

<p>Forces</p> <ul style="list-style-type: none"> 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. 	S C I E N C E	<p>Living things and their habitats</p> <ul style="list-style-type: none"> 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 	
<p>Earth and Space</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, earth, Moon relative to the Earth</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>		<p>Animals including humans</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age 	
<p>Properties and changes of materials</p> <ul style="list-style-type: none"> 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 		<p>Working Scientifically</p> <ul style="list-style-type: none"> 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. 	
<p>ART</p> <ul style="list-style-type: none"> 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 		<p>Year 5 Curriculum Skills Coverage CYCLE B</p>	<p>MUSIC</p> <ul style="list-style-type: none"> 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
<p>History</p>		<p>Geography</p>	
<ul style="list-style-type: none"> 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 arguments Record and communicate knowledge in different forms. 		<p><u>Location Knowledge</u></p> <ul style="list-style-type: none"> Know more about the features of a variety of places around the world <p><u>Knowledge and Interpretation</u></p> <ul style="list-style-type: none"> Understand more about the links between different places and that some places depend on each other <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> 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 <p><u>Geographical Skills and Field work</u></p> <ul style="list-style-type: none"> 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	COMPUTER SCIENCE	P E	Games & Athletics
	Digital Literacy		Swimming & Gymnastics
Languages (Spanish)			
DESIGN AND TECHNOLOGY			
FOREST AND FARM SCHOOL		Cooking & Nutrition	
		Wellbeing	

COMPUTER SCIENCE

- Design and create a simple program that completes a given task including controlling or simulating a physical system
- Use a decomposition(breaking up code into smaller parts) to make debugging easier and quicker
- Use variables in coding
- Understand how search engines order their results
- Use selection(IF statements) to alter the way programs run
- Explain how increasingly complex algorithms work..

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

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.

Swimming & Gymnastics

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.
 - Combine and perform gymnastic actions, shapes and balances fluently
 - Develop their own sequences demonstrating control and balance

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

- To communicate their ideas through detailed labelled drawings to develop a design specification
- To explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways
- To plan the order of their work, choosing appropriate materials, tools and techniques
- To carry out research, using surveys, interviews, questionnaires and web-based resources
- To identify the needs of individuals and groups

- To select tools, materials, components and techniques appropriate to the task
- To assemble components to make working models
- Follow procedures for safety
- To construct products using permanent joining techniques
- To make modifications as they go along
- To pin, sew and stitch materials together to make a product
- Demonstrate resourcefulness when tackling practical problems

- To evaluate their products, identifying strengths and areas for development, and carryong out appropriate tests
- To record their evaluation using drawings with labels
- To critically evaluate the quality of their design, manufacture and fitness for purpose of their products as the design and make
- To show an awareness of how much products cost to make, how innovative and sustainable they are
- To use science and mathematical knowledge to help plan and make products
- To know that materials have both functional properties and aesthetic properties

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.

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

