

Year 5 Curriculum Objectives

History Objectives	Autumn	Spring	Summer
<u>Year 5</u> A local study: a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)		✓ Industrial Revolution – Thomas Telford	
a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.		✓ Industrial Revolution – Thomas Telford	
Ancient Greece – a study of Greek life and achievements and their influence on the western world			✓ Ancient Greece – Olympic link

Art Objectives	Autumn	Spring	Summer
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	✓	✓	✓
Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas	✓	✓	✓
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay)	✓	✓	✓
Pupils should be taught about great artists, architects and designers in history.	✓ Peter Thorpe	✓	✓

Geography Objectives	Autumn	Spring	Summer
Locational Knowledge identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics	✓		✓

of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)			
Human and physical geography Describe and understand key aspects of: physical geography, including: climate zones	✓		
Describe and understand key aspects of: human geography, including: and the distribution of natural resources minerals and water		✓ Industrial Revolution link	
Geographical skills and Fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			✓ Greece
use the points of a compass grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		✓ Local Area	✓ Greece
use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		✓ Local Area	✓ Greece

Computing Objectives	Autumn	Spring	Summer
Pupil should be taught to: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	✓ Coding		
use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	✓ Coding		

understand computer networks including how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration			✓ Connected World
appreciate how results are selected and ranked, and be discerning in evaluating digital content	✓ Connected World/Passport		
Select and 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		✓ Local Area	
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	✓ Connected World	✓ Connected World	✓ Connected World

Music Objectives	Autumn	Spring	Summer
Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.	✓ Space	✓	✓
Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	✓	✓	✓

Improvise and compose music for a range of purposes using the inter-related dimensions of music.	✓	✓	✓ Olympics
listen with attention to detail and recall sounds with increasing aural memory	✓	✓	✓
use and understand staff and other musical notations	✓	✓	✓
appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians	✓ Holst	✓	✓
develop an understanding of the history of music	✓ Holst	✓	✓ Anthems

PE Objectives	Autumn	Spring	Summer
Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination	✓	✓	✓
play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	✓	✓	✓
develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]		✓	✓
perform dances using a range of movement patterns	✓		
take part in outdoor and adventurous activity challenges both individually and within a team			
compare their performances with previous ones and demonstrate improvement to achieve their personal best.	✓	✓	✓

<p>Swimming and water safety (Children swim in Y3/4 but continue in Y5/6 if they have not achieved a swimming distance of 25m) All schools must provide swimming instruction either in key stage 1 or key stage 2.</p>			
<p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 		✓	

Science Objectives	Autumn	Spring	Summer
<p>Working Scientifically 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:</p>			
<p>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p>	✓	✓	✓
<p>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>	✓	✓	✓
<p>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	✓	✓	✓

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><u>Properties and changes of materials (Y5)</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 		<p>✓</p> <p>Industrial Revolution</p>	
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 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.			
Animals including Humans (Y5) Pupils should be taught to: describe the changes as humans develop to old age.			✓
Living things and their habitats Y5 specific Pupils should be taught to: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird			✓
describe the life process of reproduction in some plants and animals.			✓
Earth and Space (Y5) Pupils should be taught to: describe the movement of the Earth, and other planets, relative to the Sun in the solar system	✓		
describe the movement of the Moon relative to the Earth	✓		
describe the Sun, Earth and Moon as approximately spherical bodies	✓		
use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	✓		
Forces (Y5) Pupils should be taught to: 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.	✓		

Languages Objectives	Autumn	Spring	Summer
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 the 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	✓	✓	✓
develop accurate 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			
appreciate stories, songs, poems and rhymes in the language	✓	✓	✓
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	✓	✓	✓
write phrases from memory, and adapt these to create new sentences, to express ideas clearly	✓	✓	✓
describe people, places, things and actions orally and in writing	✓	✓	✓

understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English	✓	✓	✓
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DT Objectives	Autumn	Spring	Summer
<p>Design</p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>To generate, develop, model and communicate their ideas through discussion</p>	✓	✓	✓
<p>Make</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	✓	✓	✓
<p>Evaluate</p> <p>investigate and analyse a range of existing products, evaluate their ideas and products against their own design</p>	✓	✓	✓

<p>criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p>			
<p>Technical Knowledge: understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	✓	✓	
<p>understand how key events and individuals in design and technology have helped shape the world</p>		✓	
<p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>			✓