 Year 5 Curriculum concepts and milestones

|  |  |  |  |
| --- | --- | --- | --- |
|  | Autumn | Spring | Summer |
| Concepts and Milestones to cover in Science | Biology – To investigate living things I can describe the different life cycles of mammals, amphibians, insects and birdsI can describe the process of reproduction in some plants and animalsChemistry – To investigate materials I can understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solutionI can use knowledge of solids, liquids and gases to decide how mixtures might be separated including filtering, sieving and evaporatingPhysics – To understand movement, forces and magnets I can describe magnets as having two polesI can predict whether two magnets will attract or repelI can identify the effect of drag forces e.g. water resistance and frictionI understand that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect | Biology – To understand animals and humans I can describe changes as humans develop to old ageI can identify and name the main parts of the human circulatory system and describe their functionsI can recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functionsI can describe the ways in which nutrients and water are transported within animals and humansChemistry – To investigate materials I can group together materials based on evidence from comparative fair testsI can give reasons based on evidence from fair tests for the particular uses of materialsPhysics – To understand movement, forces and magnets I can explain that unsupported objects fall towards the Earth because of gravityTo understand the Earth’s movement in space I can describe the movement of the Earth and other planets relative to the sunI can describe the movement of the moon relative to the EarthI can describe the Sun, Earth and Moon as approximately spherical bodiesI can use the idea of the Earth’s rotation to explain day, night and the apparent movement of the sun across the sky | Biology – To investigate living things I can describe how living things are classified in to broad groups according to common observable characteristicsI can give reasons for classifying plants and animals based on specific characteristicsChemistry – To investigate materials I can demonstrate that dissolving, mixing and changes of state are reversible but that some changes result in the formation of new materials and that this kind of change is not reversiblePhysics – To understand the Earth’s movement in spaceI can use the idea of the Earth’s rotation to explain day, night and the apparent movement of the stars across the night skyAll experiments should also include working scientifically:To work scientifically I can plan enquiries including variablesI can use appropriate techniques and apparatusI can take accurate measurementsI can record data using scientific diagrams and labels, classification keys, graphs and models |
| Concepts and milestones to cover in Geography | To investigate places I can use different types of fieldwork to observe and measure the local areaI can name and locate some of the countries and cities of the world and their identifying human and physical characteristicsTo investigate patterns I can identify and describe the geographical significance of latitude, longitude, equator, northern and southern hemisphere, tropics of cancer and Capricorn, arctic and Antarctic circle and time zonesI can understand some of the reasons for geographical similarities and differences between countriesI can describe how locations around the world are changing and explain some of the reasons for changeI can describe geographical diversity across the world and discuss how some regions are interconnected or interdependentTo communicate geographically I can describe key aspects of physical geographyClimate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and water cycleI can describe key aspects of human geographySettlements, land use, economic activity, distribution of natural resourcesI can use the eight points of a compass, four figure grid references, symbols and a key to communicate knowledge about the UK and the worldI can create maps of locations | To communicate geographically I can describe key physical and human features of Earth | To investigate places I can name and locate some of the countries and cities of the world including North and South America and their identifying human and physical characteristicsTo investigate patterns I can identify and describe the geographical significance of latitude, longitude, equator, northern and southern hemisphere, tropics of cancer and Capricorn, arctic and Antarctic circle and time zonesI can understand some of the reasons for geographical similarities and differences between countriesI can describe how locations around the world are changing and explain some of the reasons for changeI can describe geographical diversity across the world and discuss how some regions are interconnected or interdependentTo communicate geographically I can describe key aspects of physical geographyClimate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and water cycleI can describe key aspects of human geographySettlements, land use, economic activity, distribution of natural resourcesI can use the eight points of a compass, four figure grid references, symbols and a key to communicate knowledge about the UK and the worldI can create maps of locations |
| Concepts and milestones to cover in HistoryAlways cover communicate historically i.e. using English/ICT/Maths to communicate | To investigate and interpret the past I can use evidence to deduce information about the pastI can suggest suitable sources of evidence for historical enquiries and use a wide range of evidence to ensure it isn’t biasedI can understand propaganda and how we must always look at the social context of the evidence we are looking atI understand no single source of evidence will give the full answer to questions about the pastTo build an overview of world history I can compare the times I am studying to those I studied in previous yearsI can describe the social, ethnic, cultural or religious diversity of past societyI can describe the characteristic features of the pastIdeas, beliefs, attitudes and experiences of men, women and childrenTo understand chronology I can describe the main changes in a period of historyI can identify periods of rapid change in historyTo communicate historically I can use appropriate historical vocabulary | To investigate and interpret the past I can use evidence to deduce information about the pastI can suggest suitable sources of evidence for historical enquiries and use a wide range of evidence