



St. Michael's CE Primary School

Key Skills Curriculum Map

Year 5: A



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| Art | Drawing and Painting | Printing |
| | To use a range of materials to produce line, tone and shade. | To create printing blocks by simplifying an initial sketch book idea. To use a relief of impressed method. To create prints with three overlays. |

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| 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 |
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| Design Technology | <p>To generate ideas through brainstorming and identify a purpose for their product.</p> <p>To draw up a specification for their design.</p> <p>To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail.</p> <p>To use results of investigations, information sources, including ICT when developing design ideas.</p> <p>Model their ideas using prototype and pattern pieces</p> | <p>To use a wider range of appropriate material, tools and techniques.</p> <p>To measure and mark out accurately.</p> <p>To use different tools and equipment safely and accurately</p> <p>To cut and join with accuracy to ensure a good-quality finish to the product.</p> | <p>To evaluate a product against the original design specification.</p> <p>To evaluate it personally and seek evaluation from others.</p> <p>Evaluate how learning from science and Mathematics can help design and make products that work.</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 have a basic understanding of how food is grown, reared or caught in the UK.</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> <p>Use a range of techniques when such as peeling and chopping.</p> <p>To weigh and measure dry ingredients and liquids accurately.</p> |



| Geography | Locational Knowledge | Place Knowledge | Human and Physical Geography | Geographical Skills and Fieldwork |
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| | <p>Know more about the features of a variety of places around the world from local to global.</p> | <p>Understand more about the links between different places and that some places depend on each other.</p> | <p>Describe and begin to explain geographical patterns and a range of physical and human processes.</p> <p>Recognise that these interact to affect the lives and activities of people living there.</p> <p>Understand how people can both improve and damage the environment.</p> | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</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 |
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| | <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 non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. • Ancient Greece – a study of Greek life and achievements and their influence on the western world. | | | |

Key Skills Curriculum Map

Year 5: A

| | Listening | Performing | Composing |
|--------------|---|---|---|
| Music | Identify the tempo and Dynamics using musical vocabulary. Identify instruments by timbre if appropriate (Female, Electric etc). Identify Calls & Responses. | Accurately play correct notes on tuned instruments. Perform with increasing dexterity. Sing with expression | Compose rhythms and notes individually in sections of music. Compose as a class, judging if a note 'sounds' right or in time. Understand basic pitch and rhythmic notation. |

| | Games | Dance | Gymnastics | Athletics |
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| 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. |



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| Science | Working Scientifically | |
| | <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 | |
| | Living things and their Habitats | Properties and Changes of Materials |
| | <p>Illustrating Lifecycles</p> <p>Living things and their habitats</p> <ol style="list-style-type: none"> i. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ii. Describe the life process of reproduction in some plants and animals | <p>Materials Consultants</p> <p>Properties and Changes of Materials</p> <ol style="list-style-type: none"> ii. Compare and group together everyday materials on the basis of their properties, including their hardness, transparency, and conductivity (electrical and thermal) iii. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic |

| | Earth and Space | Light |
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| | <p>Space</p> <p>Earth and space</p> <ol style="list-style-type: none"> i. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system ii. Describe the movement of the Moon relative to the Earth iii. Describe the Sun, Earth and Moon as approximately spherical bodies iv. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky | <p>Theatre Lighting Technicians</p> <p>Light</p> <ol style="list-style-type: none"> i. Recognise that light appears to travel in straight lines ii. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye iii. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes iv. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them |
| | Electricity | Revision block |
| | <p>Electric Art</p> <p>Electricity</p> <ol style="list-style-type: none"> i. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ii. 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 iii. Use recognised symbols when representing a simple circuit in a diagram | <p>To consolidate learning over the year.</p> |



| | Language Skills |
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| 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> |