**SCIENTISTS in Year 5 should be able to:**

* Observe, describe and compare in careful detail
* Sort and classify with precise reasons
* Make predictions and explain why
* Plan how to collect evidence/information/data to test out an idea/prediction or answer a question
* Measure precisely in standard units
* Select the most suitable equipment for the task
* Plan ways to test out their own/someone else’s ideas
* Set up and carry out fair tests
* Repeat observations and measurements
* Draw tables, bar charts and simple line graphs to record observations/data
* Interpret and predict from bar charts and line graphs
* Explain observations/results using cause and effects and scientific facts and ideas
* Explain what the evidence show and whether it supports any predictions
* Identify trends and patterns in data and explain using scientific facts and ideas
* Begin to identify scientific evidence that has been used to support or refute ideas or arguments
* Select the most appropriate way to communicate findings, evaluating the evidence as well as describing it
* Talk about how to improve their own work giving reasons

**GEOGRAPHERS in Year 5 should be able to:**

* Describe and compare the human and physical features of places accurately using geographical words.
* Accurately locate places, landmarks and features on an increasingly complex set of maps and devices.
* Talk about and describe countries beyond Europe.
* Draw increasingly detailed sketch maps and plans using 4 and 6 figure grid references, symbols and keys.
* Describe the position of places in the world using Equator, Northern and Southern Hemisphere, Arctic and Antarctic circles, Prime/Greenwich Meridian and time zones (including day and night)
* Describe the distribution of natural resources (energy, food, minerals, water) and how it affects people and the environment.
* Present work in a range of methods including ICT.

**HISTORIANS in Year 5 should be able to:**

* Talk about the main changes in a period of history using appropriate vocabulary
* Compare periods of history and notice any connections between them
* Use a timeline to talk about people, events and places they have found out about
* Ask historical questions and choose reliable sources of evidence to find answers. Begin to realise that there often is not a single answer.
* Choose how to present information for an audience using a wide range of methods
* Use a wide variety of sources to find out about the past and give clear reasons why there may be different accounts of history.



**Year 5**

**KEY SKILLS**

**MUSICIANS in Year 5 should be able to:**

* Sing clearly in unison
* Maintain their own part when singing
* Improvise melodic and rhythmic phrases as part of a group performance
* Describe and compare different kinds of music using musical words
* Suggest improvements to their own and other’s work
* Listen to and recall various simple musical patterns
* Explore the relationship between sounds and how music reflects different meanings
* Use a greater variety of notations to plan, refine and revise musical material
* Listen to a wide variety of music and talk about how the way it is created, performed and heard

**A COMPUTER USER in Year 5 should be able to:**

* Decompose problems into smaller steps when writing code.
* Design, write and debug programs for specific goals using a range of different software/platforms.
* Use sequence, repetition, selection and variables in programs
* Work with a range of inputs and outputs
* Use logical reasoning to explain and debug algorithms
* Use search technology effectively and safely
* Identify a range of ways to get support and report issues.
* Recognise unacceptable behaviour online
* Begin to understand how search results are ranked.

**A SPORTS PERSON in Year 5 should be able to:**

* Talk about the skills, techniques and ideas in their own work, in others’ and how to use it to improve their own performance.
* Talk about and explain skills, techniques and ideas and apply them appropriately.
* Explain the effects of exercise, how it is valuable to their health and apply basic safety principles for exercise.
* Create a complex gymnastic sequence of movements combining direction, level and speed which are accurate and consistent.
* Compose their own dance routine which express emotion or feeling for an audience.
* Use a variety of techniques to pass, gain possession of the ball, strike a bowled ball, use fore and backhand and field well.
* Use maps and diagrams to orientate themselves, adapt their actions during changing situation (e.g. weather) and plan careful responses to challenges/problems.
* Run long and short distances and explain the best pace for each.
* Combine running and jumping for a range of jumping methods.

**ARTISTS in Year 5 should be able to:**

* Create a sketchbook with ideas, research, annotations, sketches etc. and talk about how they use it when they are creating artwork
* Evaluate and refine their own work and the work of others to reflect its purpose and meaning
* Use colour, shape, tones, tints and textures to convey a mood/feeling and in their own paintings
* Select materials, effects and shades for the type of drawing they want to produce
* Create increasingly accurate printing blocks and prints
* Create collages inspired by designers using a variety of media and methods for a given purpose
* Create 3D pieces of art using a variety of materials

**DESIGNERS in Year 5 should be able to:**

* Talk about how research influences ideas and use the information when planning and designing.
* Choose appropriate ways to communicate ideas.
* Evaluate their designs/process talk about what is going well and what can be improved.
* Create a textile product and describe the process.
* Make a food product for an identified need (e.g. lunch time) and persuade others to take an interest in the food product.
* Create a purposeful product using stiff and flexible sheets and evaluate it.
* Create a product using switches and describe the process using DT words.
* Make a product using hydraulics and pneumatics and describe the process.