



## Curriculum Coverage By Subject in Year 5- Based on LPDS National Curriculum Assessment Materials

### Art and Design

#### End of Year Expectations

<b>Year 5</b>	<ul style="list-style-type: none"> <li>Investigate a range of starting points for their work, and choose which idea to develop further.</li> <li>Record their thoughts and experiences in a sketch book / 'ideas journal', and annotate these in order to aid the development of their ideas.</li> <li>Explain how they are developing their ideas as they work, and use language appropriate to the chosen art form.</li> <li>Use creative thinking to adapt an initial idea, e.g. experiment with alternative colour palette.</li> </ul>	<ul style="list-style-type: none"> <li>Critically analyse the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation.</li> </ul>	<ul style="list-style-type: none"> <li>Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques to work creatively e.g. adapting the style of an artist to create their own effect.</li> <li>Are confident when working with a wide range of tools and materials to create different effects, e.g. use a graphics package to manipulate an image by applying a filter.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate language when comparing ideas, methods and approaches in their own and others' work.</li> <li>Describe what they think and feel about their own and others' work and how this might influence their designs.</li> <li>Use sketch book / 'ideas journal' to evaluate and adapt their work as their ideas develop; make annotations in their books to show their ongoing evaluations and how they might develop their work further.</li> </ul>
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### Design and Technology

#### End of Year Expectations

<b>Year 5</b>	<ul style="list-style-type: none"> <li>Record ideas using annotated diagrams.</li> <li>Use models, kits and drawings to help formulate design ideas.</li> <li>Sketch and model alternative ideas.</li> <li>Decide which design idea to develop.</li> </ul>	<ul style="list-style-type: none"> <li>Develop one idea in depth.</li> <li>Select from and use a wide range of tools.</li> <li>Cut accurately and safely to a marked line.</li> <li>Select from and use a wide range of materials.</li> </ul>	<ul style="list-style-type: none"> <li>Research and evaluate existing products.</li> <li>Consider user and purpose.</li> <li>Consider and explain how the finished product could be improved related to design criteria.</li> <li>Investigate key events and individuals in design and technology.</li> </ul>	<ul style="list-style-type: none"> <li>Use the correct vocabulary appropriate to the project.</li> <li>Join materials using appropriate methods.</li> <li>Create 3-D textile products using pattern pieces.</li> <li>Understand pattern layout with textiles.</li> <li>Cut strip wood, dowel, square section wood accurately to 1mm.</li> <li>Build frameworks to support mechanisms.</li> <li>Stiffen and reinforce complex structures.</li> <li>Use mechanical systems such as cams, pulleys and gears.</li> <li>Use electrical systems such as motors and switches.</li> <li>Program, monitor and control using ICT.</li> </ul>	<ul style="list-style-type: none"> <li>Join and combine a widening range of ingredients.</li> <li>Select and prepare foods for a particular purpose.</li> <li>Know where and how ingredients are grown and processed.</li> </ul>
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### Geography

#### End of Year Expectations

<b>Year 5</b>	<ul style="list-style-type: none"> <li>Name and locate an increasing range of places in the world including globally and topically significant features and events.</li> </ul>	<ul style="list-style-type: none"> <li>Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.</li> <li>Demonstrate understanding of how and why some features or places are similar or different and how and why they change.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?</li> <li>Recognise geographical issues affecting people in different places and environments.</li> </ul>	<ul style="list-style-type: none"> <li>Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of maps and other sources of geographical information and select the most appropriate for a task.</li> <li>Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</li> </ul>	<ul style="list-style-type: none"> <li>Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.</li> <li>Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.</li> </ul>
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### History

#### End of Year Expectations

<b>Year 5</b>	<ul style="list-style-type: none"> <li>Use dates and appropriate historical terms to sequence events and periods of time.</li> <li>Identify where people, places and periods of time fit into a chronological framework.</li> <li>Describe links and contrasts within and across different periods of time including short-term and long-term time scales.</li> </ul>	<ul style="list-style-type: none"> <li>Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor.</li> <li>Demonstrate knowledge of Ancient Greece including greek life and achievements and their influence on the western world.</li> <li>Describe key aspects of a non-European society such as the early Islamic civilisation.</li> </ul>	<ul style="list-style-type: none"> <li>Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</li> <li>Recognise how our knowledge of the past is constructed from a range of sources.</li> <li>Evaluate sources and make simple inferences.</li> <li>Choose relevant sources of evidence to support particular lines of enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and debate historical issues.</li> <li>Use appropriate vocabulary when discussing and describing historical events.</li> <li>Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</li> <li>Choose relevant ways to communicate historical findings.</li> </ul>
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## Music