to ensure it isn’t biasedI can understand propaganda and how we must always look at the social context of the evidence we are looking atI understand no single source of evidence will give the full answer to questions about the pastTo build an overview of world history I can compare the times I am studying to those I studied in previous yearsI can describe the social, ethnic, cultural or religious diversity of past societyI can describe the characteristic features of the pastIdeas, beliefs, attitudes and experiences of men, women and childrenTo understand chronology I can describe the main changes in a period of historyI can identify periods of rapid change in historyTo communicate historically I can use appropriate historical vocabulary | To investigate and interpret the past I can use evidence to deduce information about the pastI can suggest suitable sources of evidence for historical enquiries and use a wide range of evidence to ensure it isn’t biasedI can understand propaganda and how we must always look at the social context of the evidence we are looking atI understand no single source of evidence will give the full answer to questions about the pastTo build an overview of world history I can compare the times I am studying to those I studied in previous yearsI can describe the social, ethnic, cultural or religious diversity of past societyI can describe the characteristic features of the pastIdeas, beliefs, attitudes and experiences of men, women and childrenTo understand chronology I can describe the main changes in a period of historyI can identify periods of rapid change in historyTo communicate historically I can use appropriate historical vocabulary |
| Concepts and milestones to cover in Computing | To code I can use if, then, else conditions to control eventsTo connect I can collaborate with others online on sites approved and moderated by teachersTo collect I can devise and construct databases and present in an effective manner | To code I can set events to control other events by broadcasting information as a triggerTo connect I can collaborate with others online on sites approved and moderated by teachersTo collect I can devise and construct databases and present in an effective manner | To code I can use Boolean and reporter operatorsI can use lists to create a set of variablesTo connect I can collaborate with others online on sites approved and moderated by teachersTo collect I can devise and construct databases and present in an effective manner(Please note that there is a separate e- safety curriculum to be followed) |
| Concepts and milestones to cover in Art(developing ideas by responding to ideas and exploring and collecting visual information as well as commenting on art works should happen at all times) | To draw I can use a variety of techniques to add interesting effectsI can use a choice of techniques to depict movement, perspective, shadows and reflectionI can choose a style of drawing suitable for the workTo sculpt I can show lifelike qualities and real life proportions or abstract interpretationsI can use tools to carve and add shapes, texture and patternI can combine visual and tactile qualitiesI can use frameworks to provide stability and formTo use digital media I can enhance digital media by editing | To paint I can sketch before paintingI can create a colour paletteI can use watercolours and acrylicsI can combine colours, tones and tints to enhance the moodI can use brush techniques to create textureI can develop a personal style of painting, drawing upon ideas from other artistsTo take inspiration from the greats I can give details about the style of some notable artistsI can show how the work of my artist was influential to othersI can create an original piece that shows a range of influences and styles | To print I can build up layers of coloursI can create an accurate pattern showing fine detailI can use a range of visual elements to reflect the purpose of the workTo collage I can mix texturesI can combine visual and tactile qualitiesI can use ceramic mosaic materials and techniques |
| Concepts and milestones to cover in Design (design, make, evaluate and improve must be followed through each piece of design work) | To master practical skills with materials I can cut materials with precision and refine the finish with appropriate toolsI can show an understanding of the qualities of materials to choose appropriate tools to cut and shapeTo master practical skills with construction I can develop a range of practical skills to create products | To master practical skills with mechanics I can convert rotary motion to linear using camsI can use innovative combinations of electronics and mechanics in product designsTo take inspiration from design throughout history I can combine elements of design from a range of inspirational designersI can create innovative designs that improve upon existing products | To master practical skills with food I can understand the importance of the correct storage and handling of ingredientsI can measure accurately and calculate ratios of ingredients to scale up or down in a recipeI can demonstrate a range of baking and cooking techniquesI can create and refine recipes |
| Concepts and milestones to cover in RE | To explore how Christians worship and celebrateI can explain how Christian belief is expressed collectivelyI can explore how worship creates a sense of community | To explore how Muslims worship and celebrateI can explain how Muslims express their beliefs collectivelyI can explore how worship builds a sense of communityTo explore how Hindus worship and celebrateI can explain how Hindus express their beliefs collectively I can explore how worship builds a sense of community | To compare and understand religionsI can discuss what Sikh people believe about their godI can discuss how being Sikh affects the way you live your lifeI can explore how Sikh people worshipI can discuss key Sikh celebrations |
