



Learning comes alive in Year 5!

Year 5 Curriculum

The Federation of Nettlestone & Newchurch

	AUTUMN	SPRING	SUMMER
SCIENCE KNOWLEDGE	Properties and changes to materials <ul style="list-style-type: none"> I can compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. I know that some materials dissolve in liquid to form a solution. I can describe how to recover a substance from a solution. I can use my knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating. I can give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals wood and plastic. I can demonstrate that dissolving, mixing and changes of state are reversible changes. I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	Earth and Space <ul style="list-style-type: none"> I can describe the movement of the Earth and other planets relative to the sun in the solar system. I can describe the movement of the Moon relative to the Earth. I can describe the Sun, Earth and Moon as approximately spherical bodies. I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Forces <ul style="list-style-type: none"> I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. I can identify the effects of air resistance, water resistance and friction that act between moving surfaces. I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	Living things and their habitats <ul style="list-style-type: none"> I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. I can describe the life processes of reproduction in some plants and animals. Animals including humans <ul style="list-style-type: none"> I can describe the changes as humans develop to old age.
WORKING SCIENTIFICALLY To be developed across the year	Planning <ul style="list-style-type: none"> I can use my science experience to explore ideas and raise different types of questions I can talk about how scientific ideas have developed over time I can select and plan the most appropriate type of scientific enquiry to answer questions I can recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why I can use and develop key and other information record to identify, classify and describe living things and materials I can identify patterns that might be found in the natural environment 	Obtaining and presenting evidence <ul style="list-style-type: none"> I can make my own decisions about what observations to make, what measurements to use and how long to make them for I can look for different causal relationships in my data and identify evidence that refutes or supports my ideas I can choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately, taking repeat readings when appropriate I can decide how to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs 	Considering evidence and evaluating <ul style="list-style-type: none"> I can identify scientific evidence that has been used to support or refute ideas or arguments. I can use relevant scientific language and illustrations to discuss, communicate and justify my scientific ideas I can use oral and written forms such as displays and other presentations to support conclusions, causal relationships and explanations of degree of trust in results I can use my results to make predictions and identify when further observations, comparative and fair tests might be needed

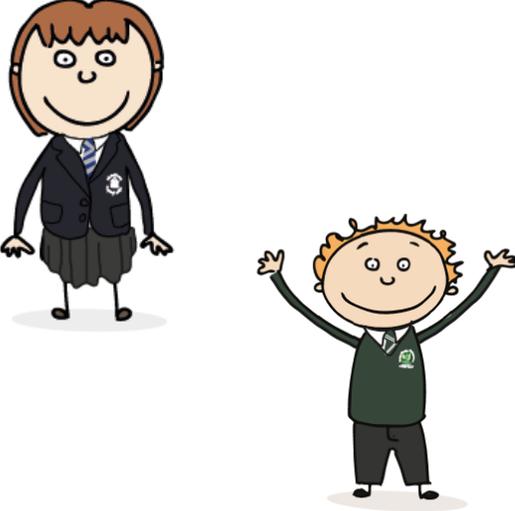
	<ul style="list-style-type: none"> I can recognise which secondary sources will be most useful to research my ideas and begin to separate opinion and fact 			
<p>HISTORY</p> <p>KNOWLEDGE</p> <p>SKILLS AND UNDERSTANDING</p> <p>To be developed across the year</p>	<p>Knowledge</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>This could include:</p> <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion - Canterbury, Iona and Lindisfarne <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>This could include:</p> <ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 <p>Ancient Greece</p> <p>A study of Greek life and achievements and their influence on the western world.</p>	<p>Chronological understanding</p> <ul style="list-style-type: none"> I can use dates and historical language in my work I can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc. I can place features of historical events and people from past societies and periods in a chronological framework. I can create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. 	<p>Knowledge and interpretation</p> <ul style="list-style-type: none"> I can describe historical events from the different period/s they are studying/have studied. I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same. I can explain the role that Britain has had in spreading Christian values across the world. I can begin to appreciate that how we make decisions has been through a Parliament for some time. <p>I can appreciate that significant events in history have helped shape the country we have today.</p>	<p>Historical enquiry</p> <ul style="list-style-type: none"> I can test out a hypothesis in order to answer a question. I can appreciate how historical artefacts have helped us understand more about British lives in the present and past. I can give more than one reason to support a historical argument. I can identify and explain my understanding of propaganda.