### End of Year Expectations

Year 5	<ul style="list-style-type: none"> <li>▶ Independently sing songs, speak chants and rhymes in unison and two parts, with increasing clear diction, control of pitch, a sense of phrase and musical expression.</li> <li>▶ Perform a variety of repeated rhythmic patterns (ostinato) on percussion instruments.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Begin to make suggestions of how the inter-related dimensions can be enhanced within musical structures to communicate different moods and effects (<i>e.g. how can the tempo be changed to create excitement?</i>)</li> <li>▶ Demonstrate a better understanding of the history of music. Begin to make appropriate suggestions of suitable pieces for music for various occasions.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Improvise and develop a wider range of rhythmic and melodic material when composing.</li> <li>▶ Choose, combine and organise a variety of the inter-related dimension of musical elements when composing with staff and other musical notations, such as graphic scores and / or using ICT.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Begin to explore and compare a variety of contrasting sounds, recognising where the texture (thick (<i>many sounds</i>) and thin (<i>few</i>) layers of sound) varies in a song or piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Recognise a musical phrase is like a musical sentence and can identify its duration as short or long.</li> <li>▶ Can identify a silence in a rhythmic pattern with a gesture such as raised hand.</li> <li>▶ Begin to use various Italian musical terms such as <i>crescendo</i>, <i>diminuendo</i>, <i>forte</i> and <i>piano</i>.</li> </ul>
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## Physical Education

### End of Year Expectations

Year 5	<ul style="list-style-type: none"> <li>▶ Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control.</li> <li>▶ Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance.</li> <li>▶ Perform symmetrical and asymmetrical actions and counter balance and counter tension with a partner.</li> <li>▶ Follow a simple course using eight points of the compass and mark on a map the position of a ground.</li> <li>▶ Work cooperatively with a partner and small group.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Examples of sport specific skills may include:             <ul style="list-style-type: none"> <li>○ Chest bounce, shoulder pass, catching, push pass, kicking, shooting.</li> <li>○ Bowl underarm / overarm.</li> <li>○ Strike a ball (rounders / cricket).</li> <li>○ Catch a small ball.</li> <li>○ Counter balance with a partner.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games.</li> <li>▶ Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Create and perform longer sequences of actions (6-8) with a partner in a range of activities such as gymnastic activities.</li> <li>▶ Compose motifs and plan dances creatively and collaboratively in groups.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others performances.</li> </ul>
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## Computing

### End of Year Expectations

Year 5	<ul style="list-style-type: none"> <li>▶ Use technology safely, respectfully and responsibly and continue to develop skills to identify risks involved with contact and content including developing an understanding of digital footprints.</li> <li>▶ Know a range of ways of reporting concerns about content and contact involving the internet and other communication technologies.</li> <li>▶ Understand what acceptable and unacceptable online behaviour is.</li> <li>▶ Use strategies to verify the reliability and accuracy of information on the internet and understand copyright.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Select, use and combine a range of software and use a wider range of devices to create a variety of digital assets such as programs, systems, databases, spreadsheets and multimedia content for a defined purpose.</li> <li>▶ Understand about the use of operators in searching and continue developing their effective search techniques by using Boolean operators in their searches.</li> <li>▶ Create simple spreadsheet models to investigate real life problems.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Design and write programs using sequence, repetition, selection and variables.</li> <li>▶ Develop greater understanding of how to use selection and repetition in more complex programs.</li> <li>▶ Understand how search engines work.</li> <li>▶ Further develop their computational thinking showing they can plan and decompose tasks; explain how the algorithms they write work and correct errors in their programs.</li> <li>▶ Plan and write programs to control external devices such as sensors and motors and explain about the inputs and outputs used.</li> <li>▶ Have an understanding of how a computer network works and the opportunities that it offers for communication and collaboration.</li> </ul>
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## Languages

