

Queen Boudica Primary School

Year 5 Skills Map



<p><u>Science</u> Forces Living Things & Their Habitats Animals & Humans Properties & Changes of Materials Earth & Space</p>	<p><u>History</u> Tudors: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - significant turning points in British history Ancient Greece</p>	<p><u>Geography</u> Locational Knowledge: Countries in Europe (Greece) and regions of UK (inc. Lake District) Place Knowledge: Europe & Greece Human & Physical Geography: Distribution of natural resources (energy, food, minerals and water) and also settlement and land use (The Lake District) Geographical Skills & Fieldwork: Maps, atlases and globes, four and six figure grid references (Ordnance Survey maps)</p>
<p><u>Art</u> Impressionism & Aboriginal art Textiles (Tudor Tapestries) Drawing/Painting (Portraits – Holbein) Sculpture (traditional Ancient Greek) Artist focus - Picasso</p>	<p>SUGGESTED PROJECTS TUDORS / LAKE DISTRICT DON'T WASTE IT MISSION TO MARS ANCIENT GREECE THEY SEE THE WORLD LIKE THIS</p>	<p><u>Computing</u> Communicating the Digital World A virtual learning experience Exploring the Digital World Become a multimedia mastermind Shaping the Digital World Spreadsheet superheroes and "Control" freaks. E-Safety Get the download... on data</p>
<p><u>Design & Technology</u> Textiles Construction Materials Food & Nutrition</p>	<p><u>Languages</u> Themes: Qu'est-ce que tu aimes...manger? (What do you like...to eat?) Bon appetit! (Enjoy your meal!) Les glaces (Ice creams) Les passé-temps (Leisure activities) Qu'est-ce que tu portes? (What are you wearing?)</p>	<p><u>Music</u> Holst; 'The Planets' (Mission to Mars) Music from the Renaissance Era (Tudors) Production Visit Live Music Venue</p>
<p><u>PE</u> Competitive Games: Play Leader Training, Football, Netball, Short Tennis and Rounders Performance: Gymnastics (x2): Val Sabin Y5 Units or LCP Y5&6 and Dance (x1): Val Sabin Y5 Unit or LCP Y5&6 Individual / Team Challenges: Athletics and Outdoor Challenges Participation: Swimming</p>	<p><u>RE</u> Living as a Buddhist The last week of Jesus' life The five pillars of faith The Guru Granth Sahib and the Gurdwara</p>	<p><u>PSHE</u> Me and My Feelings Me and Making a Positive Contribution Me and Medicines and Drugs Me and Keeping Safe Me and My Relationships Me and Growing and Changing Me and My Healthy Lifestyle</p>

The focus areas for each subject are recorded on this page so coverage is clear and these should be linked to projects. Maths and English focus areas are recorded on the skills map (next page); however every skill is not recorded in this overview since they are too numerous. Skills are therefore detailed in medium and short term planning for these subjects.

YEAR 5 CURRICULUM SUBJECT SKILLS MAP

Our curriculum responds to the needs and experiences of our children through challenging, inspiring and engaging them with what matters, and most importantly, it prepares children for the future.

COMMUNITY

(our school, local and wider global communities and global dimensions)

CREATIVE THINKING

(encouraging inquisitiveness, problem solving and enquiry based learning)

CONFIDENT & RESILIENT LEARNERS

(a focus on children's self-esteem and developing a growth mind-set)

English

Poetry: Take one poet (including recital); Cinquain and Spoken Word Poetry/Raps

Narrative: Myths; Suspense and Mystery (building tension) and Fiction from our literary heritage

Non-Fiction: Information Texts (brochures); Recount (biography); Recount (Newspapers), and Formal Letter Writing

Maths

Number

Counting

Place Value

Addition and Subtraction (mental methods)

Addition and Subtraction (formal written methods)

Multiplication and Division (tables)

Multiplication and Division (mental methods)

Multiplication and Division (formal written methods)

Fractions

Fractions, Decimals and Percentages

Measurement

Use and Apply measures to increasingly complex contexts

Problem solving in all four operations involving money and time

Perimeter and Area

Geometry

Describe position, direction and movement in increasingly precise ways – reflection and translation

Use the properties of shapes and angles in increasingly complex and practical contexts

Statistics

Gather, Organise and Interrogate data

Science

Working Scientifically

to recognise and make predictions from patterns in data and suggest explanations for these using scientific knowledge and understanding

to identify patterns in results and results that do not appear to fit the pattern

to interpret data and decide whether it is sufficient to draw conclusions

to draw conclusions indicating whether these match any prediction made to make relevant observations and measurements with increasing accuracy

to record data and results using diagrams, classification keys, tables and bar and line graphs

to make predictions of what will happen based on scientific knowledge and understanding, and suggest how to test these

to plan comparative and fair tests

to consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena

Biology

to describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death)

to describe the life process of reproduction in some plants and animals

to describe the changes as humans develop from birth to old age

to identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood (including the pulse and clotting)

to recognise the impact of diet, exercise, drugs and lifestyle on the way human bodies function