<p>GEOGRAPHY</p> <p>KNOWLEDGE</p> <p>SKILLS AND UNDERSTANDING</p> <p>To be developed across the year</p>	<p>LOCATIONAL AND PLACE KNOWLEDGE</p> <ul style="list-style-type: none"> I can locate European countries, concentrating on their key physical and human characteristics and major cities. I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (London) and a region in a European country (Charente, France). I can name and locate many of the Europe's most famous ports on maps. I can name the countries that make up the European Union. I can name the capital cities of at least 8 countries in Europe. <p>Challenge</p> <ul style="list-style-type: none"> I can plan a cruise route around Europe, explaining the significance of the cities studied both now and in previous history. 	<p>HUMAN GEOGRAPHY</p> <ul style="list-style-type: none"> I can explain why people are attracted to live in cities. I can explain why people may choose to live in a village rather than a city. I can explain how a location fits into its wider geographical location; with reference to human and economical features. I can explain how a locality has changed over time with reference to human features. <p>Challenge</p> <ul style="list-style-type: none"> I can report on ways in which humans have both improved and damaged the environment. 	<p>PHYSICAL GEOGRAPHY</p> <ul style="list-style-type: none"> I can describe the main features of a well-known city. I can describe the main features of a village. I can describe the main physical differences between cities and villages. I can carry out a study of a local area - types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. I can compare types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p>Challenge</p> <ul style="list-style-type: none"> I can explain what a place (open to environmental and physical change) might be like in the future taking account of physical features. 	<p>GEOGRAPHICAL ENQUIRY AND FIELDWORK</p> <ul style="list-style-type: none"> I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. I can confidently use an atlas including the contents page and index. I can confidently use the 8 point compass directions; North; North East; East; South East; South; South West; West; North West to follow and give directions to build knowledge of the UK and wider world. I can accurately use 4 figure grid references on an OS Map and attempt 6 figure grid references. I can draw a sketch map using OS symbols and a key. I can ask questions to carry out an investigation and express the opinions from a range of points of view. I can make clearly explained links between observations in the local area. I can use a camera and locate annotated photos on a map. I can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area. I can measure human and physical features in the local area using a range of appropriate instruments. I can simply justify data collection methods. I can independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child-led conclusion. I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
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<p>SPANISH</p> <p>KNOWLEDGE, SKILLS AND UNDERSTANDING</p> <p>To be developed across the year</p>	<p>Speaking & Listening</p> <ul style="list-style-type: none"> I can hold a simple conversation with at least 2 exchanges (context: food and mealtimes) I can express my opinions (context: food and drink) <p>Reading</p> <ul style="list-style-type: none"> I can understand a short story or factual text and note the main points (context: food and mealtimes) I can use the context to work out unfamiliar words <p>Writing</p> <ul style="list-style-type: none"> I can write a pair of related sentences (context: food/drink/mealtimes) I can use my knowledge of grammar to speak correctly I can use vocabulary introduced as part of the new topic I can use accurate pronunciation and intonation so others can understand what I am saying 	<p>Speaking & Listening</p> <ul style="list-style-type: none"> I can hold a simple conversation with at least 2 exchanges (context: responding to being asked how I am feeling and explaining I have a pain; talking about the school curriculum) I can express my opinions (context: curriculum subjects) and give explanations for them <p>Reading</p> <ul style="list-style-type: none"> I can understand texts and note the main points (eg school timetables, pupils comments about lessons) I can use the context to work out unfamiliar words <p>Writing</p> <ul style="list-style-type: none"> I can write words and phrases from memory (context: school timetable) I can write a minimum of two related sentences (context: the school day and my opinions on lessons) I can use my knowledge of grammar to speak correctly I can use vocabulary introduced as part of the new topic I can use accurate pronunciation and intonation so others can understand what I am saying 	<p>Speaking & Listening</p> <ul style="list-style-type: none"> I can hold a simple conversation with at least 2 -3 exchanges (context: my own and others' interests) I can express my opinions (context: my interests) <p>Reading</p> <ul style="list-style-type: none"> I can understand a short story or factual text and note the main points (context: people's hobbies, a text related to a story shared) I can use the context to work out unfamiliar words <p>Writing</p> <ul style="list-style-type: none"> I can write two to three related sentences (context: hobbies, or a story shared) I can use my knowledge of grammar to speak correctly I can use vocabulary introduced as part of the new topic I can use accurate pronunciation and intonation so others can understand what I am saying
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<p>ART AND DESIGN</p> <p>KNOWLEDGE, SKILLS AND UNDERSTANDING</p>	<p>USING MATERIALS</p> <ul style="list-style-type: none"> I can experiment by using marks and lines to produce texture I can experiment with shading to create mood and feeling I can experiment with media to create emotion in art I can know how to use images created, scanned and found; altering them where necessary to create art. 	<p>DRAWING</p> <ul style="list-style-type: none"> I can use shading to create mood and feeling I can organise line, tone, shape and colour to represent figures and forms in movement. I can express emotion in art. 	<p>USE OF COLOUR, PATTERN, TEXTURE, LINE, FORM, SPACE & SHAPE</p> <ul style="list-style-type: none"> I can create an accurate print design following given criteria. I can choose the scale and surface appropriate to the work I can draw and paint the human figure in isolation, in groups and set in different environments I can work with a wide range of more specialist media and mix media to achieve desired effects I can use the primary colours and black and white, to mix a full range of tones and hues 	<p>RANGE OF ARTISTS</p> <ul style="list-style-type: none"> I can research the work of an artist and use their work to replicate a style <p>Focus on: Georgia O'Keeffe Peter Thorpe Picasso Monet Cezanne Banksy</p>
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DESIGN AND TECHNOLOGY KNOWLEDGE, SKILLS AND UNDERSTANDING	DESIGN <ul style="list-style-type: none"> I can research and collect information and ideas on existing products on the market. I can explain how a product will appeal to a specific audience. I can design a product that requires mechanical and electrical systems. I can make a product that is attractive and strong. 	MAKING <ul style="list-style-type: none"> I can use a range of tools and equipment competently. I can make a prototype before making my final version. I can preserve through different stages of the making process to create a product of which I am proud. I can use mechanical and electrical systems in my own products, including programming. 	EVALUATING <ul style="list-style-type: none"> I can suggest alternative plans; outlining the positive features and drawbacks. I can evaluate appearance and function against original plan. 	TECHNICAL KNOWLEDGE <ul style="list-style-type: none"> I can use electrical systems correctly and accurately to enhance a given product. I can use more complex IT programmes to help enhance the product produced. Programming. I can relate my work to a famous/designers inventor. 	FOOD TECHNOLOGY <ul style="list-style-type: none"> I can be both hygienic and safe in the kitchen. I can say how to prepare a meal by collecting the ingredients in the first place. I can say which season various foods are available. 	
MUSIC KNOWLEDGE, SKILLS AND UNDERSTANDING To be developed across the year	COMPOSE, USE AND UNDERSTAND <ul style="list-style-type: none"> I can change sounds or organise them differently to change the effect. I can compose music which meets specific criteria. I can use my notations to record groups of pitches (chords). I can use a music diary to record aspects of the composition process. I can choose the most appropriate tempo for a piece of music. 		LISTENING AND APPRECIATING <ul style="list-style-type: none"> I can describe, compare and evaluate music using musical vocabulary. I can explain why I think my music is successful or unsuccessful. I can suggest improvements to my own or others' work. I can choose the most appropriate tempo for a piece of music. I can contrast the work of famous composers and show preferences. 		SINGING, PLAYING AND INSTRUMENT AND PERFORMING <ul style="list-style-type: none"> I can breathe in the correct place when singing to create a phrase. I can sing and use my understanding of meaning to add expression adapting tempo and dynamics to aid this. I can maintain my part whilst others are performing their part (rounds and canon). I can perform 'by ear' and from simple notations. I can improvise with a clear sense of structure. I can recognise and use basic song structures. I can begin to read simple musical notation on a staff. 	
Suggested Charanga Units	Autumn 1 UNIT 1 Livin' on a Prayer OR UNIT 3 Make You Feel My Love	Autumn 2 Performance - sing and play Christmas Carol Concert	Spring 1 Recorder Blown Away Book 2	Spring 2 UNIT 4 The Fresh Prince of Bel Air OR UNIT 5 Dancing in the Street	Summer 1 Orchestra - The work of Elgar	Summer 2 Performance Year 5/6 Production
The interrelated dimensions of music should be referred to throughout - pitch (high or low notes); duration (long and short notes); tempo (fast or slow) and dynamics (loud or quiet); structure (order of sections of music e.g. verse, chorus, verse); timbre (quality of sound e.g. a reedy or woolly sound).						