### End of Year Expectations

Year 5	<ul style="list-style-type: none"> <li>▶ Understand the main points from a spoken passage with some repetition e.g. items from a shopping list, simple opinions about school depending on topics taught in Y5.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Ask and answer simple questions and use a negative.</li> <li>▶ Take part in brief pre-prepared tasks e.g. a weather forecast, a short interview about school, interests / transactional role play with increasing confidence and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Understand the main points from a short written passage in clear printed script.</li> <li>▶ Are beginning to use a bilingual dictionary independently with some success.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Write two or three short sentences as a personal response accurately and can use reference materials / support.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Understand some basic aspects of language structure e.g. how to use personal pronouns, an awareness of verb patterns, word order, use of adjectival agreement with accuracy and the conjugation of some regular high frequency verbs e.g. <i>aimer</i>, <i>jouer</i>, <i>porter</i> etc.</li> </ul>
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## Science

### Scientific Knowledge and Conceptual Understanding: Year 5 Expectations

<b>Material Properties – Testing Material Properties</b> <ul style="list-style-type: none"> <li>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.</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic (advantages and disadvantages). <ul style="list-style-type: none"> <li>Compare a variety of materials and measure their effectiveness (e.g. hardness, strength, flexibility, solubility, transparency, thermal conductivity, electrical conductivity).</li> </ul> </li> </ul> <p><b>Temperature and Thermal Insulation</b></p> <ul style="list-style-type: none"> <li>Heat always moves from hot to cold.</li> <li>Some materials (insulators) are better at slowing down the movement of heat than others.</li> <li>Objects/liquids will warm up or cool down until they reach the temperature of their surroundings.</li> </ul>		<b>Material Changes - Reversible changes</b> <ul style="list-style-type: none"> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> <li>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>Changes can occur when different materials are mixed.</li> <li>Some material changes can be reversed and some cannot.</li> <li>Recognise that dissolving is a reversible change and recognise everyday situations where dissolving occurs.</li> <li>Distinguish between melting and dissolving.</li> <li>Mixtures of solids (of different particle size) can be separated by sieving.</li> <li>Mixtures of solids and liquids can be separated by filtering if the solid is insoluble (un-dissolved).</li> <li>Evaporation helps us separate soluble materials from water.</li> <li>Changes to materials can happen at different rates (factors affecting dissolving, factors affecting evaporation – amount of liquid, temperature, wind speed, etc).</li> <li>Freezing, melting and boiling changes can be reversed (revision from YR4).</li> </ul>	
<b>Light – How Light Travels</b> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines.</li> <li>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.</li> <li>Explain that we see things because the light that travels from light sources to our eyes or from light sources to objects and then to our eyes (and represent this in simple diagrammatic form).</li> </ul> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>		<b>Material Changes – Irreversible changes</b> <ul style="list-style-type: none"> <li>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 (producing a gas / fizzing).</li> </ul>	
<b>Light and Astronomy – Earth and Space</b> <ul style="list-style-type: none"> <li>Describe the movement of the Earth, and other planets, relative to the Sun and each other in the solar system.</li> <li>Describe the movement of the Moon relative to the Earth.</li> <li>Describe Sun/Earth/Moon as approximately spherical bodies.</li> <li>Use the idea of the Earth's rotation to explain day and night. <ul style="list-style-type: none"> <li>The Earth spins once around its own axis in 24 hours, giving day and night.</li> <li>The Earth orbits the Sun in one year.</li> <li>We can see the Moon because the Sun's light reflects off it.</li> <li>The Moon orbits the Earth in approximately 28 days and changes to the appearance of the moon are evidence of this.</li> </ul> </li> <li>Use the Earth's movement in space to explain the apparent movement of the sun across the sky. <ul style="list-style-type: none"> <li>The Sun appears to move across the sky from East to West and this causes shadows to change during the day.</li> <li>Changes to shadow length over a day or changes to sunrise and sunset times over a year are evidence supporting the movement of the Earth.</li> </ul> </li> </ul>		<b>Forces – Effects on Movement</b> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>Identify the effects of air resistance, water resistance and friction that act between moving surfaces (causing things to slow down)</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <ul style="list-style-type: none"> <li>There are different types of forces (push, pull, friction, air resistance, water resistance, magnetic forces, gravity) which have different effects on objects</li> <li>Gravity can act without direct contact between the Earth and an object.</li> <li>Friction, air resistance and water resistance can be useful or unwanted.</li> <li>The effects of friction, air resistance and water resistance can be reduced or increased for a preferred effect.</li> <li>More than one force can act on an object simultaneously (either reinforcing or opposing each other).</li> </ul> </li> </ul>	

