

DESIGNERS in Year 5 should be able to:

- Talk about how research influences ideas and use the information when planning and designing.
 - Choose appropriate ways to communicate ideas.
 - Evaluate their designs/process talk about what is going well and what can be improved.
 - Create a textile product and describe the process e.g. belts, ropes.
- Food:**
- Make a food product for an identified need (e.g. lunch time) and persuade others to take an interest in the food product.
 - Create a purposeful product using stiff and flexible sheets and evaluate it.
 - Create a product using switches and describe the process using DT words.
 - Make a product using hydraulics and pneumatics and describe the process.

GEOGRAPHERS in Year 5 should be able to:

- Describe and compare the human and physical features of places accurately using geography words.
- Accurately locate places, landmarks, features on an increasingly complex set of maps and devices.
- Talk about describe countries beyond Europe.
- Compare people's opinions of places and communicate findings.
- Draw detailed maps using 4 and 6 figure grid references, scale and symbols.
- Describe the position of places in the world using Equator, Northern and Southern Hemisphere, Arctic and Antarctic circles, Prime/Greenwich Meridian and time zones (including day and night)
- Describe the distribution of natural resources (energy, food, minerals, water) and how it affects people and the environment.
- Present work in a range of methods including ICT.

HISTORIANS in Year 5 should be able to:

- Talk about the main changes in a period of history using appropriate vocabulary
- Use a timeline to talk about people, events and places they have found out about
- Ask historical questions and choose reliable sources of evidence to find answers. Begin to realise that there often is not a single answer.
- Choose how to present information for an audience using a wide range of methods
- Use a wide variety of sources to find out about the past and give clear reasons why there may be different accounts of history.

MUSICIANS in Year 5 should be able to:

- Describe music using the correct terminology and evaluate their own music.
- Participate in purposeful group singing with an individual role, and perform with meaning.
- Sustain a drone or melodic ostinato to accompany singing and play an accompaniment instrument.
- Compose and create songs with expression and feeling for audiences.
- Explain musical notation and read and write a musical stave (EQBDF/FACE)
- Compose music/songs for performance which reflects given intentions.
- Use a range of methods (including ICT) to change, organise and control sounds.

Sandy Lane Primary School Year 5 Key Skills

ARTISTS in Year 5 should be able to:

- Create a sketchbook with ideas, research, annotations, sketches etc. and talk about how they use it when they are creating artwork
- Evaluate and refine their own work and the work of others' to reflect its purpose and meaning
- Use software/hardware to create pieces of artwork and to write pieces to accompany artwork
- Use colour, shape, tones, tints and textures to convey a mood/feeling and in their own paintings
- Select materials, effects and shades for the type of drawing they want to produce
- Create increasingly accurate printing blocks and prints inspired by other cultures and history
- Create collages inspired by designers using a variety of media and methods for a given purpose / Explore tapestries, artefacts and hangings in history/other cultures
- Create textile works using an increasing range of techniques
- Create 3D pieces of art using a variety of materials
- Explore paper techniques e.a. pop up books. origami

SCIENTISTS in Year 5 should be able to:

- Observe, describe and compare in careful detail
- Sort and classify with precise reasons
- Make predictions and explain why
- Plan how to collect evidence/information/data to test out an idea/prediction or answer a question
- Measure precisely in standard units
- Select the most suitable equipment for the task
- Plan ways to test out their own/someone else's ideas
- Set up and carry out fair tests
- Repeat observations and measurements
- Draw tables, bar charts and simple line graphs to record observations/data
- Interpret and predict from bar charts and line graphs
- Explain observations/results using cause and effects and scientific facts and ideas
- Explain what the evidence show and whether it supports any predictions
- Identify trends and patterns in data and explain using scientific facts and ideas
- Begin to identify scientific evidence that has been used to support or refute ideas or arguments
- Select the most appropriate way to communicate findings, evaluating the evidence as well as describing it
- Talk about how to improve their own work giving reasons

A SPORTS PERSON in Year 5 should be able to:

- Talk about the skills, techniques and ideas in their own work in others' and how to use it to improve their own performance.
- Talk about and explain skills, techniques and ideas and apply them appropriately.
- Explain the effects of exercise, how it is valuable to their health and apply basic safety principles for exercise.
- Create a complex gymnastic sequence of movements combining direction, level and speed which are accurate and consistent.
- Compose their own dance routine which express emotion or feeling for an audience.
- Use a variety of techniques to pass, gain possession of the ball, strike a bowled ball, use fore and backhand and field well.
- Use maps and diagrams to orientate themselves, adapt their actions during changing situation (e.g. weather) and plan careful responses to challenges/problems.
- Run long and short distances and explain the best pace for each.
- Combine running and jumping for a range of jumping methods.

A COMPUTER USER in Year 5 should be able to:

- Independently turn on computer, sign in and navigate to find programs.
- Combine sequences of algorithms to control onscreen models.
- Design algorithms that use repetition and 2 way selection.
- Make accurate predictions about what will happen (linked to coding)
- I can select appropriate software to accomplish goals.
- I can collect and present data.
- I can edit a film
- I understand that you make choices using technology and not everything is true and/or safe.