



Science						
Animals including humans	Living things and their habitats	Materials	Electricity	Forces	Earth and Space	Working scientifically
<p><b>Pupils should be taught to:</b></p> <p>Describe the changes as humans develop to old age.</p>	<p><b>Pupils should be taught to:</b></p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals</p>	<p><b><u>Properties and changes of Materials</u></b> <b>Pupils should be taught to:</b></p> <p>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</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p>	<p><b>Pupils should be taught to:</b></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p><b>Pupils should be taught to:</b></p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p>	<p><b>Pupils should be taught to:</b></p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.</p>	<p>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> <ul style="list-style-type: none"> <li>• Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• Recording data</li> </ul>



		<p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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</p>				<p>and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <ul style="list-style-type: none"><li>• Using test results to make predictions to set up further comparative and fair tests</li><li>• Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentation</li><li>• Identifying scientific evidence that has been used</li></ul>
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Art and Design				
Drawing	Painting	Sculpture	Printing	Textile
<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Use a variety of tools and select the most appropriate.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>	<p>To become proficient in painting techniques.</p> <p>Create a colour palette, demonstrating mixing techniques;</p> <p>Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists</p>	<p>Use tools and materials to carve, add shape, add texture and pattern.</p> <p>Develop cutting and joining skills, e.g. using wire, coils, slabs and slips.</p> <p>Use materials other than clay to create a 3D sculpture.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p> <p>Use sketchbooks Plan a sculpture through drawing and other preparatory work.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p>	<p>Design and create printing blocks/tiles.</p> <p>Develop techniques in mono, block and relief printing.</p> <p>Create and arrange accurate patterns.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;</p>	<p>Experiment with a range of media by overlapping and layering in order to create texture, effect and colour.</p> <p>Add decoration to create effect.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.</p>



Computing				
E-safety and E-sense	Programming	Handling Data	Multimedia	Technology in our lives
<ul style="list-style-type: none"> <li>I can choose a secure password and keep it safe.</li> <li>I protect my password and personal information.</li> <li>I can explain why I need to protect myself and my friends and the best way to do this. Including reporting concerns to an adult.</li> <li>I know that anything I post/share online can be seen/used and may affect others.</li> <li>I can talk about the dangers of spending too long online.</li> <li>I can explain the importance of communicating kindly and respectfully.</li> <li>I know which resources I can download and use.</li> <li>I can explain why I need to protect my computer or device from harm.</li> </ul>	<ul style="list-style-type: none"> <li>I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.</li> <li>I can refine a procedure using repeat commands to improve a program.</li> <li>I can use a variable to increase programming possibilities.</li> <li>I can change an input to a program to achieve a different output.</li> <li>I can use 'if' and 'then' commands to select an action.</li> <li>I can talk about how a computer model can provide information about a physical system.</li> <li>I can use logical reasoning to detect and debug mistakes in a program.</li> <li>I use logical thinking, imagination and creativity to extend a program.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a spreadsheet and database to collect and record data.</li> <li>I can choose an appropriate tool to help me collect data.</li> <li>I can present data in an appropriate way.</li> <li>I can search a database using different operators to refine my search.</li> <li>I can talk about mistakes in data and suggest how it could be checked.</li> </ul>	<ul style="list-style-type: none"> <li>I can use text, photo, sound and video editing tools to refine my work.</li> <li>I can use the skills I have already developed to create content using unfamiliar technology.</li> <li>I can select, use and combine the appropriate technology tools to create effects that will have an impact on others.</li> <li>I can select an appropriate online or offline tool to create and share ideas.</li> <li>I can review and improve my work and support others to improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe different parts of the internet.</li> <li>I can use different online communication tools for different purposes.</li> <li>I can use a search engine to find appropriate information and check its reliability.</li> <li>I can recognise and evaluate different types of information I find on the World Wide Web.</li> <li>I can describe the different parts of a webpage.</li> <li>I can find out who the information on a webpage belongs to.</li> </ul>



Design and Technology				
Design	Make	Evaluate	Technical knowledge	Cooking and Nutrition
gather information about the needs and wants of particular individuals and groups	Explain their choice of materials and components according to functional properties and aesthetic qualities	Consider the views of others, including intended users, to improve their work How well products have been designed	Make cross curricular links to learning through science and mathematics to help design and make products that work.	That seasons may affect the food available
develop their own design criteria and use these to inform their ideas	Produce appropriate lists of tools, equipment and materials that they need	What methods of construction have been used	The correct technical vocabulary for the projects they are undertaking	How food is processed into ingredients that can be eaten or used in cooking
use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas	Follow procedures for safety and hygiene	How well products achieve their purposes	How mechanical systems such as cams or pulleys or gears create movement	Across Key stage 2: How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source
generate innovative ideas, drawing on research	Use techniques that involve a number of steps  Demonstrate resourcefulness when tackling practical problems	How well products meet user needs and wants  About inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products	How to program a computer to monitor changes in the environment and control their products	How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking

Geography			
Locational Knowledge	Place Knowledge	Human Physical Geography	Geographical Skills and Field Work
5.1 To explain the position and significance of the equator, northern/southern hemispheres	5.5 To compare the features of North America landscapes with our own area	5.9 To explain what causes earthquakes and how they are measured	5.15 To find information in an atlas using the index
5.2 To identify lines of latitude and longitude	5.6 To compare the climate North America landscapes with our own area	5.10 To explain what causes tsunamis and how they affect people	5.16 To use a key to describe the features of a OS map



