

Year 5 Summer Term Skills and Knowledge

At Moorside Primary School our approach to our teaching and learning is through a skill based curriculum. Below are the subjects and skills being taught in the summer term:

Science – Materials and their properties - continued

Essential skills and knowledge

- To compare and group together everyday materials on the basis of their properties, including their hardness and solubility
- To compare the above to include transparency, conductivity (electrical and thermal), and response to magnets
- To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- To use knowledge of solids, liquids and gases to decide how mixtures might be separated
- To use the above knowledge to include filtering, sieving and evaporating
- To give reasons, based on evidence from comparative and fair tests
- The above can include particular uses of everyday materials, including metals, wood and plastic
- To demonstrate that dissolving, mixing and changes of state are reversible changes
- To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible
- To include in the above changes associated with burning and the action of acid on bicarbonate of soda

Communication skills

- To explain that some changes result in the formation of new materials and that this kind of change is not usually reversible
- To give reasons based on evidence from comparative and fair tests

Working together collaborative skills

- To discuss things such as which materials would be most effective for making a warm jacket for wrapping ice cream to stop it melting

Problem solving

- To demonstrate that dissolving, mixing and changes of state are reversible changes

Application of number

- To make quantitative measurements about conductivity and insulation

Information Technology

- To use ICT to explain hypothesis, methods and results
- When recording results, to use a digital camera, iPod or iPad independently
- To use the internet to find out about how chemists create new materials

Science – Animals including humans

Essential skills and knowledge

- To describe the life process of reproduction in some animals
- To describe the changes as humans develop to old age

Working together collaborative skills

- To work sensitively with others when discussing the changes experienced during puberty

Application of number

- To draw a timeline to indicate the changes and growth and development of humans
- To research and compare the gestation of other animals and humans

Computing – E-safety and programming

Programming and making things work with understanding

- To capture sound, still and video images using a range of hardware
- To work with variables and various forms of input and output
- To solve problems by decomposing them into smaller parts
- To work with variables and various forms of input and output
- To select, use and combine a variety of software to collect, analyse, evaluate and present data and information

- To explore and use a range of data handling resources
- To use a spreadsheet or database for collecting data
- To analyse information and interrogate the data

Keeping safe

- To know how to distinguish good and bad information found on the internet
- To rank information found on the internet in order of importance and relevance
- To extrapolate the best information and summarise it using ICT

Physical Education

Athletics - Developing skills

- To perform a range of jumps showing power, control and consistency at both take-off and landing

Athletics - Making and applying

- To organise myself in small groups safely, and take turns and different roles
- To know and understand the basic principles of relay take-overs
- To take part well in a relay event

Athletics - Physical and mental

- To perform a range of warm-up activities
- To say why some athletics activities can improve strength, power or stamina
- To say how the above can help my performance in other types of activity

Athletics - Evaluate and improve

- To watch a partner's athletic performance and identify the main strengths
- To identify parts of the performance that need to be practised and refined, and suggest improvements

Athletics - Main progression points:

- To choose own material and perform specific skills and movement patterns accurately
- To perform range of jumps showing power, control and consistency
- To organise themselves in small groups safely, and take turns and different roles

Outdoor/ Adventure - (Core task: Specific Challenge) Developing skills

- To read a variety of maps and plans accurately, recognising symbols and features
- To use physical and teamwork skills well in a variety of different challenges

Outdoor/ Adventure - Making and applying

- To successfully apply my skills and understanding to new challenges and environments
- To recognise similarities between challenges and choose efficient approaches to new ones

Outdoor/ Adventure - Physical and mental

- To understand the excitement and enjoyment of completing a challenge
- To know how to prepare physically and organisationally to be safe and efficient

Outdoor/ Adventure - Evaluate and improve

- To be clear about what I have to achieve and recognise the importance of planning and thinking as I go
- To identify what I have done well and adapt plans to be more efficient when facing similar challenges

Outdoor/ Adventure - Main progression points:

- To choose own material and perform specific skills and movement patterns accurately
- To organise themselves in small groups safely, and take turns and different roles

History – Changing power of the Monarchs since 1066 – using case study of the Victorians

Historical knowledge (constructing the past and sequencing the past)

- To talk or write about the past and include ideas which show some understanding of what things were like before and after this at local and national level
- To sequence a few events, objects or pieces of information on a timeline
- To place events, objects, themes and people from my history topic on a timeline
- To organise a series of relevant historical information, and check this for accuracy
- To describe the main changes in a period of history, from several perceptions such as political and cultural

History concepts (change and development, cause and effect, significance and interpretations)

- To point out some similarities and differences between aspects of life at different times in the past
- To describe changes within and between periods and societies I have learned about
- To give some reasons for and results of historical events, situations and changes
- To suggest which people were historically important and why

- To suggest which people and causes and consequences of change are more important

Historical enquiry (planning and carrying out historical enquiry/using sources of evidence)

- To use information from more than one source in my answers
- To say which sources (from a selection) are likely to be the most useful for a task
- To give reasons for my ideas, in my written work, using some dates and historical terms
- To rank sources of information
- To identify difference between different versions of the past

Historical knowledge (constructing the past and sequencing the past)