## Science

### Year Group Expectations for Working Scientifically Skills (Grid 1)

Year 5	<ul style="list-style-type: none"> <li>Use their developing scientific knowledge and understanding and relevant scientific language and terminology to discuss, communicate and explain their observations (incl. more abstract ideas from Y5 PoS (e.g. friction, air resistance, forces, Earth and space, reversible and irreversible changes).</li> <li>Evaluate their observations and suggest a further test, offer another question or make a prediction.</li> <li>Observe (including changes over time) and suggest a reason for what they notice.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest reasons for similarities and differences.</li> <li>Compare and contrast things beyond their locality and use these similarities and differences to help to classify (e.g. features of animals, life cycles of different living things, melting compared with dissolving, etc).</li> <li>Use secondary sources of information to identify and classify.</li> <li>Decide which sources of information (and / or equipment and / or test) to help identify and classify.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise scientific questions that do not yet have definitive answers (linked to Y5 PoS).</li> <li>Refine a scientific question so that it can be tested e.g. 'What would happen to... if we changed...?'</li> <li>Decide whether their questions can be answered by researching or by testing.</li> <li>Independently ask their own scientific questions taking some ownership for finding out the answers.</li> </ul>	<ul style="list-style-type: none"> <li>Find out how scientific ideas have changed / developed over time (linked to Y5 PoS).</li> <li>Articulate and explain findings from their research using scientific knowledge and understanding.</li> <li>Make decisions about which information to use from a wide range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>Perform / create simple models to exemplify scientific ideas using scientific terminology where appropriate (e.g. spheres to represent movements of the Sun and Earth, solar system models, shadow clocks, a simple lever or mechanism).</li> </ul>	<ul style="list-style-type: none"> <li>Propose their own ideas and make decisions with agreement in a group.</li> <li>Support, listen to and acknowledge others in the group e.g. Yes. I prefer that one too.</li> <li>Check the clarity of each other's suggestions e.g. are you saying you think this one is a herbivore?</li> <li>Build on / add to someone else's idea to improve a plan or suggestion.</li> <li>Understand that it is okay to disagree with their peers and offer a reasons for their opinion.</li> </ul>
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## Science

### Year Group Expectations for Working Scientifically Skills (Grid 2)

Year 5	<ul style="list-style-type: none"> <li>Carry our fair tests and other investigations with increasing independence.</li> <li>Suggest more than one possible prediction and begin to suggest which is the most likely. Justify their reason with some knowledge and understanding of the scientific concept.</li> <li>Make decisions about which variables to change, measure and keep the same (linked to the appropriate units in the Y5 PoS).</li> <li>Make most of the planning decisions for an investigation.</li> <li>Recognise when it is appropriate to carry out a fair test.</li> </ul>	<ul style="list-style-type: none"> <li>Make their own decisions about what observations to make or measurements to use and how long to take them for (recognising the need for repeat readings on some occasions).</li> <li>Take measurements using a range of scientific equipment with increasing accuracy and using more complex scales / units.</li> <li>Identify possible risks to themselves and others and suggest ways of reducing these.</li> <li>Choose the most appropriate equipment and make accurate measurements.</li> </ul>	<ul style="list-style-type: none"> <li>Use their developing scientific knowledge and understanding and relevant scientific language and terminology to communicate more abstract concepts (linked to Y5 PoS).</li> <li>Present and explain their findings through talk, in written forms or in other ways (e.g. using technology) for a range of audiences / purposes.</li> <li>Record data and results of increasing complexity using different formats e.g. tables, annotated scientific diagrams, classification keys, graphs and models.</li> <li>Make decisions about the most appropriate way of recording data.</li> </ul>	<ul style="list-style-type: none"> <li>Describe straightforward patterns in results linking cause and effect e.g. using er or the word 'more' (e.g. the longer, thinner shapes move through the water more quickly OR the larger, the wings, the longer it takes the spinner to fall).</li> <li>Look for / notice relationships between things and begin to describe these.</li> <li>Comment on the results and whether they support the initial prediction.</li> </ul>	<ul style="list-style-type: none"> <li>Use their scientific knowledge and understanding and appropriate scientific language and terminology (linked to Y5 PoS) to explain their findings and data and answer their initial question.</li> <li>Draw a valid conclusion (explain why it happened) based on their data and observations (from Y5 PoS).</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognise how repeated readings improve the reliability of results.</li> <li>Compare results with others and comment on how reliable they are.</li> </ul>
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## Art and Design

