

Year 5 End Points

<u>Subject</u>	<u>Objectives</u> What will the children be able to know and do?
History	<p><u>Titanic</u></p> <ul style="list-style-type: none">• Compare the lives of the three classes on board.• Examine the causes of the event.• Examine the impact of the event on the people involved.• Compare a range of sources and their reliability. <p><u>Black History</u></p> <ul style="list-style-type: none">• Explain why Lois Mailou Jones is an important figure in history.• Understand how her African roots and American ancestry influenced artwork.• Place events on a timeline. <p><u>Marvellous Structures</u></p> <ul style="list-style-type: none">• Examine how buildings have changed over time.• Describe the history of Christ the Redeemer Statue. <p><u>The Vikings</u></p> <ul style="list-style-type: none">• Compare a range of sources and their reliability.• Order significant events and dates.• Compare aspects of Viking life with other periods in history.• Understand how sources affected the way events were reported.

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	<p><u>Volcanoes</u></p> <ul style="list-style-type: none">• Compare the eruptions of Vesuvius and Krakatoa and their impact on people's lives.• Use a range of evidence to build up a picture of a past event.• Describe a range of artefacts, pictures and databases to collect evidence about the past.
	<p><u>Space</u></p> <ul style="list-style-type: none">• Investigate the first human space ventures.• Investigate lines of enquiry.• Study Katherine Johnson and the women of NASA.• Study the work of Mae Jemison.
<h2>Geography</h2>	<p><u>Titanic</u></p> <ul style="list-style-type: none">• Identify the tropics, the equator and countries that lie within them.• Identify the 8 points of the compass.• Use 4-figure coordinates to locate features.
	<p><u>The Amazon</u></p> <ul style="list-style-type: none">• Locate South America and environmental regions.• Identify the human and physical features of the rainforest.• Locate and compare vegetation belts and biomes around the world <p><u>Case Study Brazil</u></p> <ul style="list-style-type: none">• Compare the human and physical features of London and Brazil.• Use a variety of maps to express views of Brazil and London.• Compare two different regions in the UK.

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	<p><u>City Study- York</u></p> <ul style="list-style-type: none">• Locate and name the main counties under Viking rule.• Understand the human and physical geography of York.• Recognise and use OS maps and the associated symbols. <p><u>Volcanoes</u></p> <ul style="list-style-type: none">• Describe the key features of volcano and an earthquake.• Identify areas of the world where volcanoes are located and the effects these have on human life.• Understand how people have learned to use volcanic energy to create electricity.
Art	<p><u>Sculpture</u></p> <ul style="list-style-type: none">• Join materials for sculpture in different ways.• Uses recycled, natural and man-made materials to create sculpture.• Plans a sculpture through drawing and other preparatory work.• Use a range of media to create effect. <p><u>Drawing</u></p> <ul style="list-style-type: none">• Create and develop drawings for sustained periods• Know that various pencil grades have different effects• Understand and use emphasis to develop ideas• Know that tonal contrast and mixed media can be used to develop own style, different to studied artists• Know who Celia Godkin is and describe her work.

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	<p><u>Painting</u></p> <ul style="list-style-type: none">• Have experience of media, enough to make individual choices regarding choice of media and state why in their work.• Demonstrates a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.• Creates imaginative work from a variety of sources.• Know who Andy Warhol was and describe why his work is important. <p><u>Printing</u></p> <ul style="list-style-type: none">• Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing.• Build up layers and colours/textures.• Organise their work in terms of pattern, repetition, symmetry or random printing styles.• Choose inks and overlay colours
DT	<p><u>Textiles</u></p> <ul style="list-style-type: none">• Develop own design criteria.• Aim the design criteria at a target market.• Use at least two different types of stitches.• Use different grades and uses of threads and needles.• Makes choices to embellish work. <p><u>Structures</u></p> <ul style="list-style-type: none">• Explore existing free-standing structures and explain what gives them strength, reinforcement and stability.• Select tools and equipment to join card together.• Use appropriate cutting and shaping techniques.• Design and build a marble run with varied bends. <p><u>Cooking and nutrition</u></p>

