between different times in the past?

Can I use my mathematical skills to work out exact time scales and differences as need be?

Knowledge and Interpretation

Can I describe historical events from the different period/s I am studying and have studied?

Can I make comparisons between historical periods: explaining things that have changed and things that have stayed the same?

Can I begin to understand that significant events in history have helped shape the country we have today?

British History

The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

Can I find out about Viking raids and invasion?

Can I find out about Danegeld and how this came to be?

Can I compare and contrast the differences between Alfred the Great and Athelstan's reigns?

Can I find out about Anglo Saxon laws and justice?

Can I find out about Edward the Confessor and his death in 1066?

World History

Ancient Maya Civilisation – A non European society that provides contrasts with British History.

Can I compare and contrast the Ancient Civilisation of Maya with British history?

Can I find out about the daily life of the Maya, including their Gods, art, sacrifice, and what daily life was like for an ordinary Maya?

Can I find out about the legacy the Maya people have left behind?

Music Skills Year 5

Games	Singing	Improvisation
Can I build on their progress from keeping a steady beat to clapping a rhythm, improvising a rhythm and then using pitch then improvising using the voice? - as learning progresses less games are played.	(K) Can I maintain my part in a round? Can I understand importance of warming up our voices, good posture and projecting our voices? Can I have a greater understanding of melody and words and their importance? Can I sing in an ensemble with the aim of producing a round sound with clear diction, control of pitch and musical understanding?	(K) Can I improvise within a group until confident to improvise on own within the context of a song using sounds already learned? Can I confidently perform own rhythms and melodies using their voice or an instrument?
Playing Instruments	Composition	Perform
(K) Can I play different parts using notation to read from according to ability and play them musically? Can I continue to treat instruments with respect and understand and use correct techniques to play them?	(K) Can I compose using 5 notes notating using graphic or musical notation? Can I record composition in appropriate ways?	Can I appreciate that performance can influence how music is presented? Can I appreciate that performance can influence how music presented?
Listening & Appraising		
Can I develop confidence in recognising and exploring varied musical styles and traditions and their basic style indicators? Can I build on progress from keeping a steady beat to clapping a rhythm, improvising a rhythm and then using pitch then improvising using the voice? Can I find the pulse, internalise the pulse and understand that every piece of music has a different pulse and that it is the heartbeat of the piece? Can I understand how pulse, rhythm and pitch work together - that rhythm is long and short sounds that happen over a pulse and that pitch is high and low sounds? Can I use correct musical language to discuss with growing confidence feelings and emotions likes and dislikes?		

Religious Education Skills Year 5

Unit 1 U2.1 What does it mean if Christians believe God is holy and loving? Unit 2 U2.8 What does it mean to be a Muslim in Britain today? Unit 3 U2.3 Why do Christians believe Jesus was the Messiah? Unit 4 U2.9 Why is the Torah so important to Jewish people? Unit 5 U2.4 Christians and how to live: 'What would Jesus do?' Unit 6 U2.10 What matters most to Humanists and Christians? (C,M/J, NR)

Making sense of beliefs

U2.1 God

Can I identify some different types of biblical texts, using technical terms accurately?
Can I explain connections between biblical texts and Christian ideas of God, using theological terms?

U2.8 Muslims

Can I identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message)?
Can I describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet)?

U2.3 Incarnation

Can I explain the place of Incarnation and Messiah within the 'big story' of the Bible?
Can I identify Gospel and prophecy texts, using technical terms?
Can I explain connections between biblical texts, Incarnation and Messiah, using theological terms?

U2.9 Jew

Can I identify and explain Jewish beliefs about God?
Can I give examples of some texts that say what God is like and explain how Jewish people interpret them?

U2.4 Gospel

Can I identify features of Gospel texts (for example, teachings, parable, narrative)?
Can I take account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts?

U2.10 Humanists and Christian

Can I identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)?
Can I make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')?

Understanding the impact

U2.1 God

Can I make clear connections between Bible texts studied and what Christians believe about God, for example, through how cathedrals are designed?
Can I show how Christians put their beliefs into practice in worship?

U2.8 Muslims

Can I make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)?
Can I give evidence and examples to show how Muslims put their beliefs into practice in different ways?

U2.3 Incarnation

Can I show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas?
Can I comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible?

U2.9 Jew

Can I make clear connections between Jewish beliefs about the Torah and how they use and treat it?
Can I make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)?
Can I give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive

Making connections

U2.1 God

Can I 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?

U2.8 Muslims

Can I make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Gloucestershire today?
Can I consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims?
Can I reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views?

U2.3 Incarnation

Can I weigh up how far the idea of Jesus as the 'Messiah' — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers?

U2.9 Jew

Can I make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today?
Can I consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish?

Jewish practice)?

U2.4 Gospel

Can I make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives?

U2.10 Humanists and Christian

Can I make clear connections between Christian and Humanist ideas about being good and how people live?

Can I suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view?

U2.4 Gospel

Can I make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives?

Can I articulate their own responses to the issues studied, recognising different points of view?

U2.10 Humanists and Christian

Can I raise important questions and suggest answers about how and why people should be good?

Can I make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views?

Personal, Social, Health and Citizenship Education Year 5

Core Values

Developing risk management
 Understanding personal change and responsibility
 Understanding the dynamics of healthy relationships
 Living in the Wider World
 Citizenship & British Values

Health & Wellbeing

Can I identify qualities which can contribute to building resilience?
 Can I identify changes I will experience when I go through puberty?
Can I understand the importance of hygiene? (K)

Relationships

Can I identify an unhealthy relationship?
Can I make the right decision if I see somebody being bullied? (K)
 Can I identify how to show kindness to others?

Living in the Wider World

Can I identify what is happening in my local environment?
Can I identify different religions and cultures within my community? (K)
 Can I identify rules and laws which protect me and others?

Modern Foreign Languages (French) Year 5

Weather

Can I learn about the seasons?
 Can I learn different types of weather?
 Can I learn about basic weather patterns?
 Can I say what the weather was like yesterday, today and tomorrow?
 Can I look at how the weather may vary between us and French speaking countries?

Food & Drink

Can I learn about different types of food?
 Can I say / write what I would eat at different times of the day?
 Can I talk about different food or drink depending on the climate?
 Can I order food in French in a 'restaurant' environment?
 Can I explore traditional meals you may find in French speaking countries?

Animals & Pets

Can I learn about different animals?
 Can I learn about their habitats? E.g. Field, farm, house.
 Can I describe my pet or a pet I would like?
 Can I say what my pet is like?

Intercultural Understanding

Can I look at everyday life from the perspective of someone from that country?
 Can I recognise similarities and differences between my life and someone who lives in a French speaking country?
 Can I think about what represents our culture?

Reading & Writing

Can I read and understand a variety of short sentences?
Can I write simple sentences or short texts about familiar topics? (K)
 Can I write simple words and phrases from memory?

Speaking & Listening

Can I prepare and practice simple conversations?
Can I understand and express simple opinions? (K)
 Can I listen and understand more complex sentences and phrases?
Can I speak and present for more than 1 minute on a familiar topic? (K)