Year 5 Art			
Generating Ideas (All)	**Making** (Specialist teacher = Red)	**Evaluation (All)**	**Knowledge and Understanding (All)**
▪ Engage in open-ended research and exploration in the process of initiating and developing their own personal ideas. ▪ Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. ▪ Independently develop a range of ideas showing curiosity, imagination and originality from a range of sources	Drawing: Draw and shade 3D shapes and develop these shapes into objects. Observational drawing of still life objects. Understand rule of thirds in composition. Explore gestural life drawing and draw the figure and face in proportion. Make observational figure drawings. Revisit one point perspective. Overall: Make independent choices using a variety of media, work from observation and imagination. Painting: Use and understand a range of different paints and their properties. Understand tertiary colours to build on previous colour theory. Print: Experiment with silkscreen printing or lino printing. Print on to different papers and explore colour through layering different colour prints. Sculpture/3D: Understand basic clay techniques. Make a relief clay tile. Textiles/Mixed Media: Experiment with batik and silk painting. Use collage to develop designs. Digital/Photography: Scan drawings into computer and manipulate using software.	▪ Reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. ▪ Analyse and reflect on their progress taking account of what they hoped to achieve.	▪ Know the formal elements of art (colour/tone/line/texture/pattern/ shape/form). ▪ Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. ▪ Describe the processes they are using and how they hope to achieve high quality outcomes. ▪ Know the formal elements and use these to describe their work and the work of others.
Greater depth			
▪ Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches	▪ Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques. ▪ Independently select and effectively use relevant processes in order to create successful and finished work.	▪ Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.	▪ They use technical vocabulary and techniques.

Year 5 Computing		
E-safety	**Programming**	**Handling Data**
▪ To know that everything posted online is public property can be seen by all and can be edited and manipulated. ▪ To understand the importance of being respectful online. ▪ To understand the importance of protecting my personal information and not leaving a digital footprint. ▪ To understand the importance of keeping any negative texts and emails as evidence of potential cyberbullying.	▪ Use visual blocks to create simple algorithms (scratch, code.org) ▪ To use repeats and loops within programming ▪ To decompose and debug errors ▪ To use a variety of visual blocks within Scratch to move and manipulate characters and settings including conditionals (if…. Then) ▪ To use LOGO to create geometric designs	▪ To download and present information in a graph which can be labelled ▪ Collect and present statistical data on a spreadsheet
Greater depth		
	▪ To use variables (time and points)and conditionals (if touch border.. then…) in SCRATCH to create maze/catching games	▪ To carry out own investigation, collect data analyse and present findings using two variables – light and sound

Multimedia	Technology in our lives	Computer skills
Multimedia	**Technology in our lives**	**Computer skills**
▪ Combine text and images to create a presentation ▪ Use comic life to create a comic using the text and images tools ▪ Choose a piece of music and download it. (audio network) ▪ Use audacity to edit my piece of music and splice pieces of music together ▪ Use a CAD (Serif) program to create a CD- inserting images and text ▪ Take a photograph, edit and save it	▪ To understand the difference between the www and the internet and how our school server and network is linked to the net. ▪ Decide if information on a webpage is valid or bias ▪ Use different search engines and compare the results ▪ Verify facts by cross-checking ▪ To use a CAD program to create an ideal bedroom using 2D representation of a 3D world.	▪ Touch type with increasing accuracy ▪ Use edit, copy and paste from the Internet ▪ Change page layout and use print preview and print current page ▪ Move, rotate and resize images ▪ Use word count ▪ Combing tools within word (word art, bold, italics)
Greater depth		
▪ To mix several pieces of music being aware of matching rhythm and blending music together to create an atmospheric piece of music	▪ Identify features on a webpage which contribute to the veracity of the page	▪ Use a CAD program (Serif) to create design ▪ (certificates, posters) ▪

Year 5 SMSC		
Social	**Spiritual and Moral Values**	**Global Democracy**
▪ Set personal targets thinking about the steps needed to achieve them ▪ Explain the importance of resilience ▪ Discuss the different types of social interaction they may encounter (e.g. peer to peer, adults, stranger) and how these are different	▪ Recognise the consequences of: discrimination/teasing/bullying and prejudice based language ▪ Understand how stereotypes promote negative feelings/images ▪ Recognise and understand the terms 'sexism' and 'racism' and the possible consequences of such discrimination ▪ Learn about different spiritual/cultural beliefs and views and express opinions in an informed way	▪ Develop an interest and awareness in world events and global issues ▪ Recognise similarities and differences between places including levels of poverty and inequality ▪ Understand the causes and effect of climate change and environmentally responsible living ▪ Express a sense of responsibility for the environment ▪ Discuss examples of conflict in past and present societies
Greater depth		
▪ Discuss how different situations call for different responses (e.g. conceding vs. standing firm etc)	▪ Discuss who helps shape our personal values and how this can be positive/problematic	▪ Begin to understand how democracy works in the UK ▪ Consider the different types of government in different countries and in the past