### End of Year Expectations

Year 6	<ul style="list-style-type: none"> <li>▶ Independently investigate a range of starting points for their work, and confidently develop their ideas further.</li> <li>▶ Record their thoughts and experiences in a sketch book / 'ideas journal', and review and revisit these ideas as their work develops.</li> <li>▶ Are confident to work creatively, adapting ideas, and taking risks when choosing tools, materials and media.</li> <li>▶ Confidently use language appropriate to the chosen art form, to help them to explain their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work.</li> <li>▶ Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques, imaginatively to create their own style, e.g. use spray paint on canvas.</li> <li>▶ Develop their own style when working with a wide range of tools and materials, e.g. working into prints using their own choice of media such as pens, ballpoint pens, paints.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work.</li> <li>▶ Use sketch book / 'ideas journal' to adapt and critically evaluate their work as their ideas develop.</li> <li>▶ Annotations reflect their critical evaluations and development of ideas.</li> <li>▶ Reflect on the ways in which their imaginative work has developed from a range of starting points.</li> </ul>
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## Design and Technology

### End of Year Expectations

Year 6	<ul style="list-style-type: none"> <li>▶ Plan the sequence of work.</li> <li>▶ Devise step by step plans which can be read / followed by someone else.</li> <li>▶ Use exploded diagrams and cross-sectional diagrams to communicate ideas.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Make prototypes.</li> <li>▶ Use researched information to inform decisions.</li> <li>▶ Produce detailed lists of ingredients / components / materials and tools.</li> <li>▶ Refine their product – review and rework / improve.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Identify the strengths and weaknesses of their design ideas.</li> <li>▶ Report using correct technical vocabulary.</li> <li>▶ Discuss how well the finished product meets the design criteria having tested on/discussed outcomes with the user.</li> <li>▶ Understand how key people have influenced design in a variety of contexts.</li> <li>▶ Investigate key events and individuals in design and technology.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use the correct vocabulary appropriate to the project.</li> <li>▶ Join materials using appropriate methods.</li> <li>▶ Create 3-D textile products using pattern pieces.</li> <li>▶ Understand pattern layout with textiles.</li> <li>▶ Cut strip wood, dowel, square section wood accurately to 1mm.</li> <li>▶ Build frameworks to support mechanisms.</li> <li>▶ Stiffen and reinforce complex structures.</li> <li>▶ Use mechanical systems such as cams, pulleys and gears.</li> <li>▶ Use electrical systems such as motors and switches.</li> <li>▶ Program, monitor and control using ICT.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Understand and apply the principles of a healthy and varied diet.</li> <li>▶ Choose ingredients to support healthy eating choices when designing their food products.</li> <li>▶ Prepare and cook a variety of mostly savoury dishes using a range of cooking techniques.</li> </ul>
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## Geography

### End of Year Expectations

Year 6	<ul style="list-style-type: none"> <li>▶ Name and locate an extensive range of places in the world including globally and topically significant features and events.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.</li> <li>▶ Explain some links and interactions between people, places and environments.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?</li> <li>▶ Make predictions and test simple hypotheses about people, places and geographical issues.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.</li> <li>▶ Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.</li> <li>▶ Communicate geographical information using a wide range of methods including writing at increasing length.</li> </ul>
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## History