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	<ul style="list-style-type: none">• Name some varied ingredients and the place of origin.• Explain the different food groups on the eat well plate.• Use basic food skills such as grating and chopping.• Accurately follow a recipe.
Computing	<p><u>Computer Science</u></p> <p><u>CS20</u> Understand and use variables in algorithms and programs. <u>CS21</u> Understand and use conditional repetition in algorithms and programs <u>CS22</u> Use two-way selection in algorithms and programs. <u>CS23</u> Use a broad range of input and output devices in their programs <u>CS24</u> Understand that a computer system comprises input, process, memory and output. <u>CS25</u> Understand how search engines work and use them effectively.</p> <p><u>Media</u></p> <p><u>M25</u> Create and amend a range of 2D graphic representations using appropriate applications. <u>M26</u> Create simple 3D graphics using a CAD application. <u>M27</u> Plan, create and edit an animation, film, slideshow or presentation, then reflect on its efficacy. <u>M28</u> Source, edit and refine music and sound for a given audience or project. <u>M29</u> Develop criteria for evaluating theirs and others work</p> <p><u>Data Handling</u></p> <p><u>DH14</u> Create charts using appropriate data to interpret and answer a specific question. <u>DH15</u> Create a database to store and search relevant information. <u>DH16</u> Interrogate a database using suitable questions. <u>DH17</u> Use technology to search and sift through large amounts of different types of information. <u>DH18</u> Use a range of calculations and functions in a spreadsheet.</p>

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	DH19 Use a spreadsheet to model given problems
R.E.	<p>Codes for living</p> <ul style="list-style-type: none">• To Investigate codes for living from different faiths and to think about whether they are living by a code themselves.• To think carefully about the ideas of values such as love, kindness and forgiveness held by Christians, Muslims, Jews and Humanists• To understand more deeply that peace is valued by both Humanists, Muslims and Christians, but peace is not always easy to build. <p>Christian's beliefs about the old and new covenant</p> <ul style="list-style-type: none">• Understand what a covenant is• Reflect on how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering some similarities and differences between these world faiths.• Explore the narratives about Moses, the Ten Commandments, the Kingdom, including David, and Jesus making connections between stories.• Reflect on and find meanings in different titles used by and of Jesus, such as Son of Man, incarnate, Servant, Rabbi, Messiah, Christ, 'I am' statements. <p>Should we forgive others?</p> <ul style="list-style-type: none">• Show understanding of some reasons people might feel sorry.• Show understanding of some reasons why it is hard to 'make up' or apologise in a conflict.• Respond clearly with their own ideas about importance of confession to Christians.• Describe how some modern individuals have faced the challenge of forgiveness. <p>Why some journeys and places are special.</p> <ul style="list-style-type: none">• Identify and explain features of some special places and journeys• Understand that some places are important to certain faiths.• Suggest reasons why special places and journeys inspire people• Investigate places of pilgrimage for Christians, Jews, Muslims and Sikhs and reflect on the challenges involved in the journey