COMPUTING KNOWLEDGE, SKILLS AND UNDERSTANDING	MULTIMEDIA TEXT AND IMAGES 3D Modelling: SketchUp <ul style="list-style-type: none"> • I can draw 3D shapes. • I can add detail to 3D drawings. • I can add detail to 3D drawings. • I can create a complex 3D model. • I can create a 3D model of my own design. 	MULTIMEDIA SOUND AND MOTION Radio Station <ul style="list-style-type: none"> • I can use software to create my own sounds by recording, editing and playing. • I can combine audio effects to create an original radio jingle. • I can research and plan digital content for a radio podcast • I can use software to create and present digital content for a radio podcast. • I can design and record a persuasive radio advert for a product or service. • I can present and evaluate audio content. 	TECHNOLOGY IN OUR LIVES Internet Research & Web Design <ul style="list-style-type: none"> • I can evaluate webpages. • I can create a webpage layout. • I can add text to a webpage. • I can add images to a webpage. • I can add hyperlinks into a webpage. • I can publish and share my webpage. Using & Applying <ul style="list-style-type: none"> • I can research and design a new bedroom using appropriate software to create and present the plans. • I can use search engines safely and effectively to research ideas. • I can use and combine appropriate software to draw and design room plans and other features. • I can use and combine software to present information in different ways.
	CODING AND PROGRAMMING Controlling Devices: Flowol <ul style="list-style-type: none"> • I can draw and interpret a flowchart with the correct symbols • I can create and edit a flowchart to control a simulated device. • I can control multiple outputs at the same time. • I can use a decision symbol based on the status of an input. • I can create a flowchart program containing a subroutine. • I can design, write and debug my own flowchart program for a given task. Scratch - Developing Games <ul style="list-style-type: none"> • I can design and program a character game. • I can design an original character or backdrop for a game. • I can add features or effects to enhance a game. • I can create an original animated game with a specific goal. • I can program costume changes for a sprite. • I can add point-scoring and levels to game code. 	ONLINE SAFETY <ul style="list-style-type: none"> • I can identify spam emails and what to do with them. • I can write citations for the websites I use for research. • I can create strong passwords. • I can recognise when, why and how photographs we see online may have been edited. • I can apply online safety rules to real-life scenarios. 	 <p>The illustration shows two cartoon characters in school uniforms. On the left is a girl with short brown hair, wearing a dark blue school jacket over a white shirt and a dark skirt. On the right is a boy with spiky orange hair, wearing a dark green school jacket over a white shirt and dark trousers. Both characters are smiling and have their arms slightly out to the sides.</p>