Physics

to describe magnets as having two poles

to predict whether two magnets will attract or repel each other, depending on which poles are facing

to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

to identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces

to describe, in terms of drag forces, why moving objects that are not driven tend to slow down

to understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs

to observe the apparent movement of the Sun during the day and observe changes across the four seasons, how day length varies

to describe the movement of the Earth relative to the Sun in the solar system

to describe the movement of the Moon relative

to describe the Sun, Earth and Moon as approximately spherical bodies

to use the idea of the Earth's rotation to explain day and night

Chemistry

Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets

to understand how some materials will dissolve in liquid to form a solution

to use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

to give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials

to demonstrate that dissolving, mixing and changes of state are reversible changes

to 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, oxidation and the action of acid on bicarbonate of soda

The skills for each subject for the whole year are listed on this year group skills map. The skills chosen for each term, most of which will be taught through projects in a cross-curricular theme, are highlighted when they are covered. The subject skills maps provide details of where support and extension can be provided for children where needed. Some skills will be an ongoing focus throughout the year.

Autumn: Blue Spring: Pink Summer: Green Ongoing: Yellow

Art & Design

Develop and extend ideas from starting points throughout the curriculum.

Collect information, sketches and resources and present ideas in a sketch book.

Comment on artworks with a growing understanding of visual language.

Begin to give details (including own sketches) about the style of some notable artists, artisans and designers.

Create original pieces that show a range of influences and styles.

Sketch (lightly) before painting to combine line and colour.

Begin to use qualities of watercolour and acrylic paints to create interesting pieces.

Begin to develop a personal style of painting, drawing upon ideas from other artists.

Begin to combine colours, tones and tints to enhance the mood of a piece.

Begin to use brush techniques and the qualities of paint to create texture.

Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.

Use tools to carve and add shapes, texture and pattern.

Combine visual and tactile qualities.

Use frameworks (such as wire or moulds) to provide stability and form.

Use lines to represent movement.

Use research to inspire drawings from memory or imagination.

Use a sketchbook to develop ideas.

Begin to use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).

Choose from a range of stitching techniques.

Combine previously learned techniques to create pieces.

Use different grades of needle and thread.

Experiment with using Batik safely.

History

Use sources of evidence to deduce information about the past

Understand that no single source of evidence gives the full answer to questions about the past.

Use sources of information to form testable hypotheses about the past

Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times

Compare some of the times studied with those of the other areas of interest around the world

Identify periods of rapid change in history and contrast them with times of relatively little change

Use dates and terms accurately in describing events

Use appropriate historical vocabulary to communicate including dates, time period, era, chronology, continuity, change, century, decade, legacy

Computing

Demonstrate safe practice when selecting images or content for uploading to an online space.

Understand the need for privacy settings on any social networking sites (and that those privacy settings may not be observed by online 'friends' who can use/ share/download your images /content).

Enter labels and numbers into a spreadsheet. Enter formulae into a spreadsheet and modify the data, (simple calculations + - × ÷).

Identify and enter the correct formulae into cells, modify the data, make predictions of changes and test them.

Write control sequences which use outputs and inputs (using if... then... type commands) to control events in response to conditions. Use sub routines to decompose the problem into smaller parts (e.g. Use Flowol, CoCo 2, Junior Control Insight or Go software).

Explain the logical steps of the flow diagram in the design process.

Develop and use criteria to evaluate the design and layout when evaluating a range of web sites, pages on VLE, online resources and presentations.

Make effective use of transitions and animations in presentations. Consider the effect on the audience and the appropriateness of such devices.

Through peer and self-evaluation children evaluate their design and make improvements.

Use and refine their skills while independently creating, sending and responding to emails, blogs and forums in VLE.

As a class or group make use of video technology to exchange ideas and collaborate on projects (e.g. Skype with webcams or Face Time with iPads).

Enhance a presentation by acquiring, storing, and combining images from different sources.

Make use of transitions and special effects in video editing software and understand the effect they have on the audience.

Independently select and use a variety of appropriate devices to record sounds. Upload and download projects (e.g. Learning Platform).

Create their own sounds and compositions to add to their presentations/films/images/ photos.

Use ICT to produce music for a specific purpose, considering the impact on the audience (e.g. length, style, genre etc.).

Use the pre-programming features of data logging software and devices to set up a specific data capture, perhaps overnight.

