

Year 5

<u>Reading spine</u>	<u>(Cool)/Wolf Brother</u>		<u>Street Child</u>		<u>Who Let the Gods Out</u>	
Science	Properties and Changes of Materials dissolving/solutions/reversible and irreversible changes		Living Things and their Habitats life cycles/reproduction in plants and animals Animals Including Humans - development in humans		Earth and Space Solar system/rotation of earth Forces gravity/air & water resistance/machines	
GLAM History Geography	ANGLO-SAXONS AND VIKINGS Human geography – settlements, trade links GLM – Having studied Viking life and settlements design and make a model Viking village		RIVERS AND SEAS Rivers Water cycle GLM – How would we prepare for a natural disaster such as a flood?		ANCIENT GREECE History of the Olympic games Human and physical geography GLM – After exploring the Olympics of Ancient Greece plan an Olympic style games day for Year 5	
History	I can demonstrate a chronologically secure knowledge of history and begin to understand the duration of periods and events. I can develop the appropriate use of historical terms for historical topics studied. I can compare different versions of the past and suggest which is more reliable.	I can understand how knowledge of the past is constructed from a range of sources and the usefulness of both primary and secondary sources. I can construct informed responses to questions devised selecting and organising relevant historical information.	I can describe/make links between changes within and across a non-European society. I can identify historically significant people (Captain James Cook) and events in situations (inventions that changed the world).	I can identify the results of historical events, situations, changes an important historical figure.	I can establish clear events making links within and across periods studied. I can address and devise historically valid questions in order to investigate an event or person.	I can describe social, cultural, religious and ethnic diversity in relation to historical events studied. I can begin to note connections and contrasts over time.

<h2>Geography</h2>	<p>I can use six-figure grid references to locate places in the wider world on an Ordnance Survey map.</p> <p>I can use fieldwork to observe, measure and present the human and physical features in the local area (using sketch maps, plans and graphs, digital technology). (CONSOLIDATION)</p>	<p>I can describe and understand key aspects of food, trade links and economic activity.</p> <p>I can describe and understand key aspects of biomes, climate zones and vegetation belts.</p>	<p>I can name and locate some countries within North America and their major cities.</p> <p>I can explain the key physical, human and land use characteristics of these North American countries and their topographical features.</p> <p>I can describe and understand key aspects of deserts and prairies.</p>	<p>I can describe any land use changes over time in these North American countries.</p> <p>I can understand similarities and differences in the human and physical geography of a region of the U.K, a region in a European country AND a region in North America. (CONSOLIDATION)</p>	<p>I can use maps, atlases, globes and digital/computer mapping to locate and describe countries studied. (CONSOLIDATION)</p> <p>I can describe and understand key aspects of biomes, climate zones and vegetation belts.</p>	
<h2>PE</h2>	<p>Athletics - sprinting/relay/long distance/long, triple and high jump</p> <p>Fitness</p>	<p>Dance – Vikings</p> <p>Badminton</p>	<p>Gymnastics - balances and structures</p> <p>Netball</p>	<p>River Dance</p> <p>Tennis</p>	<p>OAA- den building outdoor survival, problem solving</p> <p>Rounders</p> <p>Olympics / Paralympic</p>	<p>Sports day activities</p> <p>Football</p>
<h2>R.E.</h2>	<p>Why are some journeys and places special?</p>	<p>How do Christians celebrate Christmas around the world?</p>	<p>What values are shown in codes for living?</p>	<p>What do Christians believe in the resurrections of Jesus?</p>	<p>Should we forgive others?</p>	<p>What do Christians believe about the old and new covenants?</p>
<h2>PSHE and RSE</h2>	<p>How information and data is shared and used online? (E-Safety and Cyber Bullying) New Apps / Programs</p>	<p>How to ask for advice or help for themselves and others, and to keep trying until they are heard.</p>	<p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>	<p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>	<p>That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p>	<p>Preparing children for the changes that adolescence brings; the way their body changes both physically and emotionally at puberty.</p>

<h1>Art</h1>	<p>I can identify and discuss how art and design both reflect and shape our history.</p> <p>I can experiment with and manipulate a wide range of materials and art techniques with skill and control</p>	<p>I can use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works</p> <p>I can annotate work in sketchbook</p>	<p>I can identify artists who have worked in a similar way to my own work.</p> <p>I can confidently analyse, comment on and explain ideas, art techniques and methods of working used to create my own and others' work.</p>	<p>I can use appropriate language of key skills and techniques learnt.</p> <p>I can use a variety of recording methods and techniques, materials and processes to combine and organise line, tone, shape, colour, pattern, texture, space and form.</p>	<p>I can identify and discuss how art and design contribute to the culture, creativity and wealth of our nation.</p> <p>I can experiment, invent and create my own works of art, craft and design</p>	<p>I can take part in self-evaluative peer discussion.</p>
<h1>DT</h1>	<p>I can select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>I can use tools and materials precisely</p>	<p>I can evaluate my ideas and products against my own design criteria and consider the views of others to improve my work.</p>	<p>I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>I can use tools and materials precisely</p>	<p>I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>I know appropriate portion sizes and the importance of not skipping meals, including breakfast.</p> <p>I can understand some of the basic processes to get food from farm to plate.</p>	<p>I can understand and use electrical systems in my products e.g. series circuits incorporating switches, bulbs, buzzers and motors</p> <p>I can taste a range of ingredients and food items to develop a food vocabulary when designing.</p>

<h1>Computing</h1>		<p>I can design a program using the software Scratch.</p> <p>I can solve problems by decomposing them into smaller parts (abstraction)</p>	<p>I can design a program using the software scratch/python</p>	<p>I can create a multimodal presentation using data collection devices.</p>	<p>I understand the binary counting system</p>	
<h1>Music</h1>	<p>I can listen to and talk about music.</p>	<p>I can analyse and compare different musical pieces and styles.</p> <p>I have an understanding of the history of music.</p>	<p>I understand the meaning of Pulse, Rhythm and Pitch.</p> <p>I understand the meaning of the Tempo, Dynamic, Melody and Structure.</p>	<p>I can play a non-tuned instrument or clap in time</p> <p>I can compose different rhythms and link them together.</p>	<p>I can follow, create and perform musical pieces using instruments</p> <p>I can compose and perform pieces of music using 5+ notes</p> <p>I can notate music in different ways (graphical, symbol, formal notation)</p>	<p>I can understand how to sing to my best ability and perform to others.</p> <p>I can control my voice and develop my performance to show progress</p> <p>I understand the importance of an integrated approach to musical performance and can apply this knowledge to my own performance.</p>