

Year 5 Curriculum Coverage

Art

	Using Sketchbooks	Drawing, painting and sculpture	Study of great artists
	<ul style="list-style-type: none"> create sketch books to record their observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<ul style="list-style-type: none"> great artists, architects and designers in history
Year 5	<ul style="list-style-type: none"> experiment by using marks and lines to produce texture experiment with shading to create mood and feeling experiment with media to create emotion in art 	<ul style="list-style-type: none"> know how to use shading to create mood and feeling know how to organise line, tone, shape and colour to represent figures and forms in movement. <ul style="list-style-type: none"> know how to express emotion in art know how to sculpt clay and other mouldable materials know how to create an accurate print design following given criteria. use a wide range of digital tools to create art <ul style="list-style-type: none"> use mixed media to create 2D and 3D art 	<ul style="list-style-type: none"> research the work of an artist and use their work to replicate a style
Artists/ Themes	Cave Paintings, Henri Moore sculpture, Blitz (silhouettes), Seascapes, foreground and background, Mondrian abstract art.		

Computing

Computing: Key Stage 2

Computing: Key Stage 2				
Year 5	Search engines	Using programs		Safe use
	<i>Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i>	<i>Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i>		<i>Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</i>
	<ul style="list-style-type: none"> understand how search results are selected and ranked Cross-Curricular learning (World War Two, Tudors, Explorers, Space) Ilearn2 – Computer Networks	<ul style="list-style-type: none"> combine sequences of instructions and procedures to turn devices on and off Espresso Coding (Block, HTML and Python)		<ul style="list-style-type: none"> understand that they have to make choices when using technology and that not everything is true and/or safe ilearn2 – e-safety Internet safety day
	Create programs	Develop programs	Reasoning	Networks
	<i>Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i>	<i>Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i>	<i>Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i>	<i>Pupils should be taught to understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</i>
	<ul style="list-style-type: none"> use technology to control an external device Espresso Coding, Printing, Camera	<ul style="list-style-type: none"> develop a program that has specific variables identified Espresso Coding	<ul style="list-style-type: none"> analyse and evaluate information reaching a conclusion that helps with future developments Spreadsheets, Internet Searches, Fake News	

Design and Technology

	Designing	Making	Evaluating	Technical Knowledge	Food Technology
	<p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p>	<p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products.</p>	<p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</p>
Year 5	<ul style="list-style-type: none"> • come up with a range of ideas after collecting information from different sources • produce a detailed, step-by-step plan • explain how a product will appeal to a specific audience • design a product that requires pulleys or gears 	<ul style="list-style-type: none"> • use a range of tools and equipment competently • make a prototype before making a final version • make a product that relies on pulleys or gears 	<ul style="list-style-type: none"> • suggest alternative plans; outlining the positive features and draw backs • evaluate appearance and function against original criteria 	<ul style="list-style-type: none"> • links scientific knowledge to design by using pulleys or gears • uses more complex IT program to help enhance the quality of the product produced • use a simple IT program within the design 	<ul style="list-style-type: none"> • be both hygienic and safe in the kitchen • know how to prepare a meal by collecting the ingredients in the first place • know which season various foods are available for harvesting

French

	Speaking and Listening	Reading	Writing
	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures describe people, places, things and actions present ideas and information orally to a range of audiences <p>appreciate stories, songs, poems and rhymes in the language</p>	<p>link the spelling, sound and meaning of words</p> <ul style="list-style-type: none"> develop accurate pronunciation and intonation so that others understand when they are reading aloud read carefully and show understanding of words, phrases and simple writing 	<ul style="list-style-type: none"> describe people, places, things and actions broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly
	<p>Understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the 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>		
Year 5	<ul style="list-style-type: none"> hold a simple conversation with at least 4 exchanges use knowledge of grammar to speak correctly e.g. word order ask and answer a range of questions, beginning to formulate own responses 	<ul style="list-style-type: none"> understand a short text use the context to work out unfamiliar words use correct pronunciation for language learned 	<ul style="list-style-type: none"> write a paragraph of 2-3 sentences with support substitute words and phrases begin to write more complex sentences use a bilingual dictionary or glossary to look up new words

