



St Martin's School

Art - Year 5

All children should know each part of the following sections:

Skills

1. Drawing

- To use a variety of source material for their work.
- To work in a sustained and independent way from observation, experience and imagination.
- To use a sketchbook to develop ideas.
- To explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.

2. Painting

- To demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.
- To work on preliminary studies to test media and materials.
- To create imaginative work from a variety of sources.

3. Textiles

- To join fabrics in different ways, including stitching.
- To use different grades and uses of threads and needles.
- To extend their work within a specified technique.
- To use a range of media to create collage. To experiment with using batik safely.

4. 3D Art

- To describe the different qualities involved in modelling, sculpture and construction.
- To use recycled, natural and manmade materials to create sculpture.
- To plan a sculpture through drawing and other preparatory work.

5. Artist appreciation

- To select and record from first-hand observation, experience and imagination, and explore ideas for different purposes
- To question and make thoughtful observations about starting points and select ideas and processes to use in their work.
- To explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

6. D.T.

- To select appropriate materials, tools and techniques
- To measure and mark out accurately

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- To use skills in using different tools and equipment safely and accurately To weigh and measure accurately (time, dry ingredients, liquids)
- To apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens
- To cut and join with accuracy to ensure a good-quality finish to the product



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Year 5

All children should know each part of the following sections:

Skills

1 Computing

- To sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web

2 Digital Creativity

- To develop skills with multimedia content with video
- To develop website content

3 Digital Productivity

- To develop skills with multimedia content with blogging
- To use online portals/platforms for sharing and communicating
- To use search technologies effectively
- To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

4 Digital Citizenship and Technology

- To develop a deeper understanding of esafety and sharing content online
- To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact



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Geography - Year 5

All children should know each part of the following sections:

Skills

1 Geographical enquiry

- To begin to suggest questions for investigating.
- To begin to use primary and secondary sources of evidence in their investigations.
- To investigate places with more emphasis on the larger scale - contrasting and distant places.
- To collect and record evidence unaided.
- To analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people / everyday life.

2 Positional awareness

- To use 8 compass points.
- To use 4 figure grid references to locate features on a map.

3 Map work

Drawing maps

- To begin to draw a variety of thematic maps based on their own data.

Representation

- To draw a sketch map using symbols and a key.
- To use / recognise OS map symbols.

Using maps

- To compare maps with aerial photographs.
- To select a map for a specific purpose (e.g. pick atlas to find Taiwan, OS map to find local village).
- To begin to use atlases to find out about other features of places (e.g. find wettest part of the world).

Scale / distance

- To measure straight line distance on a plan.
- To find / recognise places on maps of different scales (e.g. River Nile).

Perspective

- To draw a plan view map with some accuracy.

Map knowledge

- To identify significant places and environments

Style of map

- To use index and contents page within atlases.
- To use medium scale land ranger OS maps.



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History - Year 5

All children should know each part of the following sections:

Skills

1. Chronological understanding

- Know and sequence key events of time studied
- Use relevant terms and period labels
- Make comparisons between different times in the past

2. Range and depth of historical knowledge

- Study different aspects of different people - differences between men and women
- Examine causes and results of great events and the impact on people
- Compare life in early and late 'times' studied
- Compare an aspect of life with the same aspect in another period

3. Interpretations of history

- Compare accounts of events from different sources – fact or fiction
- Offer some reasons for different versions of events

4. Historical enquiry

- Begin to identify primary and secondary sources
- Use evidence to build up a picture of a past event
- Select relevant sections of information
- Use the library and internet for research with increasing confidence



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MFL - Year 5

All children should know each part of the following sections:

Skills

Listening

- To begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary
- To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly

Speaking

- To ask and answer questions on the current topic.
- To produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.

Written

- To write simple words and several short phrases from memory
- To use understandable spelling.
- To begin to use dictionaries to find the meaning of unknown words and to translate own ideas

Cultural Awareness

- To learn geographically about France
- To be aware and show a cultural understanding of France and all French speaking countries
- To learn and compare ways France celebrate known festivals i.e Christmas, Easter



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PE - Year 5

All children should know each part of the following sections:

Skills

Throwing and Catching

- Pass, receive and shoot the ball with some control under pressure.
- Select and apply preferred skills with increasing consistency

Footwork and Floor

- Demonstrate good footwork to cover a court space in a game situation.
- Understand there are different skills for different situations and begin to use these.
- Move into space to help a team.

Team Games

- Pupils are able to show a good understanding of a variety of games. They can adapt the rules of a game for an intended purpose.
- Pupils are able to assess their own performance and the performance of others to identify areas for development.
- Pupils consistently demonstrate the sporting spirit values in a range of games situations
- Understand how to use equipment safely Use skills and begin to use these under some pressure.
- Understand the need for tactics and make decisions about when best to use them
- Play cooperatively with a partner

Field and Track

- Choose the best pace for a running event.
- Perform a range of jumps showing some technique.
- Show control at take-off in jumping activities.
- Show accuracy and good technique when throwing for distance.
- Understand how stamina and power help people to perform well in different athletic activities.
- Lead a partner through short warm-up routines

Striking and Fielding

- To sometimes strike a bowled ball.
- Begin to develop a wider range of skills and use these under some pressure.
- Use tactics effectively in a competitive situation.



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PSHE - Year 5

All children should know each part of the following sections:

Skills

- How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
- About human reproduction.
- To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.
- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.
- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.
- To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.
- To work collaboratively towards shared goals.
- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language, how to respond and ask for help.
- To recognise and manage 'dares'.
- To understand that everyone has human rights, all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.
- That these universal rights are there to protect everyone and have primacy both over national law and family and community practices.
- What being part of a community means, and about the varied institutions that support communities locally and nationally.
- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.
- That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.
- That bacteria and viruses can affect health and that following simple routines can reduce their spread.
- Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail, water and fire safety), and safety online (including social media, the responsible use of ICT and mobile phones).
- That their actions affect themselves and others.
- To recognise and respond appropriately to a wider range of feelings in others.
- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.
- About enterprise and the skills that make someone 'enterprising'.



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Religious Education - Year 5

All children should know each part of the following sections:

<i>Skills</i>

➤ Beliefs and teachings

Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.

Children can:

- a Begin to recognise how some teachings and beliefs are shared between religions;
- b simply explain how religious beliefs can shape the lives of individuals and contribute to society.

➤ Rituals, ceremonies and lifestyles

Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.

Children can:

- a Understand and begin to explain practices and lifestyles associated with belonging to a faith;
- b understand practices and lifestyles associated with belonging to a non-religious community;
- c compare lifestyles of different faiths and understand that some people within the same faith choose to adopt different lifestyles;
- d show an emerging understanding of the role of a spiritual leader.

➤ How beliefs are expressed

Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.

Children can:

- a Begin to explore religious symbolism in literature and the arts;
- b understand some of the different ways individuals show their beliefs;
- c begin to share their opinion or express their own belief with respect and tolerance for others.

➤ Time to reflect and personal growth

Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then discuss

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and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.

Children can:

- a recognise and start to express feelings about their identities and beliefs;
- b begin to provide reasons for their own opinions about tricky concepts and tricky questions that have no universally agreed answers;
- c understand why their answers may be different from someone else's and respond sensitively.

➤ Values (in your own life and others lives)

Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship.

Children begin to understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements.

Children can:

- a Explain simply why individuals and communities may have similar and differing values;
- b show an emerging awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences;
- c begin to express their own values while respecting the values of others.



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Science - Year 5

All children should know each part of the following sections:

Skills

During Years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- 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
- identifying scientific evidence that has been used to support or refute ideas or arguments
- 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