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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
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| 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
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Year 5 National Curriculum