PHYSICAL EDUCATION KNOWLEDGE, SKILLS AND UNDERSTANDING	Autumn 1 <ul style="list-style-type: none"> • Fitness / Invasion Games 	Spring 1 <ul style="list-style-type: none"> • Invasion Games / Gymnastics 	Summer 1 <ul style="list-style-type: none"> • Striking and Fielding / Athletics 	
	Autumn 2 <ul style="list-style-type: none"> • Invasion Games / Athletics 	Spring 2 <ul style="list-style-type: none"> • Dance / Outdoor and Adventurous Activities 	Summer 2 <ul style="list-style-type: none"> • Striking and Fielding / Net Games 	
	INVASION GAMES <ul style="list-style-type: none"> • I can show ways to keep the ball away from defenders. • I know how to shield the ball. • I can change speed, direction with ball to get away from a defender. • I can shoot accurately in a variety of ways. • I can mark an opponent. • I can watch and evaluate the success of the games I play in. • I can identify parts of the game that are going well and parts that need improving. • I can explain how confident I feel in different positions. • I can suggest what I need to practice to enjoy game more. 	GYMNASTICS <ul style="list-style-type: none"> • I can explore a range of symmetric and asymmetric actions, shapes and balances. • I can control actions and combine them fluently. • I am aware of extension, body tension and control. • I can move from floor to apparatus, change levels and move safely. • I can combine movements with others in a group (matching and mirroring). • I can watch a performance and evaluate its success. • I can identify what was performed well and what needs improving, choosing a focus for improvement. • I can identify one or two aspects of my performance to practice and improve. 	DANCE <ul style="list-style-type: none"> • I can explore and improvise ideas for dances in different styles, working on my own, with a partner and in a group. • I can organise my own warm up and cool down activities to suit the dance. • I can show an understanding of why it is important. 	NET AND WALL GAMES <ul style="list-style-type: none"> • I can hold and swing a racket and know where to stand on the court when hitting, catching and receiving. • I can hit the ball on both sides of the body and above my head. • I can use different types of shots during a game. • I can improve accuracy. • I can explain why they or others are playing well in the games. • I know what they need to get better at and what to practice. • I know how to change the court to make easier. • I can understand practices to help with precision, consistency and speed about the court.
	STRIKING AND FIELDING <ul style="list-style-type: none"> • I have developed the range and consistency of my skills, especially in specific striking and fielding games. • I know how to warm up. • I understand what to include in a warm up in order to improve performance. • I understand why exercise is good for my fitness, health and well-being. 	MULTISKILLS AND ATHLETICS <ul style="list-style-type: none"> • I can choose my favourite ways of running, jumping and throwing. • I can choose the best equipment for different activities. • I know how to plan a run so I can pace myself evenly or unevenly. • I can plan to cover distances as a team to get the best results possible. • I can mark a run up for throwing. • I can set myself and others targets in different events. • I can watch a partner's athletic performance and identify the main strengths. • I can identify parts of the performance that need to be practised and refined, and suggest improvements. 	OUTDOOR & ADVENTUROUS <ul style="list-style-type: none"> • I can draw my own maps and plans and set trails for others to follow • I can use the eight points of the compass to orientate myself • I can plan before starting an orienteering challenge • I can help plan and share roles within the group based on each other's strengths • I can work increasingly well in groups where roles and responsibilities are understood • I can change roles or ideas if they are not working • I can recognise my own and others' feelings • I can recognise and talk about the dangers of tasks • I can recognise how to keep myself and others safe • I can plan strategies to solve problems/plan routes/follow trails/build shelters etc. • I can implement and refine strategies • I can recognise what went well and why, what you would do differently next time 	