| Concepts and milestones to cover in PE | To play gamesI can choose and combine techniques in game situationsI can work alone, or with team mates in order to gain points or possessionI can strike a bowled or volleyed ball with accuracyI can use forehand and backhand when playing racket gamesI can field, defend and attack tactically by anticipating the direction of playI can choose the most appropriate tactics for a gameI can uphold the spirit of fair play and respect in all competitive situationsI can lead others when called upon and act as a good role model within a teamTo perform gymnasticscan create complex and well executed sequences that include a full range of movements (including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching, twisting, gestures and linking skills)I can hold shapes that are strong, fluent and expressiveI can include in a sequence set pieces, choosing the most appropriate linking elementsI can vary speed, direction, level and body rotation during floor performancesI can practice and refine the gymnastic techniques used in performancesI can demonstrate good kinaesthetic awarenessI can use equipment to vault and swingTo swimI can swim unaided between 25 and 50 metresI can use more than one stroke and co-ordinate breathing as appropriate for the stroke being usedI can co-ordinate leg and arm movementsI can swim at the surface and below the water | To play gamesI can choose and combine techniques in game situationsI can work alone, or with team mates in order to gain points or possessionI can strike a bowled or volleyed ball with accuracyI can use forehand and backhand when playing racket gamesI can field, defend and attack tactically by anticipating the direction of playI can choose the most appropriate tactics for a gameI can uphold the spirit of fair play and respect in all competitive situationsI can lead others when called upon and act as a good role model within a teamTo perform gymnasticscan create complex and well executed sequences that include a full range of movements (including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching, twisting, gestures and linking skills)I can hold shapes that are strong, fluent and expressiveI can include in a sequence set pieces, choosing the most appropriate linking elementsI can vary speed, direction, level and body rotation during floor performancesI can practice and refine the gymnastic techniques used in performancesI can demonstrate good kinaesthetic awarenessI can use equipment to vault and swingTo swimI can swim unaided between 25 and 50 metresI can use more than one stroke and co-ordinate breathing as appropriate for the stroke being usedI can co-ordinate leg and arm movementsI can swim at the surface and below the waterTo danceI can compose, creative and imaginative dance sequencesI can perform expressively and hold a precise and strong body postureI can perform and create complex sequencesI can express an idea in original and imaginative waysI can plan to perform with high energy, slow grace of other themes and maintain this throughout a pieceI can perform complex moves that combine strength and stamina gained through gymnastics activities | To play gamesI can choose and combine techniques in game situationsI can work alone, or with team mates in order to gain points or possessionI can strike a bowled or volleyed ball with accuracyI can use forehand and backhand when playing racket gamesI can field, defend and attack tactically by anticipating the direction of playI can choose the most appropriate tactics for a gameI can uphold the spirit of fair play and respect in all competitive situationsI can lead others when called upon and act as a good role model within a teamTo pursue outdoor adventuresI can select appropriate equipment for outdoor and adventurous activityI can identify possible risks and ways to manage them, asking for and listening carefully to expert adviceI can embrace both leadership and team roles and gain the commitment and respect of a teamI can empathise with others and offer support without being askedI can remain positive even in the most challenging circumstances, rallying others if need beI can use a range of devices in order to orient myselfI can adapt plans to suit changing conditions ensuring safety comes firstTo practice athleticsI can combine sprinting with low hurdles over 60 metresI can choose the best pace for running over a variety of distancesI can throw accurately and refine performance by analysing technique and body shapeI can show control in take off and landings when jumpingI can compete with others and keep track of personal best performances, setting targets for improvement |
| Concepts and milestones to cover in PSHE | Being me in my worldI can face new challenges positively and know how to set personal goalsI understand my rights and responsibilities as a British citizen and a member of my schoolI can make choices about my own behaviour because I understand how rewards and consequences feelI understand how an individual’s behaviour can impact on a groupI understand how democracy and having a voice benefits the school community and know how to participate in this Celebrating differenceI understand that cultural differences sometimes cause conflictI understand what racism isI understand how rumour-spreading and name-calling can be bullying behavioursI can explain the difference between direct and indirect types of bullyingI can compare my life with people in the developing worldI can enjoy the experience of a culture other than my own | Dreams and goalsI understand that I will need money to help me achieve some of dreams I know about a range of jobs carried out by people I know and have explored how much people earn in different jobsI can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve itI can describe the dreams and goals of young people in a culture different to mineI understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each otherI can encourage my peers to support young people here and abroad to meet their aspirations and suggest ways we might do thisHealthy meI know the health risks of smoking and can tell you how tobacco affects the bodyI know some of the risks of misusing alcohol, including anti-social behaviourI know and can put in to practice basic emergency aid procedures and know how to get help in emergency situationsI understand how the media and celebrity culture promotes certain body typesI can describe the different roles food can play in people’s lives and can explain how eating problems can developI know what makes a healthy lifestyle including healthy eating | RelationshipsI have an accurate picture of who I am as a person in terms of my characteristics and personal qualitiesI can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friendsI understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might meanI understand how to stay safe when using technology to communicateChanging meI am aware of my own self-image and how my body fits in to thatI can explain how a girl’s body changes during puberty and understand the importance of looking after yourself physically and emotionallyI can describe how bodies change during pubertyI understand that sexual intercourse can lead to conception and that is how babies are usually madeI can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities |