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	<p>How do Jews remember Kings and Prophets</p> <ul style="list-style-type: none">• Describe and express ideas about festivals and how and why they are commemorated.• Consider how Jewish people follow the commandments set out in the Torah• Summarise key beliefs for Jews including Shema and Tikkun Olam and describe how these affect lives today.
PSHCE	<p>Family and Relationships</p> <ul style="list-style-type: none">• Describe what qualities a good friend should have and that friendships have ups and downs.• Understand the concept of marriage and that it is a choice people make• Understand self-respect and that we should be proud of our attributes.• Understand that family relationships can sometimes make children feel unhappy and what they can do if this happens• Understand more about bullying and how to get help• Recognise how attitudes to gender and laws have changed over time• Explore the impact of stereotypes and how they can lead to discrimination <p>Safety and the changing body</p> <ul style="list-style-type: none">• Understand some issues related to online friendships, including the impact of their actions• Know how to stay safe online and what information to share and keep private• Understand emotional and physical changes during puberty• To know how to help someone who is bleeding• Understand how others can influence us and how we can make our own decisions <p>Health and well-being</p> <ul style="list-style-type: none">• Understand the benefits of sleep and relaxation activities such as yoga• Understand the purpose of failure, why you should embrace it and ways to persevere• Describe a range of feelings in difficult situations and take responsibility for their own feelings and actions• Understand risks associated with the sun and how these can be avoided

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	<ul style="list-style-type: none">• Can demonstrate an understanding of the food groups and how a variety of food is important for a healthy, balanced diet. <p>Citizenship</p> <ul style="list-style-type: none">• Understand what happens when the law is broken, what their rights are and link with their responsibilities• Understand how reducing our use of materials and energy will help the environment• Understand how we recognise and value the contribution people make to the community• Recognise the role of pressure groups and the appropriate ways for them to campaign• How parliament works and the sectors and roles in parliament. <p>Economic well-being</p> <p>Understand that a loan can be a way to pay for things but that it needs to be repaid Understand income and expenditure, how to track money and the risks associated with it Understand how to put together a weekly budget Understand that stereotypes can exist in the workplace but they should not affect people's career aspirations</p>
P.E.	<p>Athletics</p> <ul style="list-style-type: none">• Distinguish between good and poor performances and suggest ways to improve self and others• Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes• Explore a range of baton handling activities and attempt to receive in restricted area• Perform a range of jumps in different activities• Demonstrate a range of throwing actions using different equipment with some consistency and control• Able to run as part of a team in relay style events and demonstrate max effort pace• Compare own performance with previous ones and demonstrate improvement to achieve personal best <p>Striking and Fielding</p> <ul style="list-style-type: none">• In a game situation play using a range of simple tactics such as getting players out to restrict the attack

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- Use and apply the basic rules of the game fairly and consistently
- Choose where to hit the ball to maximise likely hood of scoring runs
- Use a variety of shots in isolation and in a game situation
- Throw with accuracy and consistency over short distances
- Tracking flight of the ball to increase catching success
- Begin to employ specific bowling techniques such as overarm in cricket
- Show perseverance during the game and commitment to team
- Work collaboratively with others to both score runs and in the field to restrict runs

Net/Wall

- Cooperate and collaborate with others to play in a sportsman like way
- Recognise where they should stand on the court when playing on their own and with others
- Play a range of basic shots on both sides of the body, move feet to hit ball at most appropriate point
- Play modified games with confidence sending and returning a ball/shuttle this may be with differentiated equipment
- Select and apply a range of skills to move around the court e.g. lunge, shuffle etc
- Apply some control when returning the ball/shuttle including foot placement, shot selection and aim
- Can apply with some success, a range of techniques to win points
- Demonstrate a variety of service shots in isolation and some game play
- Play with others with some flow to the game, keeping track of their own scores
- Suggest and lead warm ups that prepare the body appropriately for net/wall activities

Invasion

- Play in formations and execute 'set plays' in game situations
- Explain the need for different tactics and attempt these in a game situation
- Know and apply the rules consistently in a game situations
- Able to combine basic skills such as dribbling and passing
- Select and apply skills in game situation with some consistency e.g. dodging, pivoting, dribbling and running with the ball
- Move balls over longer distances accurately, demonstrating power
- Play in different positions with some success

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- Where appropriate mark goal side
- Use specific learned skills to maintain possession during a game
- Use specific skills in a game to win a ball such as boxing out and rebounding
- Use appropriate language to explain their attacking and defensive play
- Covering a variety of specific skills or concepts, discuss how they can improve

