Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the earth and the falling object
  Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
  Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Earth and Space

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, Moon relative to the Earth
Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Properties and changes of materials

- Compare and group together everyday materials on the basis of their properties including hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that's 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 acid

SCIENCE

Living things and their habitats

- Describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals

Animals including humans

- Describe the changes as humans develop to old age

Working Scientifically

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

ART

- Uses a range of materials to produce line, tone and shade
- Create printing blocks by simplifying an initial sketch book idea
- Use relief of impressed method
- Create prints with three overlays

Year 5
Curriculum Skills
Coverage
CYCLE A

MUSIC

- Identify tempo and Dynamics using musical vocabulary
- Identify instruments/ Identify calls and responses
- Accurately play correct notes on tuned instruments/ perform with increasing dexterity. SING with expression
- Compose rhythms and notes individually in sections of music/ Understand basic pitch and rhythmic notation

History

- Make comparisons between different times in history
- Begin to describe significant features from time periods and know how Britain has influenced and been influenced by the wider world
- Identify and describe key features and their impact on today's society
- Understand why some civilisations have been successful and why others have not
- Have some awareness of historical concepts and make some connections, draws some contrast and analyse some trends.
- Examine causes and results of great events and the impact on people
- Begin to identify primary and secondary sources
- Use evidence to build up a picture of life in the time studied
- Identify different views and begin to suggest different reasons why they have occurred
- Use historical terminology appropriate to the topic
- Make use of dates to structure work
- Begin to form argumentsRecord and communicate knowledge in different forms.

Geography

Location Knowledge
- Know more about the features of a variety of places around the world
Knowledge and Interpretation
- Understand more about the links between different places and that some places depend on each other
Human and Physical Geography
- Describe and begin to explain geographical patterns and a range of physical and human processes
- Recognise that these interact to affect the lives and activities of people living there
- Understand how people can both improve and damage the environment
Geographical Skills and Field work
- Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four figure grid references, symbols and keys to build knowledge of UK in the past and present
- Use FIELDWORK to observe, measure and record the human and physical features in a local area using a range of methods, including sketch maps, plans and graphs and digital technologies

I C T	**Information Technology** • Confidently use a range of software • Use technology to present their work, showing an increasing degree of skill and using advanced features of software tools • Select tools which they can use to help them achieve a specific aim and justify these choices to others • Continue to use, search, enter data into and creating their own databases. • Continue to use technology, including spread sheets to create graphs and present data in different ways	**P E**	**Games & Athletics** • Travel with a ball showing changes of speed and direction using either foot or hand • Use a range of techniques when passing • Hit the ball with purpose/ from both sides of the body • Judge how far they can run to score points • Develop skills in running, jumping and throwing • Investigate ways of performing these activities • Use a variety of equipment , ways of measuring and timing, comparing effectiveness of different styles of run/ jump and throws.
	Digital Literacy • Use a range of sources to check validity and recognise different viewpoints and the impact of incorrect data • Recognise that the Internet may contain material that is irrelevant, biased, implausible and inappropriate • Understand issues of copyright and how they apply to their own work. • Use the internet to communicate		**Dance & Gymnastics** • Explore ideas from different dance styles and compose dances expressively • Create structured sequences of dance using a range of movement patterns • Understand why dance is good for fitness and organise their warm up and cool downs • Comment on their own and the work of others

Languages (Spanish)

- Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link spelling , sound and meaning of words. Engage in conversations: ask and answer questions: express opinions and respond to those of others: seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures. Actuate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing.
- Write phrases from memory and adapt these to create new sentences, to express ideas clearly. Describe people, places and things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied, including feminine, masculine and neuter forms and conjugation of the high-frequency words: key features and patterns of the language.

DESIGN AND TECHNOLOGY		**FOREST AND FARM SCHOOL**	**Cooking & Nutrition** • To apply rules for basic food hygiene and oter safe practices eg hazards when working with heat. • To have basic understanding of how food is grown, reared or caught in the UK. • To know how to prepare and cook a range of predominantly savoury dishes safely and hygienically. • Use a range of techniques to prepare food • To weigh and measure dry ingredients and liquids accurately . See also Science 'All Living things' objectives. **All Children will – grow fresh produce/ produce a product to sell/ Pass Food Hygiene level 1/ Plan and cater for an event for the outside community.**
• To generate ideas through brainstorming and identify a purpose for their product • To draw up a specification for their design • To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making it if first attempt fails. • To use results of investigations, information sources, including ICT when developing design ideas • Model their ideas using prototype and pattern pieces			
• To use a wider range of appropriate materials and techniques • To measure and mark out accurately • To use different tools and equipment safely and accurately • To cut and join with accuracy to ensure a good-quality finish to the product			
• To evaluate a product against the original design specification • To evaluate it personally and seek evaluation from others • Evaluate how learning from science and Maths can help design and make products that work.			**Wellbeing** • To encourage curiosity and exploration and use of all senses • To empower children in the natural environment • To increase co-operation with peers • To encourage spatial awareness, motor development and problem solving skills • To review and recognise their own personal achievements