Cultural Diversity	**Health**	**Personal safety**
▪ Understand the contribution of different cultures to our lives and appreciate the range of ethnic and religious diversity in the UK and local area ▪ Discuss the consequences of discrimination against individuals and communities	▪ Learn what positively and negatively affects physical and emotional health(body image/bullying) ▪ Know how their body will change as they approach and move through puberty ▪ Understand human reproduction	▪ Understand how to use technology (computers/mobiles/social media etc) safely and responsibly ▪ Recognise and manage dares ▪ Judge what kind of physical contact is acceptable or unacceptable ▪ Understand rail safety
Greater depth		
▪ Consider how the UK has changed over the last decades with regards to religious and ethnic diversity	▪ Discuss strategies to promote positive emotional health	▪ Show an awareness of healthy/unhealthy relationships

Year 5 DT			
Design	**Make**	**Evaluate**	**Technical knowledge**
▪ Use a range of research methods to develop design criteria to inform design of a functional and appealing product. ▪ Generate, develop and refine ideas through critical discussion ▪ Model ideas using prototypes and pattern pieces	▪ Select appropriate tools and equipment from a given range and justify choices. ▪ Use a range of tools and equipment to perform practical tasks accurately. ▪ Appreciate potential hazards when using different tools and equipment. ▪ Select from a wide range of materials and components: ingredients and construction materials. ▪ Explain choices by referring to materials'/components' functional and aesthetic properties	▪ Investigate and analyse a range of existing products using technical vocabulary and processes ▪ Understand how key events (e.g. inventions) and individuals in D&T have shaped the world ▪ Consider views of others to evaluate ideas and products against design criteria. ▪ Use views of others to improve design of product.	▪ Understand and use mechanical systems in products (e.g. gears, pulleys, levers) ▪ Understand what market research is and why it is useful ▪ Know where/how a variety of ingredients are grown, reared, caught and processed ▪ Understand seasonality ▪ Understand terms: simmer, sear, season, garnish ▪ Learn to boil vegetables, rice, pasta, grains following cooking instructions
Greater depth			
▪ Adapt designs to take into account limited resources/tools/skills/time	▪ Explain why certain materials and components would be less successful than final choice giving detailed reasons ▪ Revise choices based on prototype	▪ Identify strengths and weaknesses in both design and make stages	▪ Use several mechanical systems within one product

Year 5 MFL			
Speaking and Listening	**Grammar**	**Reading and Writing**	**Songs, Stories and Rhymes**
▪ Listen and show understanding of short phrases through physical response. ▪ Listen and demonstrate understanding of words in songs and rhymes. ▪ Ask and answer several simple and familiar questions with a rehearsed response. ▪ Present ideas or information orally to a range of audiences	▪ Name and identify nouns, adjectives, verbs and adverbs in the language being studied ▪ Demonstrate understanding of the position of the majority of adjectives. ▪ Apply the rules of the agreement of adjectives in the singular and plural with some accuracy.	▪ Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules. ▪ Read and show understanding of a series of sentences using familiar language. ▪ Use a bi-lingual dictionary to find the meaning of a word or its translation. ▪ Write and say a simple phrase to describe people, places, things and actions using a language scaffold. ▪ Write and say sentences manipulating familiar language, using a dictionary for new language.	▪ Understand the gist of an unfamiliar text using some familiar language.
Greater depth			
▪ Use familiar vocabulary to say simple sentences to give information using a language scaffold.	▪ Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural.	▪ Write sentences from memory manipulating familiar vocabulary with understandable accuracy.	▪ Follow the simple text of a familiar song or story and sing or read aloud.