Gymnastics

- Selects a component for improvement and use guidance from others to do so
- Explain the significance of a warm up and how it relates to gymnastics activity
- Create longer and more complex sequences and adapt their performances
- Follow, copy and repeat others actions
- Make a dynamic sequence with contrasting shapes and actions and balances demonstrating smooth transitions
- Develop strength and flexibility to hold more complex balances and shapes such as bridge with control
- Attempt to perform more complex skills in isolation such as round-off
- Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder rolls
- Work responsibly in trust exercises and when counterbalancing
- Perform symmetry and asymmetry individually, in pairs and as a group

Dance

- Confidently participate in dances from different cultures/parts of the world
- Perform different styles of dance clearly and fluently
- Refine & improve dances adapting them to include use of space rhythm & expression
- Adapt their skills to meet the demands of a range of dance styles
- Incorporate levels and flight in to movement patterns and dances
- Create and use compositional ideas confidently such as pathways, step patterns and unison
- Recognise and comment on dances suggesting ways to improve
- Work collaboratively in groups to compose short dances

OAA

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	<ul style="list-style-type: none">• Recall and remember symbols, items and objects during task as an individual and team• Play a role in problem solving• Communicate using code• Work at a high intensity for sustained period of time whilst completing a task• Evidence results and keep score• Compete against others and perform under pressure• Explore and refine ways of communicating to best complete a set task• Put trust in others and demonstrate trustworthy behaviour
Music	<p><u>Composition Notation</u></p> <ul style="list-style-type: none">• Create a hieroglyphic score using an improvised piece of music.• Play tuned instruments (glockenspiel, chime bars and hand bells)• Explain how the position of a note, on the stave, dictates the pitch. <p><u>Blues</u></p> <ul style="list-style-type: none">• Identify the history of the Blues genre.• Use the voice with control, accuracy and fluency.• Understand musical notation.• I can play the blues scale on a glockenspiel. <p><u>South and West African Music</u></p> <ul style="list-style-type: none">• Appreciate and understand a range of high-quality live music from different traditions.• Recall sounds with increasing aural memory.• Use tuned instruments to demonstrate chord progression. <p><u>Composition to represent the festival of colour</u></p> <ul style="list-style-type: none">• Associate sounds and rhythms with colour and graphics.• Use colour and graphics to create a graphic score.• Link colour and imagery to create a vocal composition. <p><u>Looping and remixing</u></p>

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	<ul style="list-style-type: none">• Use body percussion to play a looped rhythm.• Vary beats and melodies using body percussion.• Use a glockenspiel to play a tuned melody. <p><u>Musical Theatre</u></p> <ul style="list-style-type: none">• Understand musical theatre and its features.• Understand the role of songs within a musical production.• Create a musical theatre scene; performing a composition on tuned and untuned instruments.
French	<p><u>Je me Presente</u></p> <ul style="list-style-type: none">• Ask and answer verbal questions about their family• Describe personal thoughts and feelings orally.• Say numbers 1-20 in French and use them to talk about yourself.• Write about your house and where you live <p><u>Ma Famille</u></p> <ul style="list-style-type: none">• Make a presentation about their own family both orally and in written form.• Use possessive grammar to write about members of their family.• Convert from 1st person singular to 3rd person singular (je m'appelle to il s'appelle) <p><u>Au Salon de the</u></p> <ul style="list-style-type: none">• Repeat and recall nouns, indefinite articles and determiners relating to the tea room.• Read popular snacks, in French, with accurate pronunciation.• Add quantities and devise a bill using Euros. <p><u>Chez Moi</u></p> <ul style="list-style-type: none">• Ask and answer questions about their house.• Describe verbally and write about the location and layout of their house.• Use the correct spelling to describe rooms within their house.

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Quel temps fait il?

- Verbally describe the weather using French phrases.
- Ask and answer questions about the weather.
- Read a weather map using French phrases.