

# Year 5 Curriculum

## Art

I can identify and draw objects and use marks and lines to produce texture.  
I can successfully use shading to create mood and feeling.  
I can organise line, tone, shape and colour to represent figures and forms in movement.  
I can use shading to create mood and feeling.  
I can express emotion in my art.  
I can create an accurate print design following criteria.  
I can use images which I have created, scanned and found; altering them where necessary to create art.  
I can research the work of an artist and use their work to replicate a style.

## Computing

I can combine sequences of instructions and procedures to turn devices on and off.  
I can use technology to control an external device.  
I can design algorithms that use repetition & 2-way selection.  
I can analyse information.  
I can evaluate information.  
I understand how search results are selected and ranked.  
I can edit a film.  
I understand that you have to make choices when using technology and that not everything is true and/or safe.

## Science

I can describe the life cycle of different living things, e.g. mammal, amphibian, insect bird.  
I can describe the differences between different life cycles.  
I can describe the process of reproduction in plants.  
I can describe the process of reproduction in animals.  
I can create a timeline to indicate stages of growth in humans.  
I can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets).  
I can describe how a material dissolves to form a solution; explaining the process of dissolving.  
I can describe and show how to recover a substance from a solution.  
I can describe how some materials can be separated.  
I can demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating).  
I know and can demonstrate that some changes are reversible and some are not.  
I can explain how some changes result in the formation of a new material and that this is usually irreversible.  
I can discuss reversible and irreversible changes.  
I can give evidenced reasons why materials should be used for specific purposes.  
I can describe and explain the movement of the Earth and other planets relative to the Sun.  
I can describe and explain the movement of the Moon relative to the Earth.  
I can explain and demonstrate how night and day are created.  
I can describe the Sun, Earth and Moon (using the term spherical).  
I can explain what gravity is and its impact on our lives.  
I can identify and explain the effect of air resistance.  
I can identify and explain the effect of water resistance.  
I can identify and explain the effect of friction.  
I can explain how levers, pulleys and gears allow a smaller force to have a greater effect.

## History

I can draw a timeline with different historical periods showing key historical events or lives of significant people.  
I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).  
I can compare two or more historical periods; explaining things which changed and things which stayed the same.  
I can explain how Parliament affects decision making in England.  
I can describe the features of historical events and way of life from periods I have studied; presenting to an audience.

## Key Learning Themes:

Mysterious Mayans  
Wild Waters  
Out of This World  
A Viking Voyage  
The Battle of Evesham  
Brilliant Britain

## DT

I can come up with a range of ideas after collecting information from different sources.  
I can produce a detailed, step-by-step plan.  
I can suggest alternative plans; outlining the positive features and draw backs.  
I can explain how a product will appeal to a specific audience.  
I can evaluate appearance and function against original criteria.  
I can use a range of tools and equipment competently.  
I can make a prototype before make a final version.  
I show that I can be both hygienic and safe in the kitchen.

## PE

I can gain possession by working a team.  
I can pass in different ways.  
I can use forehand and backhand with a racket.  
I can field.  
I can choose a tactic for defending and attacking.  
I can use a number of techniques to pass, dribble and shoot.  
I can make complex extended sequences.  
I can combine action, balance and shape.  
I can perform consistently to different audiences.  
I can compose my own dances in a creative way.  
I can perform to an accompaniment.  
I can dance showing clarity, fluency, accuracy and consistency.  
I am controlled when taking off and landing in long jump and triple jump  
I can combine running and jumping.

## RE- Key Learning Questions

What does it mean if God is holy & loving?  
Was Jesus the Messiah?  
What do religions say to us when life gets hard?  
What did Jesus do to save human beings?  
How far can following God bring freedom and justice?  
What does it mean to be a Muslim in Britain today?

## Geography

I can plan a journey to a place in another part of the world, taking account of distance and time.  
I can explain why many cities are situated on or close to rivers.  
I can explain why people are attracted to live by rivers.  
I can explain the course of a river.  
I can name and locate many of the world's most famous rivers in an atlas.  
I can explain how a location fits into its wider geographical location with reference to human and economical features.  
I can locate the Tropic of Cancer and Tropic of Capricorn.  
I know the countries that make up the European Union.  
I can explain the process of the water cycle.  
I can describe differences in vegetation belts and biomes.  
I can explain the different land uses for a country and describe trade links and natural resources distribution.