

### SCIENTISTS in Year 5 should be able to:

- Ask relevant question to plan enquiries, beginning to understand controlling variables where necessary.
- Use appropriate techniques, apparatus, and materials during investigations and enquiries.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar graphs.
- Report findings from enquiries, including oral and written explanations of results, explanations involving simple relationships, and conclusions.
- Present findings in written form, displays and other presentations.
- Use test results to make predictions to set up further comparative and fair tests.
- Use key scientific vocabulary such as; opinion/fact, variables, independent variable, dependent variable, controlled variable, accuracy, precision, degree of trust, classification keys, causal relationships, support and refute

### HISTORIANS in Year 5 should be able to:

- Describe in detail historical events studied using historical vocabulary
- Make comparisons between historical periods; explaining things that have changed and which have stayed the same giving a reason as to why.
- Ask historical questions and using a wide range of primary and secondary evidence (knowing the difference) to support a historical argument/answer historical questions and make predictions.
- Understand how artefacts have helped us, along with other information, to interpret what life was like in the past.
- Discuss some motives for events in the past such as: war, invasions, religious views.
- Explain how events have shaped the way in which we live today.

### A SPORTS PERSON in Year 5 should be able to:

- Talk about how their work is similar and different from other performances.
- Talk about which skills are appropriate for each discipline.
- Talk about their health and PE and what makes up a balanced diet.
- Create a dance routine to communicate an idea and improvise with repeated sequences.
- Play as part of a team and use the equipment accurately.
- Have control over a ball when kicking and receiving , throwing and catching
- Swim over 100 metres unaided.
- Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as
- Use forehand and backhand when playing racket games.



Castleford Park Junior Academy

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## Year 5 Key Skills

### MUSICIANS in Year 5 should be able to:

- Sing and use their understanding of meaning to add expression
- Explain the effect of their music on themselves.
- Explore and use sets of pitches e.g. 4 or 5 note scales
- Maintain their part whilst others are performing their part
- Compose music which meets specific criteria
- Describe, compare and evaluate music using musical vocabulary
- Explain why they think their music is successful or unsuccessful
- Recognise note formations through the use of recorders.

### GEOGRAPHERS in Year 5 should be able to:

- Collect information about the human and physical features of a place and use it in a report.
- Find possible answers to their own geographical questions using a range of resources to support.
- Create detailed sketches and plans; improving their accuracy over time
- Use a range of resources to give detailed descriptions and opinions of the characteristic features of a location.
- Name and locate many of the world's most famous mountain regions and rivers on maps
- Begin to use a 6 figure grid reference
- Explain what a place might be like in the future, taking account of issues impacting on human features
- Compare a country to our own - explaining its similarities and differences referring to land use, sketch maps, data.

### ARTISTS in Year 5 should be able to:

#### Drawing

- Explore tones and lines (cross-hatching, scumbling) linked to other artists work.
- Observe and use a variety of techniques to show the effect of light on an object and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour.
- Encourage children to begin to draw facial features.
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#### Colour

- Mix colour media and produce layered paintings.
- Controlling and experimenting quantities of tone, shades, hue and mood.
- Consider artist use of colour and application & if it is fit for purpose.

#### Print Making

- Combine prints taken from different objects to produce an end piece.
- Use relief and impressed printing processes
- Make connections between own work and patterns in their local environment e.g. curtains, wallpaper.

#### Digital media

- Record and collect and store visual information using digital cameras, video recorders and integrate this into art work.
- Create digital images to communicate ideas .

#### Knowledge

- Explain art from different periods of history and cultures.

### PSHCE in Year 5 should be able to:

#### **Health and Wellbeing**

- What positively and negatively affects their physical, mental and emotional health
- To recognise that they might experience conflicting emotions and when they might need to listen to their emotions or overcome them
- About people who are responsible for helping they stay healthy and safe and ways that they can help these people
- 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
- About change, including loss, separation, divorce and bereavement
- To recognise how images in the media do not always reflect reality and can affect how people feel about themselves
- To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them feel uncomfortable, anxious or that they believe might be wrong
- How their body will and emotions may change as they approach and move through puberty

#### **Relationships**

- To recognise and respond appropriately to a wider range of feelings in others
- 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
- That their actions affect themselves and others
- 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)

#### **Living in the Wider World**

- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people

### Designers in Year 5 should be able to:

#### **Design**

- Research existing products for purpose and audience, focussing on the functionality ensuring that the product is fit for purpose.
- Design and annotate sketches and prototypes to discover suitable materials and processes and explain their choices through cross-sectional and exploded diagrams.
- Begin to create a sequence of the process they will perform to get to an end product and discuss the good points and drawbacks.

#### **Make**

- Select appropriate equipment for a task thinking about the properties and suitability for their products.
- Suggest alternative ways of making a product if the first attempt fails
- Begin to explain why they believe their product is going to be of a good quality by reflecting on their choice of some chosen materials.

#### **Evaluate**

- Evaluate appearance and function against the original criteria.
- Identify areas of improvement and successes in their own work.

#### **Technical knowledge**

- Understand and use their knowledge of electrical systems, pulleys and introduce cams.
- Measure, mark out, cut and shape materials accurately and understand how to strengthen their product.

### MFL in Year 5 should be able to:

- These passages include instructions, messages and dialogues. Pupils identify and note main points and personal responses [for example, likes, dislikes and feelings], but may need short sections to be repeated.
- Pupils take part in brief prepared tasks of at least two or three exchanges, using visual or other cues to help them initiate and respond.
- They use short phrases to express personal responses [for example, likes, dislikes and feelings]
- Pupils show that they understand short texts and dialogues, made up of familiar language, printed in books or word-processed.
- Pupils write two or three short sentences on familiar topics, using aids [for example, textbooks, wallcharts and their own written work].

### RE in Year 5 should be able to:

#### **Know and Understand**

- Make connections and reflect thoughtfully on different features of religions and worldviews.
- Describe and give opinions on religious and moral stories, beliefs and teachings from different communities.
- Explore a range of different beliefs and symbols and their significance, expressing meaning.

#### **Express and Communicate**

- Explore and show understanding of similarities and differences in religions and world views, giving reasons and personal views.
- Understand the challenges of commitment to a community, faith or belief and why it is valuable to belong.
- Evaluate the notions of diversity and morality, giving personal opinions.
- Begin to explore some ultimate questions about the nature of life.

#### **Apply**

- Express their own ideas (including ethical questions) through presentation, debate, art, poetry, and music.

### A COMPUTER USER in Year 5 should be able to:

#### **(E—safety key skills)**

- Discuss and understand the importance of keeping personal information safe.
- To understand issues concerning the reliability of sources and people online.
- Know who to tell if they are upset by something that happens online.
- Recognise their own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users.