

## Year 5 – Curriculum Skills

### Art and Design

- Has made effective use of a sketch book to gather, develop and experiment with ideas
- Has experienced a range of 3D art tools and materials and made clear progress in one or more of these
- Can describe the work and distinctive style of a handful of significant artists, craftmakers and architects of a particular movement

### Computing

- Use sequence, selection and repetition in programmes
- Can draw from a variety of software to get sound information and put it to good use
- Can discriminate between useful, reliable information and that which is less reliable

### Design Technology

- **Design** - Can generate and develop ideas in the form of sketches, prototypes, plans
- **Make** - Can select suitable materials and components for the job
- **Evaluate** - Can seek and respond to the opinions of others to help to improve a product
- **Technical knowledge** - Understands and applies electrical systems to products
- **Cooking and nutrition** - Can prepare a few savoury and healthy dishes, most of which are fresh, baked, boiled or grilled.

### Geography

#### **Locational knowledge**

- Can explain longitude and latitude and associated terms e.g. equator
- Can locate the countries of North and South America and describe their principle features

#### **Place knowledge**

- Can make key comparisons between an area of the UK and one in the Americas

#### **Human & physical geography**

- Recognises climate zones and biomes and can explain vegetation belts

#### **Geographical skills & fieldwork**

- Is able to observe, measure and record what is seen in fieldwork

### History

#### **British history: Britain's settlement by Anglo-Saxons and Scots**

- Understands where, when and why settlers arrived in England after the Roman Empire collapsed and how they influenced and adapted to British life

#### **A local history study**

- Recognises evidence of the past in the local environment

#### **An aspect or theme in British history that extends beyond 1066**

- Can describe a turning point or a change in British history, explain what happened, why it happened and why it turned out to be important

#### **Earliest civilisations**

- Recognises similarities and differences between British and Islamic, Mayan or Benin societies around 900AD

### Physical Education

- Can demonstrate and develop techniques for success e.g. in athletics
- Demonstrates stamina and resilience in the course of a match or tournament
- Can critique performance of self or team and suggest ways to improve
- Has participated in 3 or 4 competitive sports
- Knows how to stay safe and self-help in the water

### Languages

- Knows a handful of useful verbs such as be, go, like, have, do and how they are used in the present tense
- Can respond to common instructions e.g. Go to... Pick up... Tell me....
- Can start a conversation in the target language e.g. in a shop, when meeting new people, etc
- Has a sense of the order and construction of simple sentences in the target language
- Can generate and write down simple sentences

### Music

#### **Perform**

- Can practise, rehearse and perform with others and contribute to gradual improvement in the performance

#### **Compose**

- Appreciates that there may be different ways to perform or express the same piece of music

#### **Listen**

- Can describe the salient features of a piece of music they have heard and know what tradition it belongs to