### End of Year Expectations

Year 6	<ul style="list-style-type: none"> <li>▶ Use dates and a wide range of historical terms when sequencing events and periods of time.</li> <li>▶ Develop chronologically secure knowledge of the events and periods of time studied.</li> <li>▶ Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Regularly address and sometimes devise historically valid questions and hypotheses.</li> <li>▶ Give some reasons for contrasting arguments and interpretations of the past.</li> <li>▶ Describe the impact of historical events and changes.</li> <li>▶ Recognise that some events, people and changes are judged as more significant than others.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Acknowledge contrasting evidence and opinions when discussing and debating historical issues.</li> <li>▶ Use appropriate vocabulary when discussing, describing and explaining historical events.</li> <li>▶ Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</li> <li>▶ Choose the most appropriate way of communicating different historical findings.</li> </ul>
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## Music

### End of Year Expectations

Year 6	<ul style="list-style-type: none"> <li>▶ Independently sing songs, speak chants and rhymes in unison and two parts, with confident clear diction, control of pitch, a sense of phrase and musical expression.</li> <li>▶ Practise, rehearse and present a variety of solo and ensemble performances with confidence and awareness of the audience.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Know that time and place can influence the way music is created, performed and heard. Can make informed suggestions of suitable pieces of music for various occasions.</li> <li>▶ Develop a better understanding of the history of music. Begin to investigate the different eras of music.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Improvise with their voice or on a musical instrument both solo and ensemble to develop a wide range of rhythmic and melodic material when composing.</li> <li>▶ Can compose for different moods and use dynamic levels such as accents (<i>sudden loud or sudden quiet notes</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▶ Explore and compare a variety of sounds in a piece of music, identifying the prominent melodies.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Recognise a metre (the way in which beats are grouped) of three (such as in a Waltz) or four (most pop songs) and begin to recognise a change of metre within a piece.</li> <li>▶ Use Italian musical terms for gradually getting louder <i>crescendo</i> and gradually getting quieter <i>diminuendo</i>.</li> </ul>
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## Physical Education

### End of Year Expectations

Year 6	<ul style="list-style-type: none"> <li>▶ Continue to develop sport specific skills, applying them with control and precision.</li> <li>▶ Perform a number of travelling skills, i.e. with and without equipment, sending and receiving skills with consistency, accuracy, confidence, control and speed.</li> <li>▶ Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively.</li> <li>▶ Follow a simple route on an OS map and keep it set and identify different features and successfully complete a timed orienteering course (competition).</li> <li>▶ Accept responsibility when working in a team.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Examples of developing sport specific skills may include:             <ul style="list-style-type: none"> <li>○ Chest bounce, shoulder, swing pass, dribbling a ball, running with a ball.</li> <li>○ Bowl, underarm / overarm.</li> <li>○ Catch a small ball.</li> <li>○ Counter balance and counter tension with a group.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ Collaborate as a team and apply attacking and defending skills through modified versions of 4V4 or 5V5 invasion games.</li> <li>▶ Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience in a range of activities such as gymnastic activities.</li> <li>▶ Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances and dance.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Identify aspects of their own and others' performances that need improvement and suggest how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly.</li> <li>▶ Watch performances and games and use criteria to make judgements and suggest improvements.</li> </ul>
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## Computing

### End of Year Expectations

Year 6	<ul style="list-style-type: none"> <li>▶ Be competent users of technology using it safely, respectfully and responsibly and know about digital footprints and 'strong' passwords.</li> <li>▶ Demonstrate that they can identify the risks involved with content and contact and they know a wide range of ways of reporting any concerns they have.</li> <li>▶ Understand what acceptable and unacceptable online behaviour is.</li> <li>▶ Use strategies to verify and evaluate the reliability and accuracy of information on the internet and understand what copyright and plagiarism is and how it relates to their work.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Independently select, use and combine a wide range of software on a variety of devices.</li> <li>▶ Design and create a range of digital assets such as programs, systems and multimedia content for a defined purpose and audience.</li> <li>▶ Use advanced searches including the use of operators.</li> <li>▶ Create spreadsheet models to investigate real life problems, using their knowledge to make predictions.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Know how search engines work and what 'ranking' is when related to search engines.</li> <li>▶ Design and create more complex programs using sequence, repetition, selection and variables appropriately.</li> <li>▶ Develop their computational thinking can demonstrate that they can decompose and evaluate their tasks and correct errors in their algorithms and programs.</li> <li>▶ Be confident in their knowledge of inputs and outputs and plan and write programs to solve tasks to control external devices such as sensors and motors.</li> <li>▶ Know how different computer networks work, including the roles of the components and the opportunities and benefits that they offer for communication and collaboration.</li> <li>▶ Understand the difference between the internet and internet services.</li> </ul>
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## Languages