<p>5.3 To locate the world's countries using maps with a focus on North America</p> <p>5.4 To focus on environmental regions, countries and major cities.</p>	<p>5.7 To compare the human geography of North America landscapes with our own area</p> <p>5.8 To present information on one area of North America</p>	<p>5.11 To explain what causes tornadoes and the effects they have</p> <p>5.12 To explain where our food comes from – food miles</p> <p>5.13 To understand the importance of conserving food, energy and water supplies</p> <p>5.14 To understand the importance of conserving food, energy and water supplies</p>	<p>5.17 To use the 8 compass to describe routes on a map</p> <p>5.18 To use 4 or 6 figure grid references to locate place on map</p> <p>5.19 To plan a journey using the 8 compass points/4/6 figure grid</p> <p>5.20 To describe how maps have changed over time</p>
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History			
Chronological Awareness	Knowledge and Understanding	Historical Context	Organisation and Communication
<p>Uses timelines to place and sequence local, national and international events</p> <p>Sequences historical periods</p> <p>Describe events using words and phrases such as century, decade, BC and AD, after, before, during the Victorian period</p> <p>Identifies changes within and across historical periods.</p>	<p>Identify social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</p> <p>Give short term causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Identify changes and links within and across time periods studied.</p>	<p>Question the reliability of source material and give reasons why something might not be reliable</p> <p>Realise that there is often not a single answer to historical questions and give reasons why there may be different accounts</p>	<p>Present findings about the past speaking, writing, maths, (data handling) ICT, drama and drawing skills</p> <p>Uses dates and terms accurately</p> <p>Chooses most appropriate way to present information to an audience</p>



Music			
Performing	Composing	Appraising	Charanga Topics
<ul style="list-style-type: none"> <li>To breath in the correct place when singing</li> <li>To sing and use their understanding of meaning to add expression</li> <li>To maintain their part whilst others are performing their part</li> <li>To perform 'by ear' and from simple notations</li> <li>To improvise within a group using melodic and rhythmic phrases</li> <li>To recognise and use basic structural forms</li> <li>e.g. rounds, variations,</li> <li>rondo form</li> </ul> <p><b>Challenge:</b></p> <ul style="list-style-type: none"> <li>Pupils use pitches simultaneously to produce harmony by building up</li> </ul>	<p>To change sounds or organise them differently to change the effect</p> <p>To compose music which meets specific criteria</p> <p>To use their notations to record groups of pitches (chords)</p> <p>To use a music diary to record aspects of the composition process</p> <p>To choose the most appropriate tempos for a piece of music</p> <p><b>Challenge:</b> Pupils understand the relation between pulse and syncopated patterns</p> <p>They can identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre</p>	<ul style="list-style-type: none"> <li>To describe, compare and evaluate music using musical vocabulary</li> <li>To explain why they think their music is successful or unsuccessful</li> <li>To suggest improvements to their own or others' work</li> <li>To choose the most appropriate tempo for a piece of music</li> <li>To contrast the work of famous composers and show preferences</li> </ul> <p><b>Challenge:</b> Pupils can explain how tempo changes the character of music They identify where a gradual change in dynamics has helped to shape a phrase of music</p>	<p>Term 1: Living on a Prayer</p> <p>Term 2: Classroom Jazz 1</p> <p>Term 3: Make you feel my love</p> <p>Term 4: Fresh prince of Bel-air</p> <p>Term 5: Dancing in the street</p> <p>Term 6: Reflect, Rewind and Replay</p>

Physical Education				
Gymnastics	Dance	Athletics	Games	Health
Performing extended gymnastics sequences with or without props	Understanding locomotor vs. non-locomotor movement in dance	Sprinting and pacing for distance when running	Cricket bowling and wicket keeping skills	



			<p>Handball jump shots, set plays, and goalkeeping</p> <p>Bounce passing, one- and two-handed shooting in netball</p> <p>Fielding backwards hits in rounders</p> <p>Tag rugby passing and use of the diamond formation</p> <p>Use of volley shots and overhead shots in tennis, plus doubles play</p>	
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**MFL**

Listening	Speaking	Reading	Writing	Intellectual understanding
<p>Pupils will be able to: Understand the main points from a short spoken passage made up of familiar language in simple sentences. - e.g.</p> <ul style="list-style-type: none"> <li>• A short rhyme or song, a telephone message,</li> <li>• Announcement or weather forecast.</li> <li>• Sentences describing what people are wearing, what they are doing, an announcement or message.</li> </ul>	<p>Pupils will be able to: Ask and answer simple questions and talk about their interests - e.g.</p> <ul style="list-style-type: none"> <li>• Taking part in an interview about my area and interests; a survey about pets or favourite foods; talking to a friend about what we like to do and wear</li> <li>• Discussing a picture with a partner, describing colours, shapes and saying whether I like it or not; asking for and giving</li> </ul>	<p>Pupils will be able to: Understand the main point(s) and some of the detail from short written texts or passages in clear printed script - e.g.</p> <ul style="list-style-type: none"> <li>• Very simple messages on a postcard or e-mail or part of a story</li> <li>• Three to four sentences of information about my e-pal; a description of someone's school day</li> </ul> <p><i>Use a glossary to find out the meanings of new words</i></p>	<p>Pupils will be able to: Write a few short sentences with support using expressions which they have already learnt - e.g.</p> <ul style="list-style-type: none"> <li>• A postcard, a simple note or message, an identity card</li> <li>• Write a short text on a familiar topic, adapting language which they have already learnt- e.g. three to four sentences for a wall display; a simple e-mail message</li> </ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Respect and understand cultural diversity.</li> <li>• Understand how symbols, objects and pictures can represent a country.</li> </ul>





East Stour Primary School

Year 5 Progression Document

	<p>directions; discussing houses, pets, food</p> <p><i>Know how to pronounce some letter strings</i></p>			
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