



St. Michael's CE Primary School

Key Skills Curriculum Map Year 5: B



Art	3D Work and Collage	Textiles
	<p>To explore how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour.</p> <p>To select and use materials to achieve a specific outcome.</p>	<p>To use fabrics to create 3D structures.</p> <p>To use different grades of threads and needles.</p> <p>To experiment with batik techniques.</p>

Computing	Information Technology	Computer Science	Digital Literacy
	<p>Confidently use a range of software tools.</p> <p>Use technology to present their work, showing an increasing degree of skill and using advanced features of software and tools.</p> <p>Select tools which they can use to help them achieve a specific aim and justify these choices to others.</p> <p>Continue to use, search, enter data into and create their own databases continue to use technology, including spreadsheets to create graphs and present data in different ways.</p>	<p>To design and create a simple program that completes a given task including controlling or simulating a physical system.</p> <p>To use decomposition (breaking up code into smaller parts) to make debugging easier and quicker.</p> <p>To use variables in coding.</p> <p>To explain how increasingly complex algorithms work.</p> <p>Use selection (IF statements) to alter the way my programs run.</p> <p>Understand how search engines order their results.</p>	<p>Use a range of sources to check validity and recognise different viewpoints and the impact of incorrect data.</p> <p>Recognise that the Internet may contain material that is irrelevant, biased, implausible and inappropriate.</p> <p>Understand issues of copyright and how they apply to their own work.</p> <p>To use the internet to communicate (email, video conferencing, blogs, forums) or collaborate (wikis, collaborative editing).</p>

	Design	Make	Evaluating/Technical Knowledge	Cooking and Nutrition
Design Technology	<p>To communicate their ideas through detailed labelled drawings to develop a design specification.</p> <p>To explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways</p> <p>To plan the order of their work, choosing appropriate materials, tools and techniques.</p> <p>To carry out research, using surveys, interviews, questionnaires and web-based resources.</p> <p>To identify the needs of individuals and groups.</p>	<p>To select tools, materials, components and techniques appropriate to the task.</p> <p>To assemble components to make working models.</p> <p>Follow procedures for safety.</p> <p>To construct products using permanent joining techniques.</p> <p>To make modifications as they go along.</p> <p>To pin, sew and stitch materials together to make a product.</p> <p>Demonstrate resourcefulness when tackling practical problems.</p>	<p>To evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>To record their evaluations using drawings with labels.</p> <p>To critically evaluate the quality of their design, manufacture and fitness for purpose of their products as they design and make.</p> <p>To show an awareness of how much products cost to make, how innovative and sustainable they are.</p> <p>To use science and mathematical knowledge to help plan and make products.</p> <p>To know that materials have both functional properties and aesthetic properties.</p>	<p>Understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</p> <p>To know that seasons may affect the food available.</p> <p>To know that food is processed into ingredients that can be eaten or used in cooking.</p> <p>Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading and kneading.</p> <p>To weigh and measure dry ingredients and liquids accurately.</p> <p>To apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens.</p> <p>To know how to prepare and cook a range of predominantly savoury dishes safely and hygienically, where appropriate, the use of a heat source.</p>



	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Geography	<p>Know more about the features of a variety of places around the world from local to global and in different parts of the world.</p> <p>Identify the position and significance of latitude and longitude, Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime / Greenwich Meridian and time zones (including day and night)</p>	<p>Understand about links and relationships between different places and that make places dependent on each other.</p>	<p>Describe and explain a range of physical and human processes and recognise that these processes interact to produce distinctive characteristics of places.</p> <p>Describe ways in which physical and human processes operating at different scales create geographical patterns and lead to changes in places.</p>	<p>Use maps, atlases, globes and digital / computer mapping (e.g. Google Earth) to locate countries and describe features studied.</p> <p>Extend to 6 figure grid reference with teaching of latitude and longitude in depth Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