### End of Year Expectations

Year 6	<ul style="list-style-type: none"> <li>▶ Understand the main points and some detail from a short spoken passage e.g. someone talking about their friends, their home town, school, likes and dislikes etc.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Take part in longer conversations with increasing spontaneity and fluency.</li> <li>▶ Can express simple opinions and their pronunciation is generally confident and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Understand the main points and some detail including simple opinions of a longer written passage e.g. email, postcard, story, poem, recipe, advert etc.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Write a short text on a familiar topic using reference materials / support.</li> <li>▶ Write for a range of audiences and purpose.</li> <li>▶ Use formal and informal 'you'.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use basic language structures accurately and with confidence e.g. apply correct verb endings to regular and some high frequency irregular verbs (<i>faire, aller, avoir, etre</i>).</li> <li>▶ Use prepositions and use some adverbial phrases to talk about the past or future in a simple way e.g. there was / there will be.</li> <li>▶ Understand the word tense and have an awareness that whether an event is ongoing or finished can be expressed differently in a FL compared to English.</li> </ul>
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Please Note: There should be plenty of opportunities throughout the year for children to use the school/local environment to observe and identify a variety of plants and animals that live there focusing on their adaptations for survival. This could be done through an ongoing/monthly nature journal to observe, record and review a variety of examples over a period of time and would support their learning and wider research in the 'Living Things and Their Habitats' unit and the 'Evolution and Inheritance' unit.

Living Things and their Habitats - Classification		Living Things and their Habitats – Evolution and Inheritance	Animals/Health – Exercise, Health and The Circulatory System
<ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</li> <li>Give reasons for classifying plants and animals based on specific characteristics.               <ul style="list-style-type: none"> <li>Living things can be grouped into micro-organisms, plants and animals.</li> <li>Vertebrates can be grouped as fish, amphibians, reptiles, birds and mammals.</li> <li>Invertebrates can be grouped as snails and slugs, worms, spiders and insects.</li> <li>Plants can be grouped as flowering plants (incl. trees and grasses) and non-flowering plants (such as ferns and mosses).</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (in the long term and short term).</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.               <ul style="list-style-type: none"> <li>The heart is a major organ and is made of muscle.</li> <li>The heart pumps blood around the body through vessels and this can be felt as a pulse.</li> <li>The heart pumps blood through the lungs in order to obtain a supply of oxygen.</li> <li>Blood carries oxygen/essential materials to different parts of the body.</li> <li>During exercise muscles need more oxygen so the heart beats faster and our breathing and pulse rates increase.</li> <li>Animals are alive; they move, feed, grow, use their senses, reproduce, breathe/respire and excrete.</li> <li>An adequate, varied and balanced diet is needed to help us grow and repair our bodies (proteins), provide us with energy (fats and carbohydrates) and maintain good health (vitamins and minerals).</li> <li>Tobacco, alcohol and other 'drugs' can be harmful.</li> <li>All medicines are drugs, not all drugs are medicines.</li> </ul> </li> </ul>
Animals – Human Life Cycles	Environment – Observing Life Cycles	Electricity	
<ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age.               <ul style="list-style-type: none"> <li>Animals are alive; they move, feed, grow, use their senses, reproduce, breathe/respire and excrete.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>Describe the life process of reproduction in some plants and animals.</li> <li>Name, locate and describe the functions of the main parts of reproductive system of plants (stigma, stamen, petal, sepal, pollen, ovary).</li> </ul>	<ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>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.</li> <li>Use recognised symbols (at least: cells, wires, switches, bulbs, buzzers and motors) when representing a simple circuit in a diagram.               <ul style="list-style-type: none"> <li>Use/interpret circuit diagrams to construct a variety of more complex circuits predicting whether they will 'work'.</li> </ul> </li> </ul>	

