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| Music   * Play and perform to a variety of audiences in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Improvise and compose music for a range of purposes using the theories of music e.g. pitch, dynamics etc * Listen with attention to detail and record sounds with increasing aural memory * Use and understand staff and other musical notations * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | Design & Technology   * Use research and criteria to develop products which are fit for purpose and aimed at specific groups * Use annotated sketches, cross sectional, exploded diagrams and computer aided design * Select from and use a wider range of materials and components, including construction materials, textiles and ingredients * Analyse and evaluate existing products (own and others) and improve own work * Understand and use mechanical and electrical systems in their products (e.g. gears, pulleys, cams, levers, linkages, series circuits incorporating bulbs, buzzers, motors) * Apply understanding of computing to program, monitor and control their products * Understand and apply the principles of a healthy and varied diet * Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques | Geography   * Revise counties and cities of the UK with a particular focus on land use patterns; and understand how some of these aspects have changed over time * Identify the position and significance of the Prime/Greenwich Meridian and time zones * Understand geographical similarities and difference through the study of human and physical geography of a region in the UK (different to Y4) * Describe and understand key aspects of physical geography including biomes and vegetation belts * Describe and understand key aspects of human geography, including: economic activity including trade links, distribution of natural resources including energy, food, minerals and water * Use four and six-figure grid references, symbols and key (including OS maps) to build their knowledge of the UK and wider world * Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies | Computing   * Design, write and debug programs to solve problems * Use sequence, selection and repetition in programs; work with variables and various forms of input and output * Use search technologies effectively, and evaluate digital content * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | Languages   * 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 * Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases * Present ideas and information orally to a range of audiences * Read carefully and show understanding of simple writing * Broaden vocabulary and develop ability to understand new words into familiar written material, including using a dictionary * Write phrases from memory, and adapt these to create new sentences, to express ideas clearly * Describe people, places, things and actions in writing * Understand basic grammar appropriate to the language being studied |
| History   * Britain’s settlement by Anglo-Saxons and Scots * The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor * A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 | Physical Education   * Use running, jumping, throwing and catching in isolation and in combination * Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending * Develop flexibility, strength, technique, control and balance * Perform dances using a range of movement patterns * Compare their performances with previous ones and demonstrate improvements to achieve their personal best | Art & Design   * Use sketch books to collect, record, review, revisit and evaluate ideas * Improve mastery of techniques such as drawing, painting and sculpture with varied materials * Learn about great artists, architects and designers | Science   * Working scientifically * Living things and Habitats * Animals including humans * Properties and changes of materials * Earth and Space * Forces |  |

Year 5 National Curriculum