



# Year 5 Curriculum 2019-2020

Subject	Autumn	Spring	Summer
ART	<p><b>Henri Matisse Collage</b> I can add collage to a background that I have already painted, drawn or printed <b>I can experiment with using layers and overlays to create new colours/textures</b></p> <p><b>Textiles</b> I can use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p><b>Drawing</b> I can use line, tone and shading to represent things seen, remembered or imagined in three dimension. I can return to work over longer periods of time and use a wider range of materials I can use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. I can work from a variety of sources including observation, photographs and digital images.</p>	<p><b>Henry Moore 3D</b> I can plan, design and make models from observation or imagination I can use a variety of techniques when I use clay, including slabs, coils and slips</p> <p><b>Drawing</b> I can use line, tone and shading to represent things seen, remembered or imagined in three dimension. I can return to work over longer periods of time and use a wider range of materials I can use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. I can work from a variety of sources including observation, photographs and digital images.</p>	<p><b>Van Gogh Printing</b> I can create printing blocks using a relief or impressed method I can create printing patterns by simplifying and modifying sketchbook designs I can print with two colour overlays</p> <p><b>Painting</b> I can mix colours to express mood, divide foreground from background or demonstrate tones I can experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects</p> <p><b>Digital media</b> I can present recorded visual images using software e.g. PowerPoint I can use a graphics package to create and manipulate images</p>
	<p>I can develop different ideas which can be used and explain my choices for the materials and techniques I have used. I can confidently and systematically investigate how I can use new and unfamiliar materials and use these learnt techniques within my work I can talk about my work and how close it came to what I wanted to do I can research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product</p>		
COMPUTING	<p><b>E-Safety</b> <b>IT:</b> Understand the need to only select age appropriate content</p> <p><b>Digital literacy</b> <b>IT:</b> Independently select, use and combine a variety of software to design and create content for a given audience.</p> <p><b>Keyboard Skills</b> Use 2 type to practice speed typing home row, bottom row and top row.</p>	<p><b>E-Safety Day (February)</b> <b>IT:</b> Understand the need to only select age appropriate content</p> <p><b>Computer Science</b> <b>IT:</b> Design, input and test an increasingly complex set of instructions to a program or device.</p> <p>Design, write and test a program with opportunities for selection where particular results will happen based on actions controlled by the user.</p> <p>Use logical reasoning to explain how increasingly</p>	<p><b>Information technology</b> <b>IT:</b> Use filters in search technologies effectively and appreciate how results selected and ranked.</p> <p><b>Digital literacy</b> <b>IT:</b> Independently select, use and combine a variety of software to design and create content for a given audience.</p>

		<p>complex algorithms work to ensure a program works efficiently.</p> <p><b>IT:</b> Design, write and debug programs that accomplish specific goals including controlling or stimulating physical system.</p>	
<b>DESIGN TECHNOLOGY</b>	<p><b>Structures</b> I can apply my knowledge of how to strengthen or stiffen objects to make more complex structures.</p> <p>I can understand how key events or designers have helped to shape the world</p> <p>Cous Cous and chicken</p>	<p><b>Food</b> I can understand and apply the basic principles of a healthy and varied diet to prepare dishes</p> <p>I can prepare and cook a variety of predominately savoury dishes using a range of cooking techniques</p> <p>I can understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Spaghetti Bolognese</p>	<p><b>Mechanisms</b> I can understand how to use electrical systems including switches, buzzers of lightbulbs</p> <p>I can apply my understanding of computing to program, monitor or control my product.</p> <p>Burgers and salad</p>
	<p>I can research and plan the design of innovative, functional and appealing products that are fit for purpose</p> <p>I can generate, develop, model and design through discussion, annotated sketches and computer aided design</p> <p>I can select from and use a wider range of materials including construction materials, textiles and ingredients.</p> <p>I can evaluate against my design brief</p>		
<b>ENGLISH</b>	<p>A story by significant children's author</p> <p>Poetry – Senryu</p> <p>instructions</p> <p>Picture Book</p> <p>Non-chronological reports</p>	<p>A modern retelling of a myth</p> <p>Poetry – Renga</p> <p>Recounts</p> <p>Older Literature</p> <p>Biography and Auto-biography</p>	<p>Story from another culture</p> <p>Film Narrative – The piano</p> <p>Discussions</p> <p>Playscript</p> <p>Literacy Shed Mourning Dove</p> <p>Persuasive Writing</p>
<b>GEOGRAPHY</b>	<p><b>Locality: North America</b></p> <p>I can use a widening range of geographical terms (climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle)</p> <p>I can identify the physical and key topographical features of the countries within North American.</p> <p>I know about the wider context of places.</p> <p>I can understand the weather patterns in another locality.</p>	<p><b>Map Skills</b></p> <p>I can recognise the shapes of the countries on a map.</p> <p>I can identify and describe the significance of the prime/Greenwich meridian and time zones including day and night.</p> <p>I can describe where places are in relation to physical and human features</p> <p>I can find and name the countries within the EU</p>	<p><b>The UK (Coasts)_</b></p> <p>I know the location of capital cities of countries in the UK, seas around the UK.</p> <p>I know the physical features of a coastal city and begin to understand erosion and deposition.</p> <p>I understand how humans effect the environment over time.</p> <p>I can understand why people seek, manage and sustain the environment.</p>
<b>HISTORY</b>	<p><b>Ancient Greece</b></p> <p>I can make comparisons between aspects of history and the present day</p> <p>.</p>	<p><b>Viking &amp; Anglo Saxon</b></p> <p>I can use dates to order and place events on a time line</p> <p>I can give reasons for some important historical events</p> <p>I can describe the Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p>	