## Science

### Year Group Expectations for Working Scientifically Skills (Grid 1)

Year 6	<ul style="list-style-type: none"> <li>Use correct scientific knowledge and understanding and relevant scientific language to discuss their observations and explorations (linked to Y6 PoS).</li> <li>Identify changes that have occurred over a very long period of time (evolution) and discuss how changes have impacted the world.</li> <li>Explore more abstract systems / functions / changes / behaviours and record their understanding of these (e.g. the relationship between diet, exercise, drugs, lifestyle and health; evolutionary changes; how light travels).</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the importance of classification to the scientific world and form a conclusion from their sorting and classifying.</li> <li>Compare and contrast more complex processes, systems, functions (e.g. sexual and asexual reproduction).</li> <li>Construct a classification key / branching database using more than two items.</li> <li>Compare and contrast things beyond their locality and discuss advantages / disadvantages, pros / cons of the similarities and differences.</li> <li>Use research* to identify and classify things.</li> <li>Use classification systems, keys and other information records (databases) to help classify or identify things.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise scientific questions that do not yet have definitive answers (linked to Y6 PoS).</li> <li>Refine a scientific question to make it testable i.e. ask a testable question which includes the change and measure variables, e.g. what would happen to...if we changed...? e.g. What effect would we have on ... if we...? e.g. How would exercise affect the pulse rate?</li> <li>Use observations to suggest a further (testable or research) question.</li> <li>Independently ask a variety of scientific questions and decide the type of enquiry needed to answer them.</li> </ul>	<ul style="list-style-type: none"> <li>Research how scientific ideas have developed over time and had an impact on our lives.</li> <li>Use evidence from a variety of sources to justify their ideas</li> <li>Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact.</li> <li>Interview people to find out information</li> </ul>	<ul style="list-style-type: none"> <li>Make / perform and use their own versions of simple models to describe and explain scientific ideas (e.g. circulatory system drama, periscopes to explain how light travels, burglar alarm to explain components in a circuit).</li> </ul>	<ul style="list-style-type: none"> <li>Propose their own ideas and make decisions with agreement in a group.</li> <li>Support, listen to and acknowledge others in the group.</li> <li>Check the clarity of each other's suggestions.</li> <li>Build on / add to someone else's idea to improve a plan or suggestion.</li> <li>Understand that it is okay to disagree with their peers and offer reasons for their opinion.</li> </ul>
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## Science

### Year Group Expectations for Working Scientifically Skills (Grid 2)

Year 6	<ul style="list-style-type: none"> <li>Predict what a graph might look like before collecting results.</li> <li>Make a hypothesis where they say how one thing will affect another and give a reason for their suggestion with a developing understanding of the scientific concept.</li> <li>Identify variables to change, measure and keep the same in order for a test to be fair.</li> <li>Independently plan investigations and explain planning decisions.</li> <li>Decide when it is appropriate to carry out a fair test investigation, comparative test or alternative.</li> </ul>	<ul style="list-style-type: none"> <li>Decide whether to repeat any readings and justify the reason for doing so.</li> <li>Make their own decisions about what measurements to take (and begin to identify the ranges used).</li> <li>Make, and act on, suggestions to control / reduce risks to themselves and others.</li> <li>Use equipment fit for purpose to take measurements which are increasingly accurate and precise.</li> <li>Decide the most appropriate equipment to use to collect data.</li> </ul>	<ul style="list-style-type: none"> <li>Articulate understanding of the concept using scientific language and terminology when describing abstract ideas, observations and findings (linked to the Y6 PoS).</li> <li>Record data and results of increasing complexity using scientific diagrams and labels, recognised symbols, classification keys, tables, bar and line graphs, and models.</li> <li>Make decisions about how to present and explain their findings through talk, in written forms or in other ways (e.g. using technology).</li> </ul>	<ul style="list-style-type: none"> <li>Spot unexpected results that do not fit the pattern (anomalies).</li> <li>Identify patterns in results collected and describe them using the change and measure variables (causal relationships) (e.g. as we increased the number of batteries the brightness the bulb increased).</li> </ul>	<ul style="list-style-type: none"> <li>Identify evidence that refutes or supports their ideas.</li> <li>Independently form a conclusion which draws on the evidence from the test (linked to Y6 PoS).</li> <li>Use scientific language and terminology (linked to Y6 PoS) to explain why something happened.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to suggest reasons for unexpected results (anomalies).</li> <li>Describe how to improve planning to produce more reliable results.</li> <li>Say how confident they are that their results are reliable and give a reason.</li> </ul>
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