Concepts and milestones covered by relevant schemes of work spread appropriately throughout the year:

|  |
| --- |
| Music |
| Listen and Appraise* I know 5 songs from memory, who sang/wrote them, when they were written and why?
* I know the style of 5 songs and I can name songs with similar styles
* I can choose 2-3 songs and am able to talk about: some of the indicators of the style, Lyrics and what the song is about; the musical dimensions and where they are used- texture, dynamics, tempo, rhythm and pitch; identify the main sections of the song and name some of the instruments used.
* I can discuss the historical context of the songs and can discuss what else was going on at the time.
 |
| Games* I can explain how pulse, dynamics, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.
* I can create musical ideas for the class/group to copy or respond to
 |
| Singing* I know and can confidently sing five songs and their parts from memory
* I can choose a song and can discuss its main features
* I can sing in unison, the solo, lead vocal, backing vocals or Rap.
* I can explain what songs are about and the meaning of the lyrics
* I can explain the importance of warming up your voice.
 |
| Playing * I can discuss different ways of writing music down for example: staff notation and symbols.
* I can demonstrate the notes C,D,E,F,G,A,B and C of the treble stave
* I can discuss and identify instruments played in a band or orchestra
 |
| Improvisation* I can make up my own tunes on the spot;
* I can create tunes that have never been heard before;
* I understand that using one or two notes confidently is better than using five
* I understand that if I improvise using the notes I am given, I cannot make a mistake.
* I can name three well known improvising musicians
 |
| Composition* I know that a composition is music that is created by me and kept in some way.
* I know that a composition has a pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
* I can recognise the difference between sound and symbol notation
 |
| Performance* I understand that performing is sharing music with other people- an audience
* I understand a performance doesn’t have to be a drama. It can be to one person or to each other.
* I can sing and rap words clearly and play with confidence.
* I know that a performance involves communicating feelings, thoughts and ideas about the song/music.
 |

|  |
| --- |
| MFL (French) |
| To Listen attentively to spoken language and show understanding by joining in and responding * I can listen and show understanding of simple sentences containing familiar words through physical response
* I can listen and understand the main points and some detail from short, spoken material in the target language

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words* I can listen and identify rhyming words and specific sounds in songs and rhymes
* I can follow the text of familiar songs and rhymes, identifying the meaning of words
* I can read the text of familiar songs and identify patterns of language and link the sound to spelling

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* I can engage in a short conversation using a range of simple, familiar questions
* I can ask and answer more complex questions with a scaffold of responses
* I can express a wider range of opinions and begin to provide simple justifications
* I can converse briefly without prompts

Speak in sentences using familiar vocabulary, phrases and basic language structures* I can say a longer sentence using familiar language
* I can use familiar vocabulary to say several longer sentences using a language scaffold
* I can refer to everyday activities and interests, recent experiences and future plans
* I can vary language and produce extended responses

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* I can pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules
* I can appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words
* I can start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules
* I can adapt intonation

Present ideas and information orally to a range of audiences* I can manipulate familiar language to present ideas and information in simple sentences
* I can present a range of ideas and information, using prompts, to a partner or a small group of people
* I can present a range of ideas and information, without prompts, to a partner or a group of people

Appreciate stories, songs, poems and rhymes in the language* I can follow the text of a familiar song or story
* I can follow the text of a familiar song or story and sing or read aloud
* I can understand the gist of an unfamiliar story or song using familiar language

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary* I can use a range of strategies to determine the meaning of new words
* I can use a bilingual dictionary to identify the word class
* I can use a bilingual dictionary or online tool to find the meaning of unfamiliar words and phrases

Write phrases from memory and adapt these to create new sentences to express ideas clearly* I can write a simple sentence from memory using familiar language
* I can write several sentences from memory with familiar language with understandable accuracy
* I can replace vocabulary in sentences written from memory to create new sentences with understandable accuracy

Read carefully and show understanding of words, phrases and simple writing* I can read and show understanding of simple sentences containing familiar and some unfamiliar language
* I can read and understand the main points from short, written material
* I can read and understand the main points and some detail from short, written material

Describe people, places, things and actions orally and in writing* I can say or write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold
* I can manipulate familiar language to describe people, places, things and actions using a dictionary
* I can use a wider range of descriptive language in my descriptions

Understand basic grammar appropriate to the language being studied including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instances, to build sentences; and how these differ from or are similar to English. |