Year 5 Geography			
Geographical enquiry and fieldwork	**Human and physical geography**	**Place knowledge**	**Locational knowledge**
▪ Conduct research on an area of South America using a range of sources, to present in a report ▪ Research the impact of trade in history, including distribution of natural resources (energy, food, minerals and water) ▪ Formulate meaningful geographical enquiry questions and investigate possible answers (e.g. What evidence is there that…; Is there a pattern between…; Why did x change?) ▪ Choose the best way to collect data and decide units of measurement ▪ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	▪ Develop understanding of difference between human and physical geography and how they interact ▪ Describe and understand biomes (equatorial) ▪ Describe and understand key aspects of climate zones ▪ Describe and understand key aspects of vegetation belts ▪ Describe and understand key aspects of mountains (features and processes)	▪ Examine how the land use of a place in South America has changed over time. ▪ Compare and contrast an area of the UKand of South America. ▪ Predict how an area may continue to change in the future. ▪ Explain what a place might be like in the future, taking account of issues impacting on human features ▪	▪ Identify the position and significance of the Arctic and Antarctic Circle. ▪ Name and locate the countries in South America. ▪ Name and locate some major cities in South America. ▪ Name and locate some of the world's major mountains on maps. ▪ Locate environmental regions of South America
Greater depth			
▪ Communicate geographical information in a variety of ways (e.g. maps, numerical date, graphs, reports etc)	▪ Discuss and debate 'Fairtrade' ▪ Research and discuss how water affects the environment, with environmental change and sustainability.	▪ Compare and contrast two locations within a South American country considering possible reasons for differences in physical and human features.	▪ Begin to predict the climate of an area based on its location (e.g. distance from equator etc)

Year 5 History		
Chronological understanding	**Knowledge and interpretation**	**Historical enquiry**
- Use dates and historical language in work. - Draw a timeline with different information, such as, periods of history, when famous people lived, etc. - Accurately differentiate within a longer period (e.g. Anglo-Saxons and Vikings). - Understand ideas of duration (e.g. how long the Anglo-Saxon and Viking eras lasted). - Understand when the Anglo-Saxon and Viking period came in relation to the Romans and Greeks.	- Learn an overview of where/when the first civilisations appeared - To find out about a past society and the people who lived in it. - To investigate the culture of a past society (e.g. Norse mythology). - Describe historical events from the different period/s being studied. - Consider key historical figures from different periods and their impact both then and subsequently. - Make detailed comparisons between historical periods. - Understand how an event can impact differently people differently.	- Test out a hypothesis in order to answer a question - Appreciate how historical artefacts have helped us understand more about British lives in the present and past - Recognise that some sources are more useful than others and explain why. - Use language related to certainty and uncertainty. - Give a clear opinion and support it with evidence. - Understand the difference between primary and secondary sources.
Greater depth		
- Begin to analyse the extent of continuity and change in the past. - Use mathematical skills to work out exact time scales and differences as need be.	- Appreciate that significant events in history have helped shape the country we have today. - Understand that some interpretations are more reliable than others. - Consider how history is constantly being rewritten as new information is discovered.	Evaluate the value of a source taking into consideration possible bias.

Year 5 Music (Specialist teacher = Red)		
Performing	**Composing/Notation**	**Appraising**
- Breathe in the correct place when singing - Sing and use their understanding of meaning to add expression - Maintain their part whilst others are performing their part - Perform 'by ear' and from simple notations - Improvise within a group using melodic and rhythmic phrases - Recognise and use basic structural forms e.g. rounds, variations, rondo form	- Change sounds or organise them differently to change the effect - Compose music which meets specific criteria - Use their notations to record groups of pitches (chords) - Choose the most appropriate tempo for a piece of music	- Describe, compare and evaluate music using musical vocabulary - Explain why they think their music is successful or unsuccessful - Suggest improvements to their own or others' work - Choose the most appropriate tempo for a piece of music - Contrast the work of famous composers and show preferences - Identify and evaluate different genres of music from different traditions and cultures
Greater depth		
- Use pitches simultaneously to produce harmony by building up simple chords - Devise and play a repeated sequence of pitches on an instrument to accompany a song	- Understand the relation between pulse and syncopated patterns - Identify (and use) how patterns of repetition, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre	Compare and contrast music from different traditions

Year 5 PE
Athletics

- Show control at take-off in jumping activities
- Show accuracy and good technique when throwing for distance
- Choose the best pace for a running event to sustain running and improve on a personal target
- Organise and manage an athletic event well
- Identify good athletic performance and explain why it is good
- Understand how stamina and power help us to perform well in different athletic activities and identify activities that help develop stamina and power.

Greater depth

- Adapt skills and techniques to different challenges and equipment
- Know the rules and organise and judge events and challenges well
- Pick out the important features of a performance and make good suggestions about what could be improved

Year 5 PE
Dance

- Respond to the phrasing of music and anticipate changes
- Compose motifs and plan dances creatively and collaboratively in groups
- Understand the relationship between dance and its accompaniment
- Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use
- Perform different styles of dance clearly, rhythmically and fluently
- Recognise and comment, using appropriate vocabulary, showing an understanding of style
- Suggest ways to improve their own and other people's work
- Organise their own warm-up and cool- down exercises
- Show an understanding of safe exercising.