Design & Technology

Create objects (such as a cushion) that employ a seam allowance.

Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).

Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).

Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).

Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).

Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).

Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).

Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.

Demonstrate a range of baking and cooking techniques.

Create and refine recipes, including ingredients, methods, cooking times and temperatures.

Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.

Create innovative designs that improve upon existing products.

Evaluate the design of products so as to suggest improvements to the user experience.

Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).

Make products through stages of prototypes, making continual refinements.

Ensure products have a high quality finish, using art skills where appropriate.

Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.

Geography

Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.

Collect and analyse statistics and other information in order to draw clear conclusions about locations.

Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).

Describe geographical diversity across the world.

Understand some of the reasons for geographical similarities and differences between countries.

Describe and understand key aspects of:

human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.

Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

Use the eight points of a compass, six-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.

Languages

Prepare and practise a simple conversation

Focus on correct pronunciation

Ask and answer questions

Use tone of voice and gesture to help convey meaning

Listen attentively and understand more complex phrases and sentences

Prepare a short presentation on a topic through retaining and recalling phrases and sentences

Demonstrate a growing vocabulary

Express personal responses and opinions

Read a range of fiction and non-fiction texts

Make simple sentences and short texts understanding the effects of word order using single word and phrase cards

Choose words, phrases and sentences and write them into a gapped text or as picture captions

Use grammatical knowledge to create sentences

Use a bilingual dictionary to check spelling of familiar words

Write sentences about a topic to send to a contact in a partner school

Consider aspects of daily life of children in own and in country/countries where language is spoken

Reflect on cultural issues using empathy and imagination to understand other people's experiences

Learn about symbols and objects from own and from country/countries where language is spoken – exchange information with contact at partner school

Computing (...continued)

Use graphical information to answer questions and solve simple problems.

Check for accuracy by checking data, using different views, search tools, and graphing. Identify and correct inaccuracies.

Select an appropriate search engine to find information related to their topic.

Develop skills to question where web content might originate and understand that this gives clues to its authenticity/reliability (by looking at web address, author, linked pages etc.).

Music

Sing large amounts from memory or notation.
Hold a part within a round. Sing a harmony part.
Sustain a drone or a melodic ostinato to accompany singing.
Improvise within a group performance.
Take turns to lead a group.

Create songs with verses and a chorus.

Use a number of structures to develop my ideas (e.g. ABACA, a1 a2)

Create rhythmic patterns with an awareness of timbre and duration.
Use drones and melodic ostinati (based on the pentatonic scale).

Begin to use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.

Read notes on the musical staff.

Begin to understand the purpose of the treble and bass clefs and draw them in the correct position on the staves.

Recognise the use of # (sharp) and b (flat) symbols.
Begin to use and understand simple time signatures.

Choose a wider range of musical vocabulary to accurately describe and appraise music.
Begin to recognise music from different eras of music.

PE

Combine techniques in game situations (running, throwing, catching, passing, jumping...)
Work alone or with team mates in order to gain points or possession.
Strike a bowled or volleyed ball with accuracy.
Begin to develop forehand and backhand movements when playing racket games.
Field, defend and attack tactically.
Choose the most appropriate tactics for a game.
Uphold the spirit of fair play and respect in all competitive situations.
Lead others when called upon and act as a good role model within a team.
Swim at least 50 metres unaided.
Use more than one stroke and co-ordinate breathing as appropriate for the stroke being used.
Co-ordinate arm and leg movements accurately.
Swim at the surface and below the water.
Compose creative and imaginative dance sequences.
Perform expressively and hold a precise and strong body posture.
Perform and create complex sequences.
Express an idea in original and imaginative ways.
Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. Perform complex moves that combine strength and stamina gained through gymnastics activities.

PSHE Education

Me and My Feelings

about a range of moods and feelings and how they affect behaviour.
about mood swings and how to manage these.
a vocabulary for very strong feelings.
how strong feelings may cause people to act in a way that they would not usually act.
that different people may feel differently and react in different ways to the same situation.
to understand behaviour by thinking about what other people might be thinking/feeling.
that people sometimes feel the need to spend time alone.
where they could go if they were feeling like this.
about feelings that people might encounter whilst working to achieve a goal.
about skills, qualities and strategies which help people to overcome difficulties in order to achieve a goal.
about how making and achieving targets can make you feel good.
to set simple targets for themselves.
to break a long term ambition into smaller, achievable goals.

Me and Making a Positive Contribution

about the difference between needs and wants.
about basic human needs and the link between basic needs and basic rights.
that we all have basic human rights and that there are particular rights for children.
that rights come with responsibilities.
what action to take to ensure that rights are upheld in the school community.
about human rights issues in the media.
to empathise with the experiences of other people and describe situations from other points of view.
to debate human rights issues.
about the work of organisations that campaign for human rights.
about basic rights that the law confers on animals.
about human responsibility to uphold animal rights.
about the work of organisations that campaign for animal rights.

