

# Year 5

## Art and Design

Learn to use drawing to develop and share their ideas, experiences and imagination, observational drawings and portraits. Grades of pencils, mastery of observational and life drawings and shading—different lines.

Perspective and dimension.

Materials; grades of pencils, crayons, chalks, wax crayons, pastels and charcoal.

Learn to use painting to develop and share their ideas, experiences and imagination

Colour mixing—hot/cold colours, subtle palette choices and using a palette, range of scale, brush strokes and range of brush strokes and wax resist fabric.

Continue the use of sketch books for art work.

Learn to develop a wide range of art and design in

Using colour, texture, line and shape.

(Lowry, Valett)

## D and T

Living things—life cycle and reproduction

Humans—describe how animals develop to old age

Materials—properties of materials, dissolving; reversible and irreversible changes

Earth and space—describe the sun and the moon and how this effects the season and the day

Forces— resistance, gravity

## Science

## Geography

The World

identify the Equator, the Tropics of Capricorn and Cancer, the Artic and the Antarctic Circle

Human Geography

types of settlement and land use, economic activity Including trade links, and the distribution of natural resources including energy, food, minerals and water

Maps and Field Work

use maps, atlases, globes and digital/computer map

use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world mapping to locate countries and describe features studied

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.

## P.E

I can freely select appropriate skills during a competitive situation.

I can use the Dance terminology of cannon, unison and mirroring; whilst applying it practically.

I can plan and perform a sequence of movements with control.

I can give appropriate feedback and make suggestions for improvements.

I can apply strategies for attack and defence.

I can swim 25m using a range of strokes and perform safe self rescue.

## History

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Viking raids and invasion resistance.

Edward the Confessor and his death in 1066.

Black history

Performing Arts—i.e. Stevie Wonder, Morgan Freeman, Will Smith or Emeli Sande.

A local history study in depth over time tracing how several aspects of national history are reflected in the locality

Music industry

## R.E

Why do some people believe God exists?

What would Jesus do?

(Can we live by the values of Jesus in the twenty-first century?)

If God is everywhere, why go to places of worship?

## M.F.I

- 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.

## Computing

Focus on basic skills at the start of the year

Unit 5.1 We are Game Developers

Unit 5.2 We are Cryptographers

Unit 5.3 We are Artists

Unit 5.4 We are Web Developers

Unit 5.5 We are Bloggers

Unit 5.6 We are Architects

## Music

Sing, use chants and rhyme with more complex songs using expression

Play musical instruments including percussion and a range of tuned instruments

Call and response, singing and playing noted clapping rhythms

Listen to music that is linked to topics and events including different cultures and traditions

Use staff notation and other musical notation

Develop understanding of music history linked to topic