	<p>I can understand that the type of information available depends on the period of time studied</p> <p>I can evaluate the usefulness of a variety of sources</p> <p>I can compare sources of information for the study of different times in the past</p> <p>I can present findings and communicate knowledge and understanding in different ways</p> <p>I can provide an account of a historical event based on more than one source.</p>		
<p><b>MATHS</b></p>	<p><b>Calculation</b></p> <p>Secure place value to 1,000,000</p> <p>Use negative whole numbers in context</p> <p>Use Roman numerals to 1000 (M)</p> <p>Use standard written methods for all four operations</p> <p>Confidently add &amp; subtract mentally</p> <p>Use vocabulary of prime, factor &amp; multiple</p> <p>Multiply &amp; divide by powers of ten</p> <p>Use square and cube numbers</p> <p><b>Geometry &amp; Measures</b></p> <p>Convert between different units</p> <p>Calculate perimeter of composite shapes &amp; area of rectangles</p> <p>Estimate volume &amp; capacity</p> <p>Identify 3-d shapes</p> <p>Measure &amp; identify angles</p> <p>Understand regular polygons</p> <p>Reflect &amp; translate shapes</p> <p><b>Data</b></p> <p>Interpret tables &amp; line graphs</p> <p>Solve questions about line graphs</p> <p><b>Fractions</b></p> <p>Compare &amp; order fractions</p> <p>Add &amp; subtract fractions with common denominators, with mixed numbers</p> <p>Multiply fractions by units</p> <p>Write decimals as fractions</p> <p>Order &amp; round decimal numbers</p> <p>Link percentages to fractions &amp; decimals</p>		
<p><b>MUSIC</b></p>	<p>I can play and perform in solo and ensemble contexts</p> <p>I can improvise and compose music for a range of purposes</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can use and understand staff and other musical notation</p> <p>I can demonstrate a developing understanding of musical history.</p>		
<p><b>PE</b></p>	<p>Games(Invasion)</p> <p>Gymnastics</p>	<p>Dance</p> <p>Games(Net/ Wall – problem solving/ prep for indoor comps)</p>	<p>Games(striking games)</p> <p>Athletics</p> <p>Swimming</p>
<p><b>PSHE</b></p>	<p>I can run, jump, throw and catch in isolation and in combination with greater accuracy.</p> <p>I can play competitive games, modified where appropriate (eg cricket, football, hockey, netball, rounders, tag rugby tennis) and apply basic principles for attacking and defending</p> <p>I can show my flexibility, strength, technique, control and balance (e.g. during athletics and gymnastics – key steps 3)</p> <p>I can perform dances using a range of movement patterns</p> <p>I can confidently swim 25 m</p> <p>I can use a range of strokes effectively e.g. front crawl, backstroke and breaststroke</p> <p>I can run for 4 minutes without stopping.</p>		
<p><b>PSHE</b></p>	<p>New beginnings</p> <p>Getting on and falling out</p> <p>Say no to bullying</p>	<p>Going for goals</p> <p>Good to be me</p>	<p>Relationships</p> <p>Changes</p>
<p><b>RE</b></p>	<p>I know what matters to Christians and to me</p>	<p>I can explain who inspires me and why</p> <p>I can discuss what makes a person inspirational</p>	<p>I can discuss how people live through good times and hard times.</p>

<p style="text-align: center;"><b>SCIENCE</b></p>	<p><b>Forces</b>  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 demonstrate the effects of air resistance, water resistance and friction, that act between moving surfaces.  I can show that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p><b>Earth and Space</b>  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 explain day and night, and the apparent movement of the sun across the sky, using the idea of the Earth's rotation.</p>	<p><b>Living things and their habitats</b>  I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.  I can describe how some animals and plants reproduce.</p> <p><b>Animals, insects and humans</b>  I can describe the changes as humans develop into old age.</p>	<p><b>Properties and Changes of Materials</b>  I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.  I can explain that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.  I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including by filtering, sieving and evaporating.  I can give reasons, based on evidence from 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.</p>
	<p>I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.  I can record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.  I can use test results to make predictions to set up further comparative and fair tests.  I can talk about and present findings from enquiries, including conclusions, causal relationships and explanations of how reliable the information is.  I can identify scientific evidence that has been used to support or refute ideas or arguments.</p>		