Me and Medicines and Drugs

to assess levels of risk.
about the difference between long and short term risk.
to predict the alternative outcomes of different decisions.
strategies for managing and minimising different risks.
facts about alcohol: its effects on the body and risks to health (including that alcohol can affect people differently).
to use the 'fast forward' technique to predict possible outcomes of different situations.
to assess the risks in using alcohol.
about strategies for keeping themselves and others safe with alcohol.
to identify the persuasion techniques used by the media.
about the importance of knowing the facts from reliable sources.
about how it feels to be persuaded.
about coping strategies which could help them to resist pressure and persuasion.

Me and Keeping Safe

to identify a wide range of potential dangers in their community.
about how they have learned to respond to a range of risks and hazards by mastering safety skills.
that a 'critical moment' is the moment when a 'possible' accident/unsafe situation turns into a 'real' accident/situation.

RE

Explain that similarities and differences within and between religions illustrate distinctive beliefs
Explain the impact of beliefs on individuals and communities
Explain why people belong to religions
Compare and contrast the lifestyles of different faith groups
Show an understanding of the role of a spiritual leader
Explain some of the different ways that individuals show their beliefs
Ask and provide thoughtful and considered answers to, questions of morality, identity, belonging, meaning, purpose and truth, values and commitment, relating them to their own and others' lives
Explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity within and between religions
Explain why different religious communities or individuals may have a different view of what is right and wrong
Explain what inspires and influences them
Express their own and others' views on the challenges of belonging to a religion

Create complex sequences including a range of movements including: travelling, balances, rotations, bending, stretching and twisting, gestures and linking skills
Hold shapes that are strong, expressive and fluent.
Include set pieces in a sequence choosing the most appropriate linking elements.
Vary speed, direction, level and body rotation during floor performances.
Demonstrate good kinaesthetic awareness.
Combine sprinting with low hurdles over 60 metres.
Choose the best place for running over a variety of distances.
Throw accurately and refine performance by analysing technique and body shape.
Show control in take-off and landings when jumping.
Compete with others and keep track of personal best performances, setting targets for improvement.
Select appropriate equipment for outdoor and adventurous activity.
Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.
Embrace both leadership and team roles and gain the commitment and respect of a team.
Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.
Remain positive, even in the most challenging circumstances, rallying others if need be.
Use a range of devices in order to orientate themselves.
Quickly assess changing conditions and adapt plans to ensure safety comes first.

to accurately identify 'critical moments' in safety situations.
to manage critical moments confidently.
what 'being in charge of themselves' means.
about situations where they can be in charge of themselves and where they might need to ask for help and who they would ask.
to recognise how it might feel to be in danger.
a range of strategies for managing feelings and coping in dangerous situations
skills to help them to feel confident and behave confidently.
about situations when they might lose confidence.
strategies to regain confidence.
about the skills they might need in emergency situations.

Me and My Relationships

rules for getting on with others; that different relationships might have different rules.
rules and laws which help communities to keep good relationships and the way these are set up.
skills for getting to know new people
what is meant by 'stereotyping' and 'discrimination'.
about why it is important to examine and challenge stereotypical attitudes
how discrimination and bullying can escalate.
about how to resolve conflict effectively.
about the prerequisites for conflict resolution and problem solving techniques: how to stay focussed on the 'problem' rather than attacking the person.
to use language assertively when resolving conflict.
about the steps of conflict resolution: how you are feeling, why you are feeling this way and what you need, what action you would like to see

Me and Growing and Changing

about the main physical and emotional changes at puberty for both boys and girls.
why changes at puberty occur at different rates.
skills and strategies for managing changes at puberty.
to deal positively with questions they have about puberty.
about sources of reliable and accurate information for puberty issues.
that there are a range of places to get help and support for puberty issues.
the skills to access this range of support.
about the kinds of things that grown ups are responsible for and the kinds of things that children are responsible for.
about ways in which they can become more responsible as they grow up.

Me and My Healthy Lifestyle

to assess their prior knowledge about keeping healthy.
to identify and prioritise what they need to know in order to stay healthy.
where to find reliable information about making healthy choices.
about food in the media, including how advertisements persuade us to eat their products.
to recognise the techniques of persuasion and develop strategies for managing these influences.
how to evaluate their eating patterns.
how to make changes to improve their health.
know what happens to the food inside them.
about the functions of different foods.
about the body's defence systems for keeping them healthy, including the immune system.
about what they can do to help their inner and outer defence systems.
to summarise and present their knowledge and understanding about healthy lifestyles.