- To talk and write about the past, show that there are some connections with features of other periods studied
- To talk and write about the past and include ideas which show some understanding of what things were like before and after this locally
- To talk and write about the past and include ideas which show some understanding of what things were like before and after this at a local, national and world level
- To place a number of events, objects, themes and people from topics studied on a timeline
- To place historical periods studied as well as information about topics on a timeline
- To use dates and historical period terms accurately
- To explain own point of view and justify this with a broad range of evidence
- To adapt ideas and viewpoints as new information arises

History concepts (change and development, cause and effect, significance and interpretations)

- To point out some similarities and some differences between the ways of life different people living at the time being studied
- To describe similarities and differences in society, culture and religion in Britain at a local level
- To describe similarities and differences in society, culture and religion in Britain at local and national levels
- To make some comments about why people did things, why events happened and what happened as a result
- To suggest reasons for and results of people's actions and events
- To identify changes across periods of time, using chronological links
- To begin to identify casual factors in change

Historical enquiry (planning and carrying out historical enquiry/using sources of evidence)

- To comment on the usefulness and accuracy of different sources of evidence
- To identify primary and secondary sources of evidence
- To compare sources of evidence to help identify reliable information
- In written answers to be well rounded with well organised clear conclusions supported by evidence from sources
- To use graphs and charts to confirm information from different sources
- To support own point of view using evidence
- To give a balanced view of the past, using different points of view
- To make conclusions with evidence as the most likely version of events

Geography – UK geography (hills and mountains)

Location and place knowledge

- To name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features including hills, mountains, coasts and rivers, and land-use patterns
- To understand how some of these aspects have changed over time
- To demonstrate an understanding of geographical similarities and differences through study of human and physical geography of a region of the United Kingdom

Physical and human geography

- To explain how the water cycle works
- To explain why water is such a valuable commodity
- To explain why people are attracted to live by rivers
- To discuss and report on human geography including trade between UK and Europe and Rest of the World
- To explain how a location fits into its wider geographical location with reference to human and economical features

Geographical skills and fieldwork

- To map land use
- To make detailed sketches and plans

- To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods
- I can use methods including sketch maps, plans and graphs and digital technologies to observe, measure and record the human and physical features in the local area

Art and design – Famous Architect (Renzo Piano)

Developing, planning and communicating ideas

- To plan and use shading for mood and feelings
- To use line, tone, shape and colour in figure
- To use a sketch book to develop ideas
- To be much more proficient in drawing, painting, sculpture and other art, craft and design techniques

Working with tools, equipment, materials and components to make quality products

- To use a sketch book to sort, discuss and compare ideas
- To use textiles and sewing in the work
- To use a range of techniques, including controlling and using various materials
- To do the above with creativity and experimentation

Evaluating processes and products

- To offer ideas to improve work produced
- To evaluate the work produced, explaining and justifying reasons given
- To consider the end point when adapting or improving work

Drawing and painting

- To identify and draw simple objects
- To use shading to create mood and feeling
- To explain why specific materials were chosen
- To develop and improve own style

Printing and sketch books

- To keep notes in a sketch book to show how work might develop
- To use a sketch book to compare and discuss ideas with others

3D/collage and textiles

- To use textiles and sewing skills as part of a collage project
- To combine visuals and tactile qualities to express mood and emotion
- To experiment with combinations of materials and techniques
- To support own decisions and choices

Design and Technology – Textiles (Sewing-cross stitch)

Developing, planning and communicating ideas

- To take a users view into account when designing
- To suggest some alternative plans and say what the good points and drawbacks are about each
- To explain why finished product is going to be of good quality
- To explain how product will appeal to the audience
- To persevere through different stages of the making process
- To meet an identified need – e.g a meal for an older person – by selecting ingredients or materials
- To use various sources of information and draw them in design

Evaluating processes and products

- To evaluate appearance and function against the original criteria
- To identify what is working well and what might be improved – and make choices from several alternatives
- To increasingly use testing to improve models and finished products

Textiles

- To think about how a product could be sold
- To think about what would improve product even more

Mechanisms and structures

- To make stable and strong joins to stand the test of time

Music - Singing

Elements of music (listening and understanding)

- Pitch: recognise and identify different scale patterns: major, minor, pentatonic and raga
- Duration: understand more complex rhythmic patterns and metres including 6/8

Applying and understanding

- To identify how music is produced in different ways including the use of ICT

Controlling

- To increase awareness of expression and interpretation through control of the elements and phrases when singing
- Sing sample part songs with awareness of pitch and balance
- To continue to develop use of own instruments and techniques on a wider range of classroom percussion
- To control more complex rhythmic patterns and sequences, including those in 6/8

Creating

- To capture change and combine sounds for a specific musical purpose
- To explore musical knowledge and understanding using iPods and iPads

Responding and reviewing elements of music

- To consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion

RE

Summer 1: Islam and the role of the Mosque

Summer 2: The influence of faith on believers

Modern Foreign Languages – French

Oracy

- To prepare a short presentation on a familiar topic

Literacy

- To write short sentences using a reference/model

Intellectual understanding

- To compare symbols, objects or products which represent their own culture with those of another country

Real life contexts

- To develop the conversational skills needed for shopping

PSHE – Living in the wider world

- To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people
- To know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
- To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk
- To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities
- To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- To consider the lives of people living in other places, and people with different values and customs
- To explore and critique how the media present information
- To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others