Geography

	Location Knowledge	Place Knowledge	Human and Physical Geography
	<p>Locate the World's countries, using maps to focus on</p> <ul style="list-style-type: none"> - Europe (including the location of Russia) and - North and South America, <p>concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns.</p> <p>Understand how some of these aspects have changed over time. – Bedford Day</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of:</p> <ul style="list-style-type: none"> - a region in the UK - a region in a European Country - a region within North or South America 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography including climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle - human geography, including types of settlement and land use, economic activity (including trade links) and the natural distribution of natural resources (including energy, food, minerals and water).
Year 5	<p>WW2: Locate the World's countries, using maps to focus on: Europe (France, Netherlands, Germany, Russia); North America {and Japan}</p> <p>Explorers: Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle</p>	<p>Stone/Bronze/Iron Age: Understand geographical similarities and differences through the study of human and physical geography of:</p> <ul style="list-style-type: none"> - a region in the UK 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography including climate zones, biomes - human geography, including types of settlement and land use (Explorers, Stone Age), economic activity (including trade links) (Explorers)

Geographical Skills and Fieldwork

Use maps, atlases, globes and digital mapping to locate countries and describe features studied

To build their knowledge of the UK and the wider world:

- Use the eight points of the compass
- Use four and six figure grid references
- Use symbols and keys
- Use Ordnance Survey maps – Bedford focused days

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, graphs and digital technologies – Bedford focused days

Year 5

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Fieldwork

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History

	Stone Age to 1066 (Chronology)	Beyond 1066	Local Study	Ancient Ancients Approx. 300 years ago	Civilisations 1000 years ago	Ancient Greece
	<i>Stone Age to Iron Age Romans Anglo-Saxons Vikings</i>	<i>An aspect or theme of British history Victorians</i>	<i>A local study linked to one of the periods covered in column 1 OR A local study that could extend beyond 1066</i>	<i>Ancient Egyptians in depth Ancient Sumer, Indus Valley and Shang Dynasty overview</i>	<i>Mayans</i>	<i>Greek life and influence on Western world</i>
Year 5	Changes in Britain from the Stone Age to the Iron Age <ul style="list-style-type: none"> ▪ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ▪ Bronze Age religion, technology and travel, for example, Stonehenge ▪ Iron Age hill forts: tribal kingdoms, farming, art and culture 	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <ul style="list-style-type: none"> - Tudors - World War Two World War One Remembrance	Bedford and Kempston Humanities Day <ul style="list-style-type: none"> - Food - People - Location - Transport - Migration - Buildings - Features (river) 			

Music

Year 5	Performing	Compose	Listen
	<i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	<i>listen with attention to detail and recall sounds with increasing aural memory</i>
	<ul style="list-style-type: none"> maintain own part whilst others are performing their part and change parts 	<ul style="list-style-type: none"> compose short phrases of music which meets specific criteria choose the most appropriate tempo for a piece of music improvise to a range of known music, given appropriate notes 	<ul style="list-style-type: none"> repeat a phrase from the music after listening intently.
	Use and understand	Appreciate	History of music
	<i>use and understand staff and other musical notations</i>	<i>appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musicians</i>	<i>develop an understanding of the history of music</i>
	<ul style="list-style-type: none"> use notation to compose and perform melodies 	<ul style="list-style-type: none"> describe, compare and evaluate music using musical vocabulary 	<ul style="list-style-type: none"> describe and compare the work of different composers from different periods, including the kinds of instruments used

PE

	Athletics	Competitive Games	Gymnastics
	<p><i>use running, jumping, throwing and catching in isolation and in combination</i></p> <p><i>develop flexibility, strength, technique, control and balance</i></p>	<p><i>play competitive games, modified where appropriate [cricket, dodgeball, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i></p>	<p><i>develop flexibility, strength, technique, control and balance</i></p>
Year 5	<ul style="list-style-type: none"> • controlled when taking off and landing • throw with increasing accuracy • combine running and jumping 	<ul style="list-style-type: none"> • gain possession by working a team and pass in different ways • choose a specific tactic for defending and attacking • use a number of techniques to pass, dribble and shoot 	<ul style="list-style-type: none"> • make complex extended sequences • combine action, balance and shape • perform consistently to different audiences