History	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Organise, Evaluate and Communicate Information
	<p>Make comparisons between different times in history.</p> <p>Begin to describe significant features from time periods and know how Britain has influenced and been influenced by the wider world.</p>	<p>Identify and describe key features and their impact on today's society.</p> <p>Understand why some civilisations have been successful and why others have not.</p> <p>Have some awareness of historical concepts and make some connections, draw some contrasts and analyse some trends.</p> <p>Examine causes and results of great events and the impact on people.</p>	<p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of life in the time studied.</p> <p>Identify different views and begin to suggest different reasons why they have occurred.</p>	<p>Use historical terminology appropriate to the topic.</p> <p>Make use of dates to structure their work.</p> <p>Begin to form arguments.</p> <p>Record and communicate knowledge in different forms – work independently and in groups showing initiative.</p>
History Topics				
	<ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 			

	Listening	Performing	Composing
Music	<p>Identify the tempo and Dynamics using musical vocabulary.</p> <p>Identify instruments by timbre if appropriate (Female, Electric etc).</p>	<p>Accurately play correct notes on tuned instruments.</p> <p>Perform with increasing dexterity.</p> <p>Sing with expression</p>	<p>Compose rhythms and notes individually in sections of music.</p> <p>Compose as a class, judging if a note 'sounds' right or in time.</p>



Key Skills Curriculum Map

Year 5: B

	Identify Calls & Responses.		Understand basic pitch and rhythmic notation.
--	-----------------------------	--	---

	Games	Dance	Gymnastics	Athletics
PE	Travel with a ball showing changes of speed and directions using either foot or hand Use a range of techniques when passing, eg high, low, bounced, fast, slow Hit the ball with purpose, varying speed, height and direction Hit the ball from both sides of the body Judge how far they can run to score points	Explore ideas from different dance styles Compose dances expressively Organise their own warm up and cool down to suit activities Understand why it is important to warm up	Perform actions in a fluent and consistent performance Create sequences and adapt Know and understand the basic principles of warming up and why it is important Understand why physical activity is good for overall health Evaluate and improve their own and other work	Develop skills from the 3 main aspects of athletics – running, jumping and throwing Used running, jumping and throwing; investigated in small groups different ways of performing these activities Used a variety of equipment, ways of measuring and timing and compared the effectiveness of different styles of runs, jumps and throws.

	Working Scientifically
Science	<p>Can plan different types of scientific enquiries to answer questions.</p> <p>Can recognise and control variables.</p> <p>Can take measurements using a range of scientific equipment with increasing accuracy.</p> <p>Can take repeat readings and measurements where appropriate.</p> <p>Can record data using scientific diagrams and labels, keys, tables, bar and line graphs.</p> <p>Can use test results to make predictions.</p> <p>Can set up further comparative and fair tests (based on predictions).</p> <p>Can make a conclusion based on a test.</p> <p>Can explain results from an enquiry.</p> <p>Can report findings from an enquiry both orally and in writing.</p>



Science Topics	
Properties and Changes of Materials	Animals, including Humans
<p>Special Effects Materials</p> <p>Properties and Changes of Materials</p> <ul style="list-style-type: none"> ii. Compare and group together everyday materials on the basis of their properties, including their solubility and response to magnets iii. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution iiii. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ivi. Demonstrate that dissolving, mixing and changes of state are reversible changes vi. 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>The Human Species</p> <p>Animals (including humans)</p> <ul style="list-style-type: none"> i. Describe the changes as humans develop to old age ii. Identify and name the main parts of the human circulatory system, and describe the iii. functions of the heart, blood vessels and blood iv. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function v. describe the ways in which nutrients and water are transported within animals, including humans
Forces	Living Things and their Habitats
<p>Welcome to Force-Land</p> <p>Forces</p> <ul style="list-style-type: none"> i Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ii Identify the effects of air resistance, water resistance and friction, that act between moving surfaces iii Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect 	<p>The Classification Code</p> <p>Living Things and their Habitats</p> <ul style="list-style-type: none"> i. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals ii. Give reasons for classifying plants and animals based on specific characteristics



	Evolution and Inheritance	Revision block
	<p>Survival of the Fittest</p> <p>Evolution and Inheritance</p> <ul style="list-style-type: none">i. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years agoii. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parentsiii. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	<p>To consolidate learning over the year.</p>



	Language Skills
Languages	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Actuate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>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 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.</p>