Greater depth

- Show technically accuracy when performing set dances
- Show expression in their dances and sensitivity to music
- Plan and performs dances confidently to communicate a mood, emotion and issue
- Use their understanding of composition to create dance phrases for themselves and others in their group
- Use their knowledge of dance to adapt their skills to meet the demands of a range of dance styles
- Identify the form and structure of a dance

Year 5 PE
Games
- Pass, dribble and shoot with control in games using different techniques where necessary   - Mark opponents and help each other in defence.   - Identify and use tactics to help their team keep the ball and take it towards the opposition's goal   - Control the ball consistently   - Identify things that could be improvedin performances and suggest ideas andpractices to make them better.   - Know and carry out warm-up activities that use exercises helpful forinvasion games.
Greater depth
- Use a range of tactics in attack and defence   - Make changes that improve their teamand individual performance.   - Read game as a whole in order to make improvements

Year 5 PE
OAA
- Work cooperatively to put strategies and solutions into action   - Choose and perform skills and strategies effectively   - Find solutions to problems and challenges   - Take on roles given to them   - Show some understanding of problem-solving strategies planned by others   - Recognise when a solution has been successful and describe what happened   - Plan, implement and refine the strategies they use and adapt the strategies as necessary   - Identify strengths, as individuals and as a group and suggest ways to improve   - Follow instructions when preparing physically for challenges and follow safety rules   - Prepare physically and organisationally for challenges they are set, taking into account the group's safety
Greater depth
- Adapt quickly to new situations and devise and put into practice a range of solutions to problems and challenges   - Identify effective performances and solutions and take the lead in planning to improve weaknesses   - Take a leading role when working with others including efficient preparation and risk assessment

Year 5 PE
Gymnastics
- Perform a range of gymnastic actions and agilities demonstrating clarity of movement.   - Perform a range of rolls showing different entrances and exits.   - Perform actions, shapes and balances clearly, with good body tension and extension.   - Perform combinations of actions and agilities that show clear differences between levels, speeds and direction.   - Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when performing at the same time as a partner.   - Develop a longer and more varied movement sequence demonstrating smooth transitions between actions to make a sequence.   - Plan sequences with changes of speed, level and direction, and clarity of shape gradually increasing the length of the sequences.   - Work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement
Greater depth
- Develop a longer and more varied movement sequence demonstrating smooth transitions between actions to combine actions to make a sequence.   - Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions   - Repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction

Year 5 RE What does it mean to belong to a religion (Judaism)? How do we make moral choices? What do people believe about life?			
Practices and ways of life	Forms of Expressing Meaning	Identity, Diversity and Belonging	Meaning, Purpose and Truth Values and Commitments
▪ Investigate and understand some Jewish practices and beliefs ▪ Ask important questions about Shabbat and/or the Festival of Pesach and suggest some possible different answers, describing how these stories might inspire Jews in their lives today ▪ Describe what happens at Shabbat and/or Pesach, how this links with the Creation and or/Exodus story and say how this might impact on a Jewish person's life in their community	▪ Suggest reasons for the variety of beliefs which people hold, & explain how religious sources are used to provide answers to important questions ▪ Use a wide religious vocabulary in suggesting reasons for the similarities & differences in the ways people express their faith ▪ Link the Christian beliefs in forgiveness and help for everyone in need, not just friends/family, to what they read in holy texts	▪ Give own & others' views on questions about who we are & where we belong & on the challenges of belonging to a religion & explain what inspires & influences them ▪ Explain how many believers feel that faith in God gives their life purpose ▪ Explain that non-religious people also have a sense of purpose	▪ Understand and explain what is meant by 'belief' ▪ Show a link between a believer's faith and their social action ▪ Compare motivations for doing good ▪ Debate important religious questions (e.g. Does it matter if there is a God?) ▪ Show how 'science' might figure in debates about God ▪ Ask questions about things that are important to them & to other people & suggest answers which relate to their & others' lives ▪ Show an understanding of karma (Hinduism)
Greater depth			
▪ Compare different ways of showing commitment to Jewish belief and practice.	▪ Interpret different religious stimuli (stories/art etc) and suggest alternative interpretations. Discuss why there may be multiple interpretations.	▪ Articulate religious concepts with analysis, rather than just stating a belief	▪ Apply theological terms such as 'stewards of creation' to a broad range of texts and examples of local community action