	Dance	Outdoor and Adventurous Activity	Evaluate
	<p><i>perform dances using a range of movement patterns</i></p>	<p><i>take part in outdoor and adventurous activity challenges both individually and within a team</i></p>	<p><i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i></p>
Year 5	<ul style="list-style-type: none"> • compose own dances in a creative way • perform dance to an accompaniment • dance shows clarity, fluency, accuracy and consistency 	<ul style="list-style-type: none"> • work well as part of a team and contribute ideas to solve problems and perform a range of tasks • use clues and a compass to navigate a route • change route to overcome a problem 	<ul style="list-style-type: none"> • pick up on something a partner does well and also on something that can be improved • know why own performance was better or not as good as their last

Science

Year 5

Biology		Chemistry	Physics	
All living things and their habitats	Animals, including humans	Properties and changes in materials	Forces	Earth and Space
<ul style="list-style-type: none"> Life cycles – plants and animals Reproductive processes Famous naturalists 	<ul style="list-style-type: none"> Changes as humans develop from birth to old age 	<ul style="list-style-type: none"> Compare properties of everyday materials Soluble/ dissolving Reversible and irreversible substances 	<ul style="list-style-type: none"> Gravity Friction Forces and motion of mechanical devices 	<ul style="list-style-type: none"> Movement of the Earth and the planets Movement of the Moon Night and day
<ul style="list-style-type: none"> Know the life cycle of different living things e.g. mammal, amphibian, insect and bird Know the differences between different life cycles Know the process of reproduction in plants Know the process of reproduction in animals 	<ul style="list-style-type: none"> Create a timeline to indicate stages of growth in humans 	<ul style="list-style-type: none"> Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets Know and explain how a material dissolves to form a solution Know and show how to recover a substance from a solution Know and demonstrate how some materials can be separated (e.g. through filtering, sieving and evaporating) Know and demonstrate that some changes are reversible and some are not Know how some changes result in the formation of a new material and that this is usually irreversible 	<ul style="list-style-type: none"> Know what gravity is and its impact on our lives Identify and know the effect of air and water resistance Identify and know the effect of friction Explain how levers, pulleys and gears allow a smaller force to have a greater effect 	<ul style="list-style-type: none"> Know about and explain the movement of the Earth and other planets relative to the Sun Know about and explain the movement of the Moon relative to the Earth Know and demonstrate how night and day are created Describe the Sun, Earth and Moon (using the term spherical)

Science Year 5

Working Scientifically

<input type="checkbox"/> Set up an investigation when it is appropriate e.g. finding out which materials dissolve or not	<input type="checkbox"/> Able to present information related to scientific enquiries in a range of ways including using IT such as power-point and iMovie
<input type="checkbox"/> Set up a fair test when needed e.g. which surfaces create most friction?	<input type="checkbox"/> Use diagrams, as and when necessary, to support writing
<input type="checkbox"/> Set up an enquiry based investigation e.g. find out what adults / children can do now that they couldn't when a baby	<input type="checkbox"/> Is evaluative when explaining findings from scientific enquiry
<input type="checkbox"/> Know what the variables are in a given enquiry and can isolate each one when investigating e.g. finding out how effective parachutes are when made with different materials	<input type="checkbox"/> Clear about what has been found out from recent enquiry and can relate this to other enquiries, where appropriate
<input type="checkbox"/> Use all measurements as set out in Year 5 mathematics (measurement), including capacity and mass	<input type="checkbox"/> Their explanations set out clearly why something has happened and its possible impact on other things
<input type="checkbox"/> Use other scientific instruments as needed e.g. thermometer, rain gauge, spring scales (for measuring Newtons)	<input type="checkbox"/> Able to give an example of something focused on when supporting a scientific theory e.g. how much easier it is to lift a heavy object using pulleys
<input type="checkbox"/> Able to record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs	<input type="checkbox"/> Keep an on-going record of new scientific words that they have come across for the first time
<input type="checkbox"/> Make predictions based on information gleaned from investigations	<input type="checkbox"/> Able to relate causal relationships when, for example, studying life cycles
<input type="checkbox"/> Create new investigations which take account of what has been learned previously	<input type="checkbox"/> Frequently carry out research when investigating a scientific principle or theory