RELIGIOUS EDUCATION IOW locally agreed syllabus	Autumn 1 Belonging (I) Concept A Autumn 2 Prophecy (C) Concept B The Magi	Spring 1 Stewardship (C) Concept B Creation Spring 2 Symbol Concept B Eucharist	Summer 1 Sacred (I) Concept B Places of Worship Summer 2 Umma (I) Concept C Hajj and zakat	
	COMMUNICATE <ul style="list-style-type: none"> I can begin to explain my responses to the human experience of the concepts studied. 	APPLY <ul style="list-style-type: none"> I can begin to explain how my responses can be applied in my own life and the lives of others. 	ENQUIRE <ul style="list-style-type: none"> I can begin to explain key concepts that are common to all people, as well as those that are common to many religions. I can begin to describe some key concepts that are specific to the religions studied. 	CONTEXTUALISE <ul style="list-style-type: none"> I can begin to explain how these concepts are expressed within the beliefs or practises, of people living within specific religions.
PSHE/ RSE	ME AND MY RELATIONSHIPS Feelings. <ul style="list-style-type: none"> I can give a range of examples of our emotional needs and explain why they are important. Friendship skills, including compromise. <ul style="list-style-type: none"> I can explain why these qualities are important. Assertive skills. <ul style="list-style-type: none"> I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills. 	KEEPING MYSELF SAFE Managing risk, including staying safe online <ul style="list-style-type: none"> I can give examples of things that might influence a person to take risks online. I can explain that I have a choice. Norms around use of legal drugs (tobacco, alcohol) <ul style="list-style-type: none"> I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this. 	BEING MY BEST Growing independence and taking responsibility <ul style="list-style-type: none"> I can give an example of when I have had increased independence and how that has also helped me to show responsibility. Media awareness and safety <ul style="list-style-type: none"> I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. 	
	VALUING DIFFERENCE Recognising and celebrating difference, including religions and cultural. <ul style="list-style-type: none"> I can give examples of different faiths and cultures and positive things about having these differences. Influence and pressure of social media. <ul style="list-style-type: none"> I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. 	RIGHTS AND RESPONSIBILITIES Rights and responsibilities <ul style="list-style-type: none"> I can explain some of the wider rights and responsibilities that we have, such as to the community or the environment. Rights and responsibilities relating to my health <ul style="list-style-type: none"> I can give a few different examples of things that I am responsible for to keep myself healthy. Decisions about lending, borrowing and spending <ul style="list-style-type: none"> I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for. 	GROWING AND CHANGING Managing difficult feelings <ul style="list-style-type: none"> I can explain what resilience is and how it can be developed. Managing change <ul style="list-style-type: none"> I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone). Getting help <ul style="list-style-type: none"> I am able to identify when I need help and can identify trusted adults